

BOSTON COLLEGE

2017–2018



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Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2017–2018

Volume XCIV, Number 37, May 2017

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

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

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

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

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

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

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

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall 412, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482 or (melinda.stoops@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

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

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,309 full-time undergraduates and 4,542 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 3.5 million books, periodicals, and government documents, and more than 4 million microform units.

Boston College awards bachelor's and graduate degrees in more than 50 subjects and interdisciplinary areas within the Morrissey College of Arts and Sciences, as well as undergraduate and graduate degrees from three professional schools: the Carroll School of Management, founded in 1938; the Connell School of Nursing, founded in 1947; and the Lynch School of Education, founded in 1952, which is now known as the Carolyn A. and Peter S. Lynch School of Education. Boston College also awards master's and doctoral degrees from the Boston College School of Social Work, and the Juris Doctor and the Master of Laws from Boston College Law School, which is consistently ranked among the top 30 law schools in the United States.

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

The Mission of Boston College

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

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

its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

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

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

A Brief History of Boston College

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

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

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

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

In 1974, Boston College acquired a 40-acre site, 1.5 miles from the Chestnut Hill Campus, which had been owned by Newton College of the Sacred Heart. The land is the present site of the Boston

College Law School and of residence halls housing some 800 freshmen. Thirty years later, the University acquired a 65-acre parcel from the Boston Archdiocese, just across Commonwealth Avenue in Brighton. The Brighton Campus is now home to the School of Theology and Ministry, which was established in 2008, after the re-affiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry.

In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan that advances academic program development, faculty expansion and research, and endows undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university.

To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that began with a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's most recent accreditation review occurred in spring 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning & Assessment at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at Boston College are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing, Commission on Collegiate Nursing Education; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Boston College School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; Morrissey College of Arts and Sciences, Chemistry Department:

American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs; Council for the Accreditation of Educator Preparation; Counseling Psychology Programs: American Psychological Association, Masters in Psychology and Counseling Accreditation Council.

The Campus

Located 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 features undergraduate residence halls; the Middle Campus, which includes classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which features Robsham Theater, Conte Forum and student residences as well as dining, recreational, and parking facilities.

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

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

ACADEMIC RESOURCES

Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, Music Theater Workshop, BC Baroque Early Music Ensemble, and many other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and B.C. bOp! Jazz Ensemble. Student organizations engage in a wide variety of musical activities, including the University Chorale, the Voices of Imani (a gospel choir), and several a cappella groups. The McMullen Museum of Art, which opened its new home at 2101 Commonwealth Avenue in September 2016, presents innovative and multidisciplinary exhibitions that span the history of art. The Theatre Department presents six fully-staged productions each year. There are also several student organizations which produce dozens of projects year round. The annual Arts Festival is a three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts, a platform for student arts groups from all disciplines.

Arts Council

The Arts Council works year-round to promote, develop, and celebrate the arts in the Boston College community, both on and off campus. Annual programming from the Arts Council includes Career Night for the Arts, a fall networking event for students to connect with alumni working professionally in arts-related fields, and the Boston College Arts Festival, a three-day multi-venue showcase of performers and artists in all disciplines across campus. Each year, the Arts Council's awards program honors the distinguished achievements of alumni, faculty, and student artists. The Arts Council also supports

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student arts groups with regular workshops and development classes, collaborates with faculty to develop new courses, and works with alumni to enhance arts participation at BC. Students can get involved with the Arts Council through their many volunteer opportunities, internships, and staff positions.

Walk-in Help Desk

The Walk-in Help Desk (located on Level 3 of O'Neill Library) 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/helpdesk.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), e-mail (help.center@bc.edu), and Internet (www.bc.edu/help) to the BC community Monday through Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 24 hours a day, seven days a week.

The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP, and Lenovo computers. For hours, rates, and contact information visit: www.bc.edu/offices/help/essentials/software/hw-repair.html.

Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 40 languages and in multiple formats (analog and digital audio, videocassette, DVD/Blu-ray, cable television and online subscription services programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate

materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/cas/language.

The Libraries

library.bc.edu

Ask a Librarian (Including librarians by subject specialty)

library.bc.edu/ask-a-librarian

Research Help by Subject

library.bc.edu/subjects

Library Catalog

library.bc.edu/search

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

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

Library subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the catalog, selecting and using the most appropriate databases and reference sources, and managing the results of their research.

Digital Library Services: The Boston College Libraries subscribe to more than 500 subject-specific databases providing online access to a wide range of articles in journals, magazines, and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible online via a central discovery system. Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local. The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

Digital Institutional Repository: The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve

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

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

The Libraries of Boston College

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

Bapst 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 research in art, architecture, art history, and photography. Gargan Hall, with its magnificent stained glass windows, provides for quiet study. For more information, visit library.bc.edu/bapst.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programming. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitica; Fine Printing; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, please see library.bc.edu/burns.

The Educational Resource Center (ERC) serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for

elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit library.bc.edu/erc.

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

The Theology and Ministry Library (TML) serves the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary. The library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitica. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines. In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information, visit library.bc.edu/tml.

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

The Law School Library, located on the Newton Campus, has a collection of approximately 500,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

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

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Partnerships and Associations

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

Boston Library Consortium: The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of Connecticut, University of New Hampshire, University of Rhode Island, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

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

Media Technology Services

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

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

Divisions within MTS include:

- Classroom Support Services
- Graphic, Photography and Design Services
- Audio and Event Technology Services
- Video and Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- 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, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit www.bc.edu/boisi.

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

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

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

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

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

Center for International Higher Education

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

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

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

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

Center for Retirement Research

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

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

Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world’s deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

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

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

Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to impact the lives and work environments of four million employees. As work-life issues continue

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to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's 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 highly successful employer partnerships: the BC Workforce Roundtable and the Boston College Work and Family Association (BCWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force engagement, productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

For more information, visit www.bc.edu/cwf or follow @BCCWF.

Global Leadership Institute

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

GLI programing also connects the Boston College community to the world by enabling faculty to develop and deepen links with practitioners from across the globe. Programs offer a robust mix of classroom seminars led by Boston College faculty, participant case

study analysis, and "site visits" to and exchanges with innovative and effective leaders from across the Commonwealth of Massachusetts and the United States.

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

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute sponsors 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 translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

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

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

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

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

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

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

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

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

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit www.bc.edu/isprc.

Irish Institute

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

Since its founding in 1997, more than 1,300 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 120 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. In addition to exchange programming, the Irish Institute works to promote relationships between Boston College and the island of Ireland through events like the Aer Lingus College Football Classic, networking receptions, and “fireside chats” with leaders from across the island of Ireland. The Irish Institute’s reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

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

Jesuit Institute

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

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan’s published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each

June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (“Trends in International Mathematics and Science Study”) and PIRLS (“Progress in International Reading Literacy Study”). Over the past 20 years, the TIMSS & PIRLS International Study Center has attracted over 115 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2015 provides 20 years of trends, with about 60 countries participating in the study. eTIMSS 2019 will transition TIMSS from paper and pencil to a digital environment.

Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2016 will provide 15 years of trends, with more than 50 countries participating. Also, PIRLS Literacy will provide a less difficult reading assessment than PIRLS for countries where children are still developing fundamental reading skills. New in 2016, ePIRLS became a computer-based assessment of students’ ability to read and comprehend information presented in an internet environment.

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

Weston Observatory of the Department of Earth and Environmental Sciences

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

Today’s advances in geophysical instrumentation, coupled with advances in Internet communication and social media, make it possible to observe and study earthquakes and the Earth’s interior in unprecedented ways. Inspired by its earliest roots in the 1930s that formed the foundation of a modern high-tech networked observatory of the twenty-first century, Weston Observatory shares in that endeavor. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the World-Wide Standardized Seismographic Network (WWSSN),

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the first modern global seismic monitoring system. The Observatory continues to operate its WWSSN seismographs, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Thea Bowman AHANA and Intercultural Center

The goal of the Thea Bowman AHANA (African, Hispanic, Asian, and Native American) and Intercultural Center is to support the undergraduate community, with a particular focus on AHANA, multicultural, and multiracial students in navigating college life. The Center also offers programming to facilitate students' identity formation, build cultural competency and create community across areas of difference. Examples of services include: College Counseling, Mentoring, Academic and Leadership programs such as the Community Research Program and Sankofa Male Leadership Program; Multicultural Education such as Racial Identity Leadership Experience (RIDE); as well as an awards component.

The Thea Bowman AHANA and Intercultural Center is located on the 4th Floor of Maloney Hall. For more information, call 617-552-3358 or visit www.bc.edu/ahana.

Options Through Education Transition Summer Program (OTE)

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

Athletics Department

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

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

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

Career Center

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

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

Office of Campus Ministry Within the Division of Mission and Ministry

Boston College is a Catholic Jesuit University. Its Office of Campus Ministry is dedicated to the faith formation of all of its students, faculty and staff through worship, religious retreats, sacramental catechesis, prayer, spiritual companionship, small faith communities, pastoral care as well as an array of service opportunities. Campus Ministry's mission is to help faith influence every aspect of Boston College life from classrooms to libraries, from laboratories to residence halls, from student organizations to athletic teams, and from chapels to wherever students, faculty and staff gather as a university. All are welcome. The Campus Ministry's main office is located in McElroy, Room 233. The phone number is 617-552-3475, and the e-mail is ministry@bc.edu. For further information, please go to www.bc.edu/ministry.

Office of the Dean of Students

The mission of the Office of the Dean of Students is to facilitate student development and learning in all facets of a student's experience. Utilizing a comprehensive approach to community development that is informed by the Jesuit, Catholic values of Boston College, we address a variety of issues including civility and respect, civic engagement, diversity, and student behavior both on and off campus. We also offer direct support and services to students with disabilities, students in crisis or distress, and LGBTQ+ students.

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

Contact the Office of the Dean of Students at Maloney 448 at 617-552-3470 or at www.bc.edu/dos.

Dining Services

The University offers an award-winning dining program that features a diverse and nutritionally balanced menu with broad hours of operation seven days a week. Students may dine when they like, where they like, choosing from eight dining locations that include: Carney Dining Room and The Eagle's Nest on upper campus; Lyons and The Bean Counter on middle campus; Stuart Dining Hall on Newton campus; Lower Live and Addie's Loft on lower campus; and café 129 on the Brighton campus. Additionally, students may use the residential dining

bucks portion of their meal plan at The Chocolate Bar at Stokes Hall, Hillside Café in Maloney Hall, any of the three On the Fly Minimarts, and concessions stands in Alumni Stadium/Conte Forum.

The Mandatory Meal Plan serves all freshmen and students living in a residence hall that does not have individual cooking facilities. The cost of the meal plan for the 2017–2018 academic year is \$5,312 per year.

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

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

Specific details regarding these plans can be obtained on the dining website at www.bc.edu/dining or by contacting the office of Student Services at 617-552-3300.

Disability Services Office

The Disability Services Office serves undergraduate and graduate students with physical, medical, psychological and temporary disabilities. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. The Assistant Dean also works with university administrators to develop policies and procedures pertinent to students with disabilities while acting as a general referral service on disability issues.

For more information, contact:

Office of the Dean of Students

Maloney Hall—Suite 448A

140 Commonwealth Ave

Chestnut Hill, MA 02467

Phone: 617-552-3470

E-mail: disabsrv@bc.edu

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

For more information, contact:

Kathleen M. Duggan, Ph.D.

Associate Director for Support Services

The Connors Family Learning Center (CFLC)

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

140 Commonwealth Avenue

Chestnut Hill, MA 02467

Phone: 617.552.8093

E-mail: dugganka@bc.edu

Office of Student Involvement

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

Through a commitment to leadership development, student formation, and high impact student engagement offerings, the Office of

Student Involvement supports the academic mission of the institution by intentionally linking student experiences that occur both inside and outside the classroom.

OSI advises over 200 student organizations and the Undergraduate Government of Boston College. The office also offers a training curriculum that caters to all members of student organizations where training is offered in the following categories: health and wellness, religious and spirituality, civic engagement, cultural diversity, leadership, and career exploration. The office also supports other leadership programs including the Emerging Leader Program, Leadershape, Excel Leadership Coaches, and an annual Ever to Excel Leadership Awards Ceremony.

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

Contact the Office of Student Involvement at Carney Hall, Suite 147, at 617-552-3480, or at www.bc.edu/osi.

University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located at 2150 Commonwealth Avenue on the Main Campus and can be contacted by calling 617-552-3225.

The Outpatient Unit staff includes full-time primary care physicians, nurse practitioners, and on-site specialty consultants. The 24-hour Inpatient Unit provides care for students requiring observation and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

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

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

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

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

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

Immunization

All students considered full-time by the University are required to comply with Massachusetts College Immunization Law.

The College Immunization Law requires proof of the following immunizations:

- Tdap Booster—If it has been less than 5 years since the last dose of DTaP/DTP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine.
- 2 doses of the Measles, Mumps and Rubella vaccines; *with the exception of Health Science students, birth before 1957 in the U.S.* is also acceptable.
- 3 doses of the Hepatitis B vaccines
- Meningitis vaccine within the past 5 years or submission of waiver form for all students living in University-sponsored housing
- 2 doses of Varicella “chicken pox” vaccines or a reliable history of chicken pox documented by a health care provider; *with the exception of Health Science students, birth before 1980 in the U.S.* is also acceptable.
- Completion of the Tuberculosis Screening Form is also required.
- *CSON and CSONGP have additional requirements to prepare for clinical readiness; these requirements will be communicated to each student by the respective schools.*

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$75 will be charged to your student account.

University Counseling Services (UCS)

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

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, running programs in the community, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service. The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education.

VSLC services include:

- An **online volunteer database** located on our website (www.bc.edu/vslc) available for students to find service placements with community partners in the Greater Boston area that fit their interests and schedules.
- **Annual events** such as the Welles R. Crowther Red Bandanna 5k Run, Volunteer Fair, and Nicaragua Faculty/Staff Immersion Trip.

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

ANNUAL NOTIFICATION OF RIGHTS

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

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

Student Rights Under FERPA

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

These rights are as follows:

- The right to inspect and review the student’s education record within 45 days of the day the University receives a request for access. Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the

record from the office responsible for maintaining that record. Unless the circumstances require the existence of a formal request, an oral request may be honored.

Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student’s education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

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

If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student’s education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

Certain personally identifiable information from a student’s education record, designated by Boston College as directory information, may be released without the student’s prior consent. This information

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information at www.bc.edu/myservices (“Privacy Preferences Confirm/Review”). This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

CONSUMER NOTICES AND DISCLOSURES (HEOA)

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

- **Institutional and Student Information**, including information regarding the University’s academic programs, facilities, faculty, academic improvement plans, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, and standards for maintaining aid), student employment information and exit counseling information, and how to reach the Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates; and
- **Health and Safety Information**, including the Campus Security and Fire Safety Report, the Drug-Free Campus and Workplace Program, and the University’s policy regarding vaccinations.

Each disclosure that is linked on the HEOA page explains how to get a paper copy of the specific disclosure. Alternatively, a request for paper copies of these disclosures may be made by calling the Office of the

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Executive Vice President (617) 552-3256, or sending a written request to: Boston College, Office of the Executive Vice President, Botolph House, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

NOTICE OF NON-DISCRIMINATION

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

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

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

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue (Office location: 129 Lake Street)
Chestnut Hill, MA 02467

Patricia Lowe

Executive Director for Institutional Diversity/Title IX Coordinator
patricia.lowe@bc.edu

Phone: 617-552-3334

E-mail: TitleIXCoordinator@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), Maloney Hall 412, Chestnut Hill, MA 02467, Melinda Stoops, reachable at 617-552-3482 or (melinda.stoops@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

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

RESIDENCE ACCOMMODATIONS

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

Living & Learning Communities

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

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

The Honors House is sponsored by the Morrissey College of Arts and Sciences. It houses 100 first-year Honors students in Medeiros Hall on Upper Campus and space is also reserved for upper class students on Lower Campus. Preference is given to students in the Morrissey College of Arts and Sciences honors program but, based on availability, can often accommodate interested students in the Carroll School of Management honors program. Faculty lectures, cultural, and academic sponsored events are held in this residence hall throughout the year.

The Kostka Women's Community, located in an all-female hall on Upper Campus, strives to engage residents in conversations around women's issues, empowering women, and women's leadership. This community, in collaboration with the Women's Center, includes a dinner series, retreats, peer mentors, intentional programming, and opportunities to connect with women in leadership roles. Through the experience of living in Kostka, residents will deepen their commitment to personal health and wellness, explore and develop their identity, and engage in meaningful conversations.

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

The Perspectives Living Learning Community is an academic initiative for first-year students that possesses a distinct bond between an academic course and a residential living community. Students who live in this community are afforded the opportunity to participate in specialized programming which creates links to the Perspectives curriculum and establishes deeper relationships between students, faculty, and administrators. The program promotes the development of authentic friendships that are both intellectual and social. The common bond and social interaction increases academic attentiveness and connection with classmates.

The Romance Language Community primarily houses upper class students who want to improve their speaking knowledge of French and Spanish. Sponsored by the Romance Language Department, students living in the Maison Française and the Casa Hispánica participate in

a unique academic environment supported by two Graduate Teaching Fellows who live on the floor and are fluent in French and Spanish. The community seeks to bring students and faculty together to foster an intellectual community that shares the events of daily life in French and/or Spanish.

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

The Sustainability Living Learning Community is a community dedicated to sophomores interested in exploring the topic of sustainability through an interdisciplinary lens and promoting environmental awareness on campus. Students living in this community will be enrolled in a Sustainability focused academic course with their hall mates each semester (Fall: UNAS334001 & Spring: BIOL1440) allowing for an intentional community committed to promoting sustainable practices to develop inside and outside the classroom.

Lower Campus

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

Vouté Hall and Gabelli Hall: These apartment-style residence halls were completed in the fall of 1988 and house approximately 375 students. Each completely furnished air-conditioned apartment includes two, double-occupancy bedrooms, one bathroom, living room, dining area, and kitchen. Seventeen two-level townhouses are unique features of these halls. The buildings provide students with access to several lounge spaces for study and social uses and laundry rooms. These residence halls generally house senior level students. Subscription to the University Meal Plan is optional.

Modular Apartments: These 76 duplex townhouse apartments were completed in the spring of 1971 and house approximately 450 students. Each completely furnished air-conditioned apartment has three, double-occupancy bedrooms, two and one-half bathrooms, living room, and kitchen. This area generally houses senior level students. Subscription to the University Meal Plan is optional.

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

Reservoir Apartments: This seventeen story high-rise building was renovated and converted into a residence hall in 2016, housing approximately 540 students. Each completely furnished air-conditioned

apartment includes one or two double occupancy room, or one triple occupancy room, one or two bathrooms, living room, dining area, and kitchen. Lounge space on the second floor has access to an outside patio. A study lounge and reflection space is located on the seventeenth floor. This residence hall generally houses sophomore and junior students. Subscription to the University Meal Plan is optional.

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

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

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

Stayer Hall: This suite style residence hall was completed in 2004 and houses approximately 300 students in 6 and 8-person suite style accommodations. Each fully furnished suite has two bathrooms, a furnished common living area and kitchenette area, including a sink, refrigerator, cabinet and counter space, kitchen table, and chairs. Several lounge spaces for study and social uses and a laundry room are also available. This residence hall generally houses junior and senior level students. Subscription to the University Meal Plan is mandatory.

Upper Campus

These are traditional-style residence halls with 1, 2, 3, or 4-person occupancy rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These 13 buildings house approximately 2,000 first-year and sophomore students. Upper Campus residents use the laundry facilities in O'Connell House, located in the center of Upper Campus, or in residence halls where available. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 880 first-year students. Free daily shuttle service is provided to the Chestnut Hill campus, which is located approximately one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it

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attractive to many first-year students. The University Meal Plan is mandatory for Newton Campus residents and a dining hall is located on the campus, as well as a library, chapel, and laundry facilities.

Off-Campus Housing

The University operates an off-campus housing office within the Office of Residential Life (Maloney Hall, Suite 413) for the convenience of those seeking assistance with searching for off-campus housing. The office maintains an online database of updated listings of apartments and rooms available for rent in areas surrounding the campus. These listings may be found within the Office of Residential Life website. Students may also visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. for assistance in-person.

TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 8 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

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

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

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2017.
- Tuition first semester—\$26,250
- Second semester tuition and fees are due by December 8, 2017.
- Tuition second semester—\$26,250

Woods College of Advancing Studies

- Tuition per course—\$1,900
- Auditor's fee** per course—\$950

Undergraduate General Fees*

Application Fee (not refundable):.....75

Acceptance Fee:.....500

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their degree.

Health Fee:510

Identification Card (required for all new students):.....45

Late Payment Fee:.....150

Freshman Orientation Fee

(mandatory for all freshmen):.....510

Woods College of Advancing Studies—Undergraduate

Application Fee (not refundable):.....40

Registration Fee (per semester):.....25

Undergraduate Special Fees*

Extra Course—per credit hour:1,750

Laboratory Fee—per semester:55–420

Massachusetts Medical Insurance: 3,088 per year
(1,283 fall semester, 1,805 spring semester)

Nursing Laboratory Fee: up to 200

NCLEX Assessment Test:70

Special Students—per credit hour:1,750

Student Activity Fee: 336 per year

Resident Student Expenses

Board—per semester:2,656

Room Fee (includes Mail Service) per semester

(varies depending on room):4,415–6,055

Summer Session

Tuition per credit hour804

Auditor's fee**—per credit hour402

*All fees are proposed and subject to change.

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

Collection Cost and Fees

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

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

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

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

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

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

Notice of Consent to Collection Communications

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, e-mails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

Massachusetts Medical Insurance

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

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

Domestic students may waive the BC insurance plan by completing the electronic waiver form at www.bc.edu/myservices ("Medical Insurance"). Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 22, 2017 for the fall semester and by January 26, 2018, for the spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

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

Returned Checks

Returned checks will be fined in the following manner:

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

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

Undergraduate Refund Schedule

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

First Semester

- by Aug. 25, 2017: 100% of tuition charged is cancelled
- by Sept. 8, 2017: 80% of tuition charged is cancelled
- by Sept. 15, 2017: 60% of tuition charged is cancelled
- by Sept. 22, 2017: 40% of tuition charged is cancelled
- by Sept. 29, 2017: 20% of tuition charged is cancelled

Second Semester

- by Jan. 12, 2018: 100% of tuition charged is cancelled
 - by Jan. 26, 2018: 80% of tuition charged is cancelled
 - by Feb. 2, 2018: 60% of tuition charged is cancelled
 - by Feb. 9, 2018: 40% of tuition charged is cancelled
 - by Feb. 16, 2018: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

Summer Sessions Refund Schedule: All Schools

Prior to the second class meeting, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second class meeting.

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund at www.bc.edu/myservices ("Request Student Account Refund"). If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

NATIONAL STUDENT CLEARINGHOUSE

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

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

ABOUT BOSTON COLLEGE

Degree and Enrollment Verification

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

Web: www.degreeverify.com

Phone: 703-742-4200

Fax: 703-742-4239

E-mail: degreeverify@studentclearinghouse.org

Mail: National Student Clearinghouse

13454 Sunrise Valley Drive, Suite 300

Herndon, VA 20171

UNDERGRADUATE DEGREE AND INTERDISCIPLINARY PROGRAMS

Morrissey College of Arts and Sciences

Art History: B.A.

Biochemistry: B.S.

Biology: B.A., B.S.

Chemistry: B.S.

Classics: B.A.

Communication: B.A.

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

Economics: B.A.

English: B.A.

Environmental Geosciences: B.S.

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

Film Studies: B.A.

French: B.A.

Geological Sciences: B.S.

German Studies: B.A.

Hispanic Studies: B.A.

History: B.A.

International Studies: B.A.

Islamic Civilization and Societies: B.A.

Italian: B.A.

Linguistics: B.A.

Mathematics: B.A., B.S.

Music: B.A.

Philosophy: B.A.

Physics: B.S.

Political Science: B.A.

Psychology: B.A., B.S.

Russian Culture and Civilization: B.A.

Russian Language and Literature: B.A.

Slavic Studies: B.A.

Sociology: B.A.

Studio Art: B.A.

Theatre: B.A.

Theology: B.A.

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

English: B.A./M.A.

History: B.A./M.A.

Linguistics: B.A./M.A.

Philosophy: B.A./M.A.

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

Sixth-Year Program—Boston College Law School

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

Fifth Year Programs—School of Theology and Ministry

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

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

Lynch School of Education

Applied Psychology and Human Development: B.A.

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

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

Fifth Year Programs—Lynch School of Education,

Graduate Programs

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

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

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

Educational Research, Measurement and Evaluation: B.A. or B.S./M.A.

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

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

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

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

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

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

Early Admit Programs—Lynch School of Education,

Graduate Programs

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

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

Carroll School of Management

Accounting: B.S.

Accounting and Information Systems: B.S.

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

Computer Science: B.S.

Corporate Reporting and Analysis: B.S.

Economics: B.S.

Entrepreneurship B.S. (co-concentration only)

Finance: B.S.

General Management: B.S.

Information Systems: B.S.

Management and Leadership: B.S.

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

Connell School of Nursing

Nursing: B.S.

B.S./M.S. Program—Connell School of Nursing, Graduate Programs

Nursing: B.S./M.S.

Fifth Year Programs—Boston College School of Social Work

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

Woods College of Advancing Studies

Communication: B.A.
Corporate Systems: B.A.
Criminal and Social Justice: B.A.
Economics: B.A.
English: B.A.
History: B.A.
Information Systems and Technology: B.A.
Natural Sciences: B.A.
Philosophy: B.A.
Political Science: B.A.
Psychology: B.A.
Social Sciences: B.A.
Sociology: B.A.
Theology: B.A.

Interdisciplinary Programs

African and African Diaspora Studies
American Studies
Ancient Civilization
Asian Studies
Catholic Studies
East European Studies
Environmental Studies
Faith, Peace, and Justice
German Studies
International Studies
Irish Studies
Islamic Civilization and Societies
Jewish Studies
Latin American Studies
Managing for Social Impact and the Public Good
Medical Humanities, Health, and Culture
Psychoanalytic Studies
Scientific Computation
Women's and Gender Studies

UNDERGRADUATE ADMISSION

Admission Information

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

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

Admission from Secondary School

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

Standardized Testing

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

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

The Committee on Admission will select the best combination of test scores when evaluating an application. International students for whom English is not their primary native language are required to submit the Test of English as a Foreign Language (TOEFL) results or the International English Language Testing System (IELTS).

Application Procedures

Regular Freshman Admission

Students applying to Boston College should submit the Common Application, the Boston College Writing Supplement and a \$75 application fee no later than January 1. Both the Common Application and Boston College Writing Supplement are available on the Common Application website. Candidates are notified of action taken on their applications by April 1.

Early Action

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

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn

of their admission early in their senior year may consider applying Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Boston College Writing Supplement and the Common Application on or before November 1. At Early Action, students may be admitted, deferred to the Regular Decision program, or denied admission. Candidates will learn of the Admission Committee's decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

International Student Admission

International students are expected to submit the same credentials (transcripts, recommendations, standardized tests, etc.) as domestic applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam or the International English Language Testing System (IELTS). A minimum TOEFL score of 600 on the paper-based test, 250 on the computer-based test, or 100 on the internet-based exam is recommended. A minimum IELTS score of 7.5 is recommended. Students applying from British systems must be enrolled in an A Level program to be considered.

Admission-in-Transfer

Transfer admission applications are available to students who have successfully **completed** three or more transferable courses (9 credits minimally) at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.4 to 3.7 cumulative grade point average. Students are encouraged to finish one full year of studies before seeking admission-in-transfer. Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

All candidates for transfer admission should submit the Transfer Common Application, the Boston College Writing Supplement, and all other required forms along with the \$75 application fee. All portions of the Transfer Application can be found on the transfer website at www.bc.edu/transfer.

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

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

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

Transfer of Credit

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

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

At Boston College, transfer credit is established on a course-by-course basis. Transferable courses must have been completed at regionally accredited colleges or universities and must be similar in content, depth, and breadth to courses taught at Boston College. In addition, a minimum grade of C must have been earned. BC students must complete the following number of credit hours for graduation: Morrissey College of Arts and Sciences—120, Carroll School of Management—120, Lynch School of Education—120, and Connell School of Nursing—117. A maximum of 60 credit hours will be allowed in transfer. The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

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

Applicants seeking to have online courses accepted in transfer by Boston College should submit a syllabus for each course, including information about contact hours and exam requirements.

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

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

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

Date of Graduation

All undergraduate students are expected to spend four years enrolled as full-time students in order to earn a bachelor's degree.

Students generally may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal credit requirements are less than those at Boston College, and who experience a loss of one semester in their status as a result. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class.

A transfer student's date of graduation is determined by the number of credits accepted in transfer and the number of Boston College semesters these satisfy. The normal academic load for undergraduates is five 3- or 4-credit courses per semester. Thus, students are expected to have completed 30 credits at the end of one year, 45 at the end of a year and a half, and 60 credits at the end of two years. In determining a transfer student's date of graduation, leeway of six credits is allowed without loss of status. For example, students completing 24–30 credits are accepted as first-semester sophomores.

Residency Requirement

The requirements for the bachelor's degree generally include a minimum of eight semesters of full time enrollment, at least four semesters of which must be at Boston College.

Transfer students may need more than eight semesters in total in order to complete all the university's degree requirements. As long as transfer students abide by all relevant University academic regulations, including at least four semesters at Boston College, they may seek to regain their original graduation-year status through course overloads and summer courses. In such cases, transfer students will not incur additional tuition charges for course overloads. Transfer students who seek to regain their original graduation date should consult with their associate dean to confirm that they are eligible to do so.

Special Students

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

Advanced Placement Units

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

College Board Advanced Placement (AP)

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

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

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

Computer Science: The AP exam in Computer Science does not fulfill Core requirements. Students interested in the CS major should consult with the department to determine if any placement out of major requirements may be earned with scores of 4 or 5 on any of the Computer Science exams. (3 AP units if applicable)

English: Students receiving a 4 or 5 on the AP English Language exam are exempt from the writing core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the literature core. (3 AP units for each score of 4 or 5).

Foreign Language: Students receiving scores of 3, 4 or 5 in a foreign language exam (4 or 5 only in Classical, German and Eastern languages) will have satisfied the University foreign language requirement in the Morrissey College of Arts and Sciences and the Carroll School of Management. Only scores of 4 or 5 will be awarded AP units. (6 AP units for scores of 4 and 5, no AP units are assigned for a score of 3). **Reference the Language Proficiency section for further details.**

THE UNIVERSITY: POLICIES AND PROCEDURES

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

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

Mathematics: Students receiving exams scores of 4 or 5 on the AB Calculus, BC Calculus, or AB Calculus sub score are considered to have fulfilled the Core requirement in mathematics in all divisions except the Connell School of Nursing. Boston College's MATH1180 must be taken for the Mathematics Core in Nursing. (3 AP units are earned for a 4 or 5 on Calc AB or BC subscore, 6 AP units for Calc BC)

Natural Science: Students receiving a 4 or 5 on the AP exams in Biology or Chemistry are considered to have fulfilled the two course natural science Core requirement. Students receiving a 4 or 5 on any of the single Physics exams (Physics 1, Physics 2, Physics C-Mechanics, Physics C- Electricity and Magnetism) are considered to have fulfilled one natural science Core. Students scoring a 4 or 5 on the Environmental Science exam are considered to have fulfilled one of the two course Natural Science requirements.

Psychology: Qualifying scores (4 or 5) on the Psychology AP exam fulfill one of the two social science requirements for the Morrissey College of Arts and Sciences and the Connell School of Nursing. CSOM and LSOE have other social science requirements. For psychology majors a score of 4 or 5 on the AP Psychology examination can be substituted for either PSYC1110 Introduction to Psychology as a Natural Science or PSYC1111 Introduction to Psychology as a Social Science, but students substituting an AP exam score for PSYC1110 or 1111 are required to take an additional 2000-level psychology course (for a total of four courses at the 2000-level) to complete their major in Psychology. (3 AP units)

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

Statistics: Students entering the Carroll School of Management who have received a score of 5 on the AP Statistics exam are considered to have fulfilled the Carroll School of Management Statistics requirement. (3 AP units). NOTE: AP Stats cannot be used to fulfill the Stats requirement in the MCAS Economics major.

International Baccalaureate

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

British A Levels

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

6 units for grades of A or B

3 units for grades of C

Grades lower than C do not qualify

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

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

For further details, visit www.bc.edu/advancedplacement.

French Baccalaureate

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

6 units for scores of 13 or higher

3 units for scores of 10–12

Scores below 10 do not qualify.

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

No advanced placement will be awarded for English.

For further details, visit www.bc.edu/advancedplacement.

Italian Maturità

For students who earn an exam score of 70 or higher on the final exam, advanced placement units will be awarded only for subjects in which the written exam was taken (no placement for oral exams) and the average score for the final exam over the last two years is 7 or higher. No advanced placement units can be earned for English.

For further details, visit www.bc.edu/advancedplacement.

German Abitur

Placement will be considered for the four subjects scored in the Abitur final exams. In the two subjects listed, the “main subject” with scores of 10 or higher, 6 advanced placement units will be awarded in corresponding subject areas. For two additional “basic course” with scores of 10 or higher, 3 advanced placement units will be earned in corresponding subject areas. No advanced placement units can be earned for English.

For further details, visit www.bc.edu/advancedplacement.

Swiss Maturité

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

For further details, visit www.bc.edu/advancedplacement.

College Courses Taken During High School

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

Courses Taken at a High School:

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

Courses Taken on a College Campus:

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

Each 3- or 4-credit course with a grade of B or better will earn three advanced placement units. College transcripts for these courses should be submitted to the Office of Transfer Admission by August 1.

For further details, visit www.bc.edu/advancedplacement.

Advanced Standing

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

For further details, visit www.bc.edu/advancedplacement.

Language Proficiency Requirement

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

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

Subject Test	SAT Score	AP Score	Requirement Fulfilled
Chinese	650	4	Demonstrates Language Proficiency
French	550	3	Demonstrates Language Proficiency
German	600	4	Demonstrates Language Proficiency
Italian	550	3	Demonstrates Language Proficiency
Japanese	650	4	Demonstrates Language Proficiency
Korean	650	4	Demonstrates Language Proficiency
Latin	600	4	Demonstrates Language Proficiency
Modern Hebrew	650	4	Demonstrates Language Proficiency
Spanish	550	3	Demonstrates Language Proficiency

Other Exams and Exam Score Minimums

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level

- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish).
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

Course Work Meeting Language Proficiency Requirement

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

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

FINANCIAL AID

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

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

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

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

General Information

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

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

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

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

Returning funds to these programs could result in a balance coming due to the University on the student's account.

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. Please refer to Boston College's *Satisfactory Academic Progress Policy* for detailed information.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid 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 Direct Loan (Stafford)) of any change in name, address, or school status.
 - complete the Entrance Interview process if he or she is a new loan borrower.
 - complete the Exit Interview process prior to withdrawal or graduation.

FIRST YEAR EXPERIENCE

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

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

During the orientation, students will meet with academic deans and advisors to both discuss their academic options and register for their fall semester classes. Additionally, faculty, administrators, and peer orientation leaders will engage our first-year students in discussions of the intellectual, social, and spiritual life that is unique to Boston College, the value of diversity, the opportunities to participate

in service, the availability of learning resources, and the consideration of behavioral choices during the college years. The forums for discussion are designed to be interactive as to welcome the newest members of our community into the spirit Boston College.

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

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

48HOURS is a weekend experience open to all first-year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. Participants of this program hear senior student leaders speak personally and honestly about their own college transition process, focusing particularly on their first year ups and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UNCS2201) is a Cornerstone Initiative seminar in which each instructor of the course serves as the academic advisor for the students in their section. In this seminar course, students are asked to examine various types of literature and media in order to reflect on how the course themes apply to society, college life, and students' experiences.

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

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

SPECIAL PROGRAMS

Capstone Seminar Program

The Capstone Seminar Program helps students to "cap off" their Boston College experience by a review of their education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester exclusively for seniors and second-semester juniors in all schools. The Capstone seminars explore the struggle to discern your own calling in life as you integrate the four crucial areas of work, relationships, society, and spirituality. Capstone seminars are taught by two dozen faculty from 20 different departments and all four colleges—Morrissey College of Arts and Sciences, Carroll School of Management, Lynch School of Education, and Connell School of Nursing—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UNCP5500 and UNCP5599 in the Boston College Catalog. Many Capstone Seminars are also cross-listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. You may take only one Capstone course during your academic career. Capstones cannot be taken as Pass/Fail. For information, contact the Program Director, Fr. James Weiss via e-mail at james.weiss@bc.edu or see the University Courses section of this Catalog. You may also reference the Capstone Program website at www.bc.edu/capstone.

Faculty and Staff Children Exchange Program (FACHEX)

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

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. Employees must complete the FACHEX Certification Form available on the Boston College FACHEX website and return it to the Benefits Office for processing before December 1. Only the Benefits Office can certify an employee child as FACHEX eligible in the AJCU's FACHEX Database, and this form contains the required information for entry. Employees should also consult the FACHEX website for information about rules of the program, and strongly consider contacting the FACHEX Coordinator at the participating colleges and universities their child is applying at, to follow those school's specific admissions deadlines or requirements. BC does not maintain admissions policies of other schools in the program, and cannot advise on their behalf.

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

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

Gabelli Presidential Scholars Program

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

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars meet weekly to discuss their area of concentrations (science and pre-med, humanities, political science and international studies, and management, economics and finance), to share experiences and find greater wisdom in applying for study grants, language programs, internships, and fellowships, and to partake in the cultural life of Boston at the theater, the ballet, or the symphony. To complement the emphasis on ideas and ideals they encounter in their Honors Seminars, and in their summer programs, Presidential Scholars also give presentations to their fellow scholars about a variety of their experiences including study abroad, Advanced Study Grants, internships and thesis writing. These presentations serve as additional avenues of inspiration to younger scholars, offering them a glimpse of the opportunities that are open to them throughout their college careers. In addition, these presentations offer the upperclassmen scholars the opportunity to develop and refine their public speaking skills.

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

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

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

Office of International Programs (OIP)

International programs are an integral part of the undergraduate experience at BC. Each year approximately 1,200 students—over 50% of a given graduating class—spend a semester, summer, or academic year studying, interning, conducting research, and/or volunteering abroad. BC collaborates with a variety of partner universities worldwide to administer programs in about 30 countries. To apply for semester/academic year programs abroad, students are required to have a 3.0 GPA and be in good disciplinary standing. Additional non-BC approved programs are listed on the OIP website. The OIP also offers around 30 short-term, faculty-led summer programs that are

open to both BC and non-BC students and have no minimum GPA requirement. Students should begin planning to go abroad as early as their freshman year. Information on the OIP website, information sessions, and individual meetings with OIP advisors help students choose the best program for their academic needs.

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

Academic Year Programs

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

Argentina

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

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

BC in Buenos Aires: Universidad Torcuato Di Tella

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

Australia

Monash University

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

Notre Dame University

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

University of Melbourne

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

University of New South Wales

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

University of Queensland

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

University of Western Australia

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

Austria

Vienna University of Economics and Business (WU)

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

Brazil

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

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

Chile

Pontificia Universidad Catolica de Chile (PUC)

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

Universidad Alberto Hurtado (UAH)

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

China

Hong Kong University of Science and Technology

Semester or full-year direct enrollment program with a strong focus on business/management. For CSOM students only. On campus housing, central location. Courses taught in English. No language requirement.

University of Hong Kong

Semester or full-year program suitable for most students especially those concentrating in the humanities and sciences. Business students welcome. On-campus housing, proximity to public transportation. Courses taught in English. No language requirement.

Denmark

Copenhagen Business School

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

Copenhagen University

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

Ecuador

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

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

England

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

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

BC in London: London School of Economics (LSE)

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

BC in London: Queen Mary, University of London

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

BC in London: Royal Holloway, University of London

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

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

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

BC in London: University College London, University of London

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

University of Bristol

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

Durham University

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

Lancaster University

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

University of Liverpool

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

France

BC in Paris: Université de Paris

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

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

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

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

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

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

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

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

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

Germany

Eichstätt Catholic University

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

Greece

American College of Thessaloniki (ACT)

Semester or full-year direct enrollment program in Thessaloniki, Greece's second largest city. Course offerings in English in a range of disciplines, including business, the humanities and the social sciences. Internships and volunteer placements are available. Off-campus living in university-assigned housing. Excursions included. No language requirement.

Ireland

BC in Cork: University College Cork

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

BC in Dublin: National University of Ireland Maynooth

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

BC in Dublin: Trinity College Dublin

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

BC in Dublin: University College Dublin (UCD)

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

BC in Galway: National University of Ireland, Galway

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

Italy

BC in Parma: University of Parma

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

BC in Parma: L'Istituto Dante Alighieri, Parma

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

Bocconi University, Milan

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

Venice International University

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

Japan

Sophia University

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

Waseda University

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

Morocco

Al Akhawayn University

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

Nepal

BC in Kathmandu: Center for Buddhist Studies

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

The Netherlands

Amsterdam University College

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

University College Utrecht

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

University of Amsterdam

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

New Zealand

University of Otago

Semester or full-year program at one of New Zealand's top-ranked universities. Exceptional course offerings across the disciplines, especially environmental sciences, business, theology, arts, and humanities.

Norway

University of Bergen

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

The Philippines

Anteneo de Manila University

Semester for full-year program with courses taught in English. Perfect for CSOM students. Excellent service opportunities.

Poland

Jagiellonian University

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

Scotland

BC in Glasgow: University of Glasgow

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

Singapore

National University of Singapore (NUS)

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

South Africa

BC in Grahamstown: Rhodes University

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

BC in Cape Town: University of Cape Town

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

South Korea

Seoul National University

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

Sogang University

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

Spain

BC in Barcelona: ESADE

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

BC in Barcelona: Universidad Pompeu Fabra (UPF)

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

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

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

BC in Madrid: Computense de Madrid

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

BC in Madrid: Carlos III

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

BC in Madrid: Pontificia Comillas

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

Universidad de Deusto

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

Sweden

Uppsala University

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

Turkey

Boğaziçi University

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

United Arab Emirates

American University of Sharja (AUS)

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

Summer Sessions

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

Africa

Pretoria & Cape Town, South Africa

Religion, Justice, and Reconciliation (3 credits)

Asia

Mussoorie, India

Creative Writing Workshop: Writing Out of Place (3 credits)

Europe

Barcelona, Spain

Advanced Spanish (3 credits)

Berlin, Germany

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

Social, Political & Economic Analysis of Immigration Issues in Germany (4 credits)

Bordeaux, France

Intensive Intermediate French (6 credits)

Dublin, Ireland

Decoding Ireland's DNA (3 credits)

Managerial Accounting (3 credits)

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

Ireland, Northern Ireland & Scotland

The Politics of Self-Rule (3 credits)

London, England

Cosmopolitan London: Communities and their Stories (3 credits)

Madrid, Spain

Introduction to Law and the Legal Process (3 credits)

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

Paris, France

Food Writing in Paris (3 credits)

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

(Applicants must be in the Honors Program)

Parma, Italy

Food, Power & Politics (3 credits)

Rome, Italy

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

Contemporary Italian Culture through Film (3 credits)

Saints and Sinners (3 credits)

Venice, Italy

Global, Culture and Ethics (3 credits)

Dwelling Between East and West (3 credits)

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

Latin America

Nicaragua and Costa Rica

Comparative Economics in Central America (3 credits)

Quito, Ecuador

Global Health Perspectives (3 credits)

Santiago, Chile

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

Internships Abroad

Dublin, Hong Kong, Madrid, Paris, and Prague

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

Other Opportunities

Overseas Teaching Program

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

Washington Semester and SEA Education Association Program

Washington Semester

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

SEA Education Association Program

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

Pre-Professional Programs

Pre-Law Advising

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

Pre-Health Programs

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

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

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

In addition, one year of mathematics is usually strongly recommended. Some medical schools require calculus. A few schools (particularly veterinary medical schools) have additional required courses, such as Biochemistry.

Three Year or Four Year Sequencing

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

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

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

For a complete list of required prehealth courses, course numbers, and recommended course sequences, please visit the B.C. Premedical website (www.bc.edu/premed).

Advanced Placement

For specific information regarding advanced placement, please visit www.bc.edu/premed.

Further Information

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

PULSE Program

For a full description of the PULSE Program, visit the Philosophy department or the PULSE website at www.bc.edu/pulse.

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

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

Army Reserve Officers' Training Corps

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

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

Marine Corps Platoon Leaders' Class (PLC)

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores, and juniors. No formal classes or training takes place during the academic year. Students/candidates attend Officer Candidate School (Quantico, VA) training either in two 6-week sessions (male freshmen/sophomores) or one 10-week session (male and female

juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then three and a half years active duty or longer for aviation positions. Students/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 888-753-8762.

Navy Reserve Officers' Training Corps

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

Undergraduate Faculty Research Fellows Program

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

The formal application for an Undergraduate Research Fellowship must come from the faculty member whose research project the student will assist. Normally only sophomores, juniors and seniors are eligible for the program and ordinarily a cum GPA of at least 3.4 is expected. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. Students cannot receive academic credit for work done under an URF. More information is available at: www.bc.edu/schools/cas/services/faculty/facforms/researchfellows/reschfell.html.

ACADEMIC INTEGRITY**Policy and Procedures**

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

Standards

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

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

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;

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

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

Other breaches of academic integrity include:

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

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about academic integrity and to set the tone and establish guidelines for academic integrity within the context of the course, e.g., the extent to which collaborative work is appropriate. Where relevant, instructors should discuss why, when, and how students must cite sources in their written work.
- Instructors should provide students with a written syllabus that states course requirements and, when available, examination dates and times.
- Instructors are encouraged to prepare new examinations and assignments where appropriate each semester in order to ensure that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters. If previous examinations are available to some students, faculty members should insure that all students in the course have similar

access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

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

Academic Deans

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

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

Procedures

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

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

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

A board chosen by the chairperson of the Committee on Academic Integrity from the full Committee will be assigned to each case, with one of the faculty members as chairperson of the review board. The associate dean to whom the case has been reported will serve as a non-voting administrative resource. For cases that are reported in summer courses, the associate dean or deans of the student's school will decide the case.

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

Penalties for students found responsible for violations will depend upon the seriousness and circumstances of the violation, the degree of premeditation involved, and the student's previous record of violations. The committee may simply affirm the faculty member's

penalty and issue the student a "warning," which will be kept in a confidential file in the student's Dean's Office until the student graduates and will not be reportable to professional schools or outside agencies; or it may recommend a different grading penalty and/or impose additional administrative penalties. Such penalties may include university probation, suspension, or expulsion, all of which become part of a student's academic record and are reportable to graduate/professional schools and outside agencies.

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

ACADEMIC REGULATIONS

Academic Regulations are effective from September of the current academic year (2017–2018) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Academic Dean specifies otherwise in writing at the time of readmission.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the chairperson of the undergraduate or graduate department or his or her Academic Dean to discuss the situation and to obtain information about relevant grievance procedures.

Academic Record

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

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

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

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

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

In cases of prolonged absence the student or a family member should communicate with the student's Academic Dean as soon as the prospect of extended absence becomes clear. The academic

arrangements for the student's return to classes should be made with the Academic Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

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

Audits

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

Core Curriculum—Undergraduate University Core Requirements

The following courses comprise the Core Curriculum and are required for all students at Boston College in order to graduate. All courses must be 3 credits or more.

- 1 course in the Arts—Art, Art History, and Film, Music, Theatre
- 1 course in Cultural Diversity—The Cultural Diversity requirement may be fulfilled by an approved course taken to fulfill another Core requirement, a major requirement, or an elective. LSOE students will take APSY1031. The CSON curriculum satisfies the Cultural Diversity requirement.
- 2 courses in History—one course pre-1800 and one post-1800
- 1 course in Literature—Classical Studies, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages and Literatures
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MATH1100 or higher) is required. For CSON students, MATH1180 Principles of Statistics for Health Sciences is the required Mathematics Core course.
- 2 courses in Natural Sciences—Biology, Chemistry, Earth and Environmental Sciences, Physics
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (ECON1131 and ECON1132 are required for CSOM students), Political Science, Psychology, Psychology in Education (APSY1030 and APSY1031 are required for LSOE students), or Sociology
- 2 courses in Theology
- 1 course in Writing

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

Core Renewal

As a Jesuit University, Boston College has as its heritage a 450-year tradition of concern for the integration of the intellectual, moral, and religious development of its students. The centerpiece of Jesuit

education has always been a common curriculum that emphasizes the study of the defining works of the humanities, natural sciences, and social sciences.

Boston College freshmen have the option of fulfilling these core curriculum requirements through new team-taught or linked courses—Core Renewal Pilot Courses—that deal with such topics as climate change; race, gender, and violence; terrorism; sickness and health; markets, culture, and values; media; humans and nature; spiritual and artistic exercises; human rights; and justice.

Six of the pilot courses in 2017–18 are built on the “Complex Problems” model: interdisciplinary, team-taught, six-credit classes that address a contemporary problem. In addition, there are twenty-two linked pairs of courses in the “Enduring Questions” category: distinct three-credit classes taken by the same 19 students—each taught by a faculty member from a different department—but connected by a common topic and set of questions, and with some shared readings and assignments. All Complex Problems and Enduring Questions courses are labeled as such in this catalog.

For more information on Core Renewal at Boston College, please visit www.bc.edu/core/core-renewal.

Cross Registration

Woods College of Advancing Studies

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

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

Boston Theological Institute

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

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

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

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

The Consortium

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

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

Dean’s List

The Dean’s List recognizes the achievement of undergraduates semester by semester. Students will be classified into two groups: First Honors (3.700–4.000) and Second Honors (3.500–3.699).

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

Degree Audit

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

The degree audit is a valuable tool for academic planning because it matches the courses that the student has taken with the requirements of his or her degree program or anticipated program. Students receive degree audits each semester prior to registration and have access to actual and simulated degree audits at www.bc.edu/myservices (“Degree Audit”). Students are responsible for completing all the requirements listed on the degree audit prior to graduation.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to a student’s overall cumulative average. Starting with the class of 2018, the cumulative average for degrees with honors will be as follows:

- summa cum laude—3.9–4.0
- magna cum laude—3.8–3.899
- cum laude—3.667–3.799

Enrollment Status

Undergraduate Full-Time Enrollment Status

To be considered full-time, students must be registered for courses totaling at least 12 credits per semester. At least nine of the credits must be in courses of three credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

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

Undergraduate Part-Time Enrollment Status

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

External Courses

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Academic Dean before the courses are begun. Exceptions may be granted by the Academic Dean

for official cross-registration programs, external summer study abroad, certain special study programs at other universities, and summer courses with an AD prefix in the Woods College of Advancing Studies.

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

Final Examinations

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

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

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

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

Language Proficiency Requirement

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

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

Subject Test	SAT Score	AP Score	Requirement Fulfilled
Chinese	650	4	Demonstrates Language Proficiency
French	550	3	Demonstrates Language Proficiency
German	600	4	Demonstrates Language Proficiency
Italian	550	3	Demonstrates Language Proficiency
Japanese	650	4	Demonstrates Language Proficiency
Korean	650	4	Demonstrates Language Proficiency
Latin	600	4	Demonstrates Language Proficiency

Subject Test	SAT Score	AP Score	Requirement Fulfilled
Modern Hebrew	650	4	Demonstrates Language Proficiency
Spanish	550	3	Demonstrates Language Proficiency

Other Exams and Exam Score Minimums

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish).
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

Course Work Meeting Language Proficiency Requirement

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

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

Grading

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

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

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

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

A student’s cumulative average is based on grades in courses taken in the full-time program at Boston College, plus other courses specifically approved for credit towards the degree by the Academic Dean.

If a student fails a course, the course is not credited toward the degree, but the failing grade remains on the student’s transcript and a 0.0 is calculated into the student’s cumulative average. A failed course may be retaken for credit, with the new grade added to the GPA, but the original failure remains on the transcript and continues to be counted in the GPA. If a student retakes a failed course and fails it again, the course is again entered on the transcript and the grade is counted in the GPA. If a student retakes a course in which she or he has already received a passing grade, the repeated course is again entered on the transcript and the grade is calculated in the cumulative GPA, but the course is not credited toward the degree.

Grades will be posted at www.bc.edu/myservices (“Current Courses and Grades”) at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade should resolve the discrepancy within the first six weeks of the following semester.

Grading Scale

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

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

Incomplete and Deferred Grades

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

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

Pass/Fail Electives

Sophomores, juniors, and seniors may enroll online in a non-major, non-minor, or non-Core course on a pass/fail basis during the first seven class-days of the semester.

Second-semester freshmen who have been approved by their Academic Dean for an overload of a sixth course of three credits or more may take that course on a pass/fail basis, in which case the course may not be used to fulfill a major, minor, or Core requirement.

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

Courses in the Carroll School of Management and the Woods College may not be taken on a pass/fail basis. Departments may designate some courses as not available in general for pass/fail enrollment.

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

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

Pass/Fail Option for One-Credit Courses in the Major

At the discretion of the school or department, some one-credit courses that are required for a major or minor may be offered on a pass/fail basis only (e.g., practica, performance).

Grade Change

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

Graduation

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

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

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

Internal Transfers

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

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

Students applying for internal transfer should be in good academic standing (some schools may require a 3.0 GPA; the Carroll School

of Management requires a 3.4 GPA). All students must complete at least three (four in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer.

Applications are normally submitted to the Academic Dean by the last class day of each semester.

Leave of Absence

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

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

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider and be approved by the student's Academic Dean.

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

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

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

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

Majors, Minors, and Concentrations

Majors

A major is a systematic concentration of at least 30 credits (ordinarily ten courses) taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by

means of a hierarchical sequence of courses or appropriate distribution requirements. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.

Minors

Morrissey College of Arts and Sciences

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

For a complete list of minors see Undergraduate Minors of this catalog or visit www.bc.edu/minorslist.

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

Lynch School of Education

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

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

CConnell School of Nursing

CSO students may pursue a Hispanic Studies minor, a Psychology minor, or a Humanities, Health & Culture minor specifically for Nursing students by contacting the Academic Dean, Undergraduate Nursing Program. Six courses (18 credits) are required to complete the minor. Full details are available on the CSO website.

Carroll School of Management

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

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

For a complete list of minors see Undergraduate Minors of this catalog or visit www.bc.edu/minorslist.

Concentrations

Carroll School of Management (CSOM)

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

Overloads

The standard semester course load for undergraduates is five 3-credit courses and a maximum of 20 credits, including labs and other 1- or 2- credit courses. Students are eligible to overload if they have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately prior to the one for which the overload is sought, in which case they may register online for a sixth course of three credits or more and a maximum of 24 credits, including labs and other 1- and 2-credit courses, during the first seven class-days of the semester.

Students are not permitted to take a sixth course of three credits or more during their first semester at Boston College. Second-semester freshmen who wish to overload with a sixth course of three credits or more must obtain permission from their Academic Dean.

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

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

Readmission

Students who desire readmission must initiate the process in the Office of the appropriate Academic Dean of their school or college. Applications for readmission should be made at least four weeks before the start of the semester in which the student seeks to resume study. The appropriate Academic Dean will then make the decision about readmission, after careful consideration of the best interests of both the student and the University.

In instances where a sustained period of time (more than one year) has elapsed since a student was last enrolled, the appropriate Academic Dean in consultation with the appropriate representative of the student's department or program will identify the academic requirements, if any, that must be completed after readmission and before awarding the degree. Factors that will determine these requirements include, but are not limited to: the currency of the student's knowledge in the student's proposed academic major(s); the pertinence of courses completed at Boston College to current degree and licensure requirements; any academic work completed elsewhere that is relevant to degree and licensure requirements; and the length of the student's absence.

If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Academic Dean specifies otherwise in writing at the time of readmission.

Satisfactory Academic Progress

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

Study Abroad—Office of International Programs (OIP)

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

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

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

A student's enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

Summer Courses

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

BC Summer Courses Abroad

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

Summer Courses at Other Institutions

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

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

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit

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

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

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

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

University Communication Policies and Student Responsibilities

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

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses, and to enter corrections at www.bc.edu/myservices ("Update Your Address/Phone/Emergency Contact Information") if the addresses are not accurate in university records. Students should review their address record for accuracy at the beginning of each semester, and again soon after submitting any corrections.

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

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

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

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

University Degree Requirements

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

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

- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

Withdrawal from a Course

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

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

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

Withdrawal from Boston College

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

UNDERGRADUATE MAJORS AND CSOM CONCENTRATIONS

Majors*

- American Heritages (LSOE)
- Applied Psychology and Human Development (LSOE)
- Art History (MCAS)
- Biochemistry (MCAS)
- Biology (MCAS)
- Chemistry (MCAS)
- Classical Studies (MCAS)
- Communication (MCAS)
- Computer Science (MCAS)
- Corporate Systems (WCAS)
- Criminal and Social Justice (WCAS)
- Economics (MCAS)
- Elementary Education (LSOE)
- English (MCAS)
- Environmental Geoscience (MCAS)
- Environmental Studies (MCAS)
- Film Studies (MCAS)
- French (MCAS)
- General Science (LSOE)
- Geological Sciences (MCAS)
- German Studies (MCAS)
- Hispanic Studies (MCAS)
- History (MCAS)
- Independent (MCAS)
- Information Technology (WCAS)
- International Studies (MCAS)
- Islamic Civilization and Societies (MCAS)
- Italian (MCAS)

Linguistics (MCAS)
Mathematics/Computer Science (LSOE)
Mathematics (MCAS)
Music (MCAS)
Nursing (CSON)
Perspectives on Spanish America (LSOE)
Philosophy (MCAS)
Physics (MCAS)
Political Science (MCAS)
Psychology (MCAS)
Russian Culture and Civilization (MCAS)
Russian Language and Literature (MCAS)
Secondary Education (LSOE)
Slavic Studies (MCAS)
Social Sciences (WCAS)
Sociology (MCAS)
Studio Art (MCAS)
Theatre (MCAS)
Theology (MCAS)

CSOM Concentrations

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

*Schools and Colleges

CSOM = Carroll School of Management

CSON = Connell School of Nursing

LSOE = Lynch School of Education

MCAS = Morrissey College of Arts and Sciences

WCAS = Woods College of Advancing Studies

Undergraduate Minors

African and African Diaspora Studies (Interdisciplinary)
American Studies (Interdisciplinary)
Ancient Civilization (Interdisciplinary)
Applied Psychology & Human Development (in LSOE for CSOM)
Arabic Studies (MCAS)
Art History (MCAS)
Asian Studies (Interdisciplinary)
Bioinformatics (Concentration)
Biology (MCAS)
Biopsychology (Concentration)
Catholic Studies (Interdisciplinary)

Chemistry (MCAS)
Chinese (MCAS)
Communications (in MCAS for LSOE)
Computer Science (MCAS)
Creative Writing (Concentration)
East European Studies (Interdisciplinary)
Economics (MCAS)
Environmental Studies (Interdisciplinary)
Faith Peace & Justice (Interdisciplinary)
Film Studies (MCAS)
French (MCAS)
General Education (in LSOE for CSOM, CSON, and MCAS)
Geological Sciences (MCAS)
German (MCAS)
German Studies (Interdisciplinary)
Hispanic Studies (MCAS)
History (MCAS)
Humanities, Health, & Culture (CSON)
Inclusive Education (in LSOE for MCAS)
International Studies (Interdisciplinary)
Irish Studies (Interdisciplinary)
Islamic Civilization & Society (Interdisciplinary)
Italian (MCAS)
Jewish Studies (Interdisciplinary)
Latin American Studies (Interdisciplinary)
Leadership in Higher Education and Community Settings (in LSOE for CSOM, CSON, LSOE, and MCAS)
Linguistics (MCAS)
Management and Leadership (in CSOM for LSOE and MCAS)
Managing for Social Impact and the Public Good (MCAS)
Mathematics (MCAS)
Medical Humanities, Health, and Culture (Interdisciplinary)
Middle School Mathematics Teaching (LSOE)
Music (MCAS)
Philosophy (MCAS)
Physics (MCAS)
Psychoanalytic Studies (Interdisciplinary)
Russian (MCAS)
Scientific Computation (Interdisciplinary)
Secondary Education (in LSOE for MCAS)
Sociology (MCAS)
Special Education (LSOE)
Studio Art (MCAS)
Theatre (MCAS)
Theology (MCAS)
Women's & Gender Studies (Interdisciplinary)

CSOM = Carroll School of Management

CSON = Connell School of Nursing

LSOE = Lynch School of Education

MCAS = Morrissey College of Arts and Sciences

UNIVERSITY (SENIOR) AWARDS AND HONORS

Morrissey College of Arts and Sciences

Frank J. Bailey, Sr. Award

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

John Bapst, S.J., Philosophy Medal

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

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

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

Andres Bello Award

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

George F. and Jean W. Bemis Award

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

Albert A. Bennett Award

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

Wendy Berson Language Award

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

Laetitia M. Blain Award for Excellence in Musical Performance

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

Alice E. Bourneuf Award

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

Francis A. Brick Award

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

The Dr. Donald S. Brown Award

The Donald S. Brown Award was established in honor of the former director of the Office of AHANA Student Programs from 1978–2005. This award honors a senior who throughout their undergraduate

career has made extraordinary contributions to the Boston College community in ways that have benefited AHANA students in the areas of leadership, service and academic development.

The Andrew Bunie Award

An award established by the History Department in honor of Andrew Bunie, esteemed colleague (1968–2006). Indefatigable researcher, and remarkable teacher. It is given each year to a graduating senior in recognition of exceptional historical scholarship.

Donald S. Carlisle Award

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

Normand Cartier Award

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

Brendan Connolly, S.J., Award

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

Matthew Copithorne Scholarship

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

Cardinal Cushing Award

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

Joseph G. and Margaret M. Dever Fellowship

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

John D. Donovan Award

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

Patrick Durcan Award

An award, the gift of Mrs. J. Greer, in memory of her brother, Rev. Patrick Durcan, given to the student whose overall performance in history courses has been outstanding.

Figurito Family Award for Scholarly Achievement in Italian

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

The Deborah Fine Award

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

Maeve O'Reilly Finley Fellowship

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

Edward H. Finnegan, S.J., Award

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

Mary A. and Katherine G. Finneran Commencement Award

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

William A. Gamson Award

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

Thomas I. Gasson, S.J., Award

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

General Excellence Award

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

Giffuni Prize

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

The George J. Goldsmith Award

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

Janet Wilson James Essay Prize

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

The David A. Karp Award

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

William A. Kean Memorial Award

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

Bishop Kelleher Award

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

William J. Kenealy, S.J., Award

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

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

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

Joseph M. Larkin, S.J., Award

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

John Henry Lawton Award

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

Allison R. Macomber, Jr., Award in the Fine Arts

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

J. Paul Marcoux Award

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

Richard and Marianne Martin Award

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

Denis A. McCarthy Award

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

John McCarthy, S.J., Award

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

Gail A. McGrath Award

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

Albert McGuinn, S.J., Award

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

Henry J. McMahon Award

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

The John J. Neuhauser Award in Computer Science

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

John F. Norton Award

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

Cardinal O'Connell Theology Award

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

The Thomas H. O'Connor Award

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

Princess Grace of Monaco Award

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

John H. Randall, III, Award

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

E. Paul Robsham Distinguished Service Award

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

Paul J. Sally, Jr., Award

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

Secondary Education Minor Award

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

Harry W. Smith Award

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

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

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

Dr. Joseph S. Stanton Memorial Award

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

Tully Theology Award

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

Max Wainer Award

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

Lynch School of Education

Charles F. Donovan, S.J., Award

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

General Excellence Award

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

Saint Edmund Champion Award

Presented for excellence in an academic major.

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

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

Dr. Marie M. Gearan Award

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

Saint Richard Gwyn Award

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

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

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

John J. Cardinal Wright Award

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

John A. Schmitt Award

Presented to a member of the senior class who, as Professor Schmitt did, has consistently demonstrated compassion for fellow

human beings, integrity in dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

Mr. and Mrs. Vincent P. Roberts Award

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

James F. Moynihan, S.J., Award

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

Patricia M. Coyle Award

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

Karen E. Noonan Award

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

Cynthia J. Sullivan '79 Memorial Achievement Award

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

Cynthia J. Sullivan Award Winner

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

Reverend John Christopher Sullivan, S.J., Award

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

Bernard A. Stotsky/Professor John Eichorn Prize

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

Gretchen A. Bussard Award

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

Nancy E. Segal Award

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

Albert A. Bennett Award

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

Secondary Education Award

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

Lynch School Awards

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

Carroll School of Management

Thomas I. Gasson, S.J., Award

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

The Outstanding Student in Information Systems Award

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

The John B. Atkinson Award

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

Dean's Letter of Commendation

For service to the University and the community.

George Aragon Outstanding Student Award

Awarded annually to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award

An award presented annually by the faculty for excellence in Management and Leadership.

The Hutchinson Memorial Award

Presented by the Boston chapter of the American Marketing Association to a Marketing student.

The Raymond F. Keyes Service Award

Awarded to a senior Marketing major who has demonstrated a desire to provide service to the nonprofit community.

Charles W. Lyons, S.J., Award

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

The Patrick A. O'Connell Finance Award

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

The Patrick A. O'Connell Marketing Award

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

The Eric Allen Serra Award

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

The James E. Shaw Memorial Award

An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

Stephen Shea, S.J., Award

Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

The James D. Sullivan, S.J., Award

Awarded to a senior judged outstanding in character and achievement by a faculty committee.

The Matthew J. Toomey Award

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

Connell School of Nursing

The Alumni Award

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

The Marie S. Andrews Clinical Performance Award

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

The William F. Connell Award

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

The Susan Donelan Award

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

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

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

The Cathy Jean Malek Award

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

The Jean A. O’Neil Achievement Award

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

The Maureen A. Eldredge Award

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

Certificates of Recognition for Leadership

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

Certificates of Recognition for Volunteer Service

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

Morrissey College of Arts and Sciences

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

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

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

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

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

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

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

SPECIAL ACADEMIC PROGRAMS

The Honors Program

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

The program offers small classes the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of their development—in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis, creative project, or in an integrative seminar.

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.700 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.700 or higher may be nominated for Scholar of the College recognition at Commencement.

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

Departmental Honors

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

DEPARTMENTAL MINORS

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

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

Minors are available in Arabic Studies, Art History, Biology, Chemistry, Chinese, Computer Science, Economics, English, Environmental Studies, Film Studies, French, Geological Sciences,

ARTS AND SCIENCES

German Studies, Hispanic Studies, History, Irish Studies, Italian, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Sociology, Studio Art, Theatre, and Theology. Information regarding specific requirements is available in the departments.

INTERDISCIPLINARY PROGRAMS

In addition to the areas of major study offered by individual departments, a variety of special programs are available. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

Independent Major

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

Interdisciplinary Minors

An interdisciplinary minor in the Morrissey College of Arts and Sciences must consist of at least 18 credits (typically six, 3-credit courses) and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent form appropriate to the subject matter and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Morrissey College of Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor (not both). In addition, at least 15 credits used for the minor cannot be used toward any other major or minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

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

African and African Diaspora Studies

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

Central Themes

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

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

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

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

Minor Requirements—18 credits (or more)

Required Courses:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 Senior Seminar (or the equivalent)—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take **at least** two courses of three or four credits **before** taking AADS6600 Senior Seminar

AADS1110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

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

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

- Popular Culture and New Media
- Spirituality and Social Protest

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

Contact the African and African Diaspora Studies Department at 617-552-3238 or visit their website at www.bc.edu/aads.

Core Offerings

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

American Studies

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

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. During senior year each student must take the elective designated as the American Studies senior seminar. Also, ENGL2277 Introduction to American Studies is required for all students registering for the minor.

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

Ancient Civilization

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

- Three (3) credits in Greek History or Civilization and three (3) credits in Roman History or Civilization, drawn from the following list. These general courses, offered every other year, serve as a general overview of the field and an introduction to the minor.
CLAS1186 Greek Civilization
CLAS2205/HIST2201 Greek History
CLAS2262/ARTH2262 The City of Rome
CLAS2206/HIST2205 Roman History
- Twelve (12) other credits, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published

at registration time. Interested students should contact Professor Mark Thatcher of the Classical Studies Department, Stokes Hall 245S, 617-552-1807, or visit the Classical Studies website at www.bc.edu/classics.

Asian Studies

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

- At least three credits from the following list of introductory courses:
ARTH2228 Arts of Asia
ARTH2246 Architecture in East Asia
ARTH2274 The Arts of Buddhism
ARTH4214 Art of the Silk Road
EALC2063 Wisdom and Philosophy of East Asia (Spring; 3 credits)
EALC2064 East Asian Literary Masterpieces (Spring; 3 credits)
HIST1005 Asia in the World I (Fall; 3 credits)
HIST1006 Asia in the World II (Spring; 3 credits)
HIST4090 Modern South Asia
PHIL4430 Classical and Contemporary Asian Philosophy (Fall or Spring; 3 credits)
PHIL4468 Asian Philosophy
THEO3505/PHIL3503/TMST7124 Buddhist Philosophy and Spirituality
THEO3507/PHIL3503/TMCE7124 Buddhist Philosophy and Psychology
THEO3548/PHIL4448 Buddhist Thought and Practice
THEO5387 The Path of the Bodhisattva: Mahayana Buddhism in East Asia
- Six credits in an Asian language beyond the elementary level
- Nine remaining elective credits, which must be approved by the Program Director.

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

Students interested in the minor are encouraged to apply in their sophomore year. Students are free to take any combination of courses to satisfy the requirements for the minor. It is highly recommended, however, to select courses to form a coherent theme. To register for the minor, as well as develop an individualized program of study, e-mail the Program Director Professor Sing-chen Lydia Chiang (chiangs@bc.edu).

For more information about the Asian Studies Program at BC, visit www.bc.edu/schools/cas/aaas.html.

Follow us on social media!

- Facebook: Boston College Asian Studies (www.facebook.com/bcasianstudies)
- Twitter: BC Asian Studies (www.twitter.com/asian_bc)

Catholic Studies

The interdisciplinary minor in Catholic Studies at Boston College seeks to develop an intellectual and academic approach to Catholicism which does justice to the full human reality, integrity, and pluralism within this major world religious tradition. Since Catholicism comprises more than a religious institution, a set of moral or ritual practices,

a body of doctrines, or individual and communal experiences, no one discipline or several disciplines functioning separately can properly understand it from the vantage point of its lived experience as a culture.

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

Requirements:

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

- Eighteen credit hours selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Upon petition, electives and other courses may be counted for the minor if the major research paper course is completed on a Catholic topic.
- In many cases, electives and other required courses can be petitioned for inclusion in the Catholic Studies Interdisciplinary Minor based on the Catholic content of the course.
- Students are strongly encouraged to take THEO1023 and THEO1024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and double-count THEO1024 as 3 of the required 18 credit hours to fulfill the minor.
- Depending upon enrollment numbers in the minor, a concluding 3-credit research seminar which will focus on texts dealing either with the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

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

East European Studies

The minor in East European Studies encompasses faculty and courses from across the University and spans the entire border of Western Europe, from Russia, through central Europe, to southeastern Europe (the Balkans). The curriculum helps to prepare students for careers focused on the region, in diplomacy, journalism, business, government, and social service, as well as for graduate academic or professional study. Students will work toward proficiency in an East European language and attain the breadth of knowledge and skills that an interdisciplinary program can provide.

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

Environmental Studies

The Environmental Studies minor uses an interdisciplinary approach to understanding the science and policy of the Earth's environmental challenges and is designed to complement any undergraduate major.

The goals of the Environmental Studies minor are to provide undergraduate students with: (1) an awareness of the scientific, political and cultural aspects of the world's environmental problems and paths toward sustainable solutions; (2) a background for environmentally related careers in business, education, law, policy or research; and (3) preparation for graduate study.

The ES minor requirements include four credits of laboratory Environmental Systems science courses (EESC2201–EESC2208), a policy foundation course chosen from a short list of options, a senior seminar (ENVS4493), and at least ten credits of electives offered from departments across the university. For further information or to register for this program, contact ES Program Director Noah Snyder, see the program website at www.bc.edu/envstudies, or stop by the program office in Devlin 213.

Faith, Peace, and Justice

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

To achieve these goals, each student is required to take the introductory course for the minor, THEO2160/PHIL1160 The Challenge of Justice and, in their senior year, UNAS4942 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, taken from at least three different academic disciplines, that aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. These four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen (18) credit hours are required for the minor.

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

German Studies

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

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

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

International Studies

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses (18 credits) from at least three different academic departments, selected from among courses approved for the program. Students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice*, or Global Cultural Studies**). The minor requires two core introductory courses and four elective courses as determined by the student's chosen thematic concentration.

Language Proficiency, IS Minor: The Academic Advisory Board of the International Studies Program, following a recommendation by the deans of the Morrissey College of Arts and Sciences, has approved a policy change that all students completing the IS Minor, **regardless of school**, must demonstrate intermediate-level proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

Students minoring in International Studies are encouraged to study abroad and to pursue advanced proficiency in a foreign language. The minor provides a solid foundation for careers in government, business, non-profit organizations, international institutions, or journalism, and is excellent preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Robert Murphy, Department of Economics, Maloney Hall, robert.murphy@bc.edu, 617-552-3688, Associate Director, Professor Hiroshi Nakazato, Carney Hall 247, hiroshi.nakazato@bc.edu, 617-552-4892 or the Program Administrator, Patricia McLaughlin, Gasson Hall 109, mclauggp@bc.edu, 617-552-2800.

*NB: Students wishing to follow Ethics and International Social Justice track must choose electives according to the "Clusters" outlined on our course list.

**NB: Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options: Global Culture and the Humanities option; Global Culture, History, and the Social Sciences options, and Area Studies option. Please Note: In addition, there are "Suitable Clusters" within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

Irish Studies

Founded in 1978, the Irish Studies Program provides an interdisciplinary approach to the study of Irish culture and society. Our faculty includes internationally recognized scholars whose influential publications and professional commitment distinguish them as leaders in the field of Irish Studies. Undergraduate and graduate courses alike address social and economic history, literature, art, film, music, and the Irish language. The Irish Studies program also offers extensive public programs including a comprehensive lecture, symposia,

and renowned music series. Faculty routinely collaborate with the McMullen Museum to present groundbreaking exhibits and have developed public programming, as well as undergraduate and graduate seminars, to complement exhibits.

Students must successfully complete (18) credits in approved Irish Studies courses, which must be drawn from more than one discipline and designated as appropriate by the Irish Studies program advisor. Courses may not be "double counted" toward both a major and minor.

Please contact Irish Studies at 617-552-6396 to arrange curriculum planning assistance. A listing of Irish Studies-approved courses is posted on our website at www.bc.edu/centers/irish/studies.

Students pursuing the minor are encouraged to take advantage of partnerships that the Irish Studies program and the Center for International Programs have forged with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University Belfast. It is important to note that only two courses taken abroad in any given semester may be applied to the Irish Studies minor.

Contact: Joan Reilly, Assistant to the Center's Executive Director, Ext. 2-6396

Islamic Civilization and Societies

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

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170 or Kathleen.Bailey@bc.edu, or Professor Ali Banuazizi, Political Science Department, McGuinn 513, 617-552-4124, or visit www.bc.edu/ics.

Jewish Studies

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the humanities and social sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

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

Although the Minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of six credits in Hebrew language may be applied to the minor. Students may

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participate in Boston College's study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the Minor in Jewish Studies, contact the program co-director, Professor John Michalczyk, Devlin Hall 420, 617-552-3895 or john.michalczyk@bc.edu, or contact the other program co-director, Professor Donald Fishman, Department of Communications, St. Mary's Hall 454. Professor Fishman's e-mail isfishmand@bc.edu. The Jewish Studies Program Office is located in St. Mary's Hall 454.

Latin American Studies

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

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

For further information contact the Director, Professor Ernesto Livon-Grosman, Department of Romance Languages and Literatures, Lyons 304D, 617-552-2680, or visit www.bc.edu/schools/cas/latinam.

Medical Humanities, Health, and Culture

In the Medical Humanities, Health, and Culture minor, students explore health and health care practices through multiple disciplines, including literature, theology, history, and philosophy, as well as natural and social sciences. From each vantage, humanistic and cultural approaches to health and the body are emphasized. The minor, interdisciplinary in its approach, draws on Boston College's commitment to social justice, ethics, and care for the whole person. This is a useful program for students interested in careers in medicine, health care policy or law, psychology, public or global health, social work, patient advocacy, or health journalism. It is also helpful for students interested in exploring historical, narrative and cultural contexts for current (and at times competing) ideas about illness, the body, and representation.

The minor is comprised of 18 credits. Courses (not necessarily in sequence) include a **required Introductory course** (ENGL2212), **four electives** from a designated list of approved courses, and a **final advanced elective**, normally taken in the junior or senior year. In addition, minors will be encouraged to take part in reading groups, film series, conferences and relevant local events.

Students choose electives from at least three different departments. The following thematic clusters will help students to plan a path through the minor:

- Global/Public Health
- Values and Ethics
- Mind and Body
- Health Care Delivery
- Medical narrative, writing and representation

Students interested in learning more or in registering for the minor should contact the Director, Amy Boesky, in Stokes 437 South or e-mail boesky@bc.edu to set up an appointment.

Psychoanalytic Studies

The "unconscious" dimension of human experience has been with us for a long time in art, literature, social studies, and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* in 1900 and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six 3-credit courses, one of which should be at the introductory level (e.g., PHIL4429 Freud and Philosophy), and representing a minimum of three departments within the Morrissey College of Arts and Sciences.

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

Scientific Computation

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

Six three-credit courses are required for the minor: two mathematics courses (MATH2202 and MATH2210), one course in scientific programming (CSCI2227), one course in numerical methods and scientific computation (PHYS4300), and two elective courses from an approved list.

For further information on the Scientific Computation minor, see Professor Jan Engelbrecht, Physics Department, jan@physics.bc.edu, director of the minor, or visit <http://physics.bc.edu/MS>.

Women's and Gender Studies

The Women's and Gender Studies Program is a comparative interdisciplinary forum for the study of women's past and present positions in American society and across a diversity of nation-state, international, and global contexts. Drawing from a broad range of theoretical frameworks and empirical scholarship, Women's and Gender Studies analyzes the intersection of gender with differential identity factors such as race, class, religion, culture, and sexuality. Women's and Gender Studies sheds light on the construction and maintenance of gender ideologies in different environments and locations, and considers gender relations a primary factor in our understanding of women's

and men's statuses and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of women's lived realities, representations, histories, oppressions, coalitions and movements.

The Women's and Gender Studies Program offers an interdisciplinary minor that consists of two required courses, Introduction to Feminisms (ENGL2125/HIST2502/SOCY2225) and Advanced Topics in Women's Studies (SOCY5593), plus four additional elective courses, drawn from a broad selection across disciplines.

For more information on the Women's and Gender Studies Program, visit www.bc.edu/ws or consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, e-mail: hesse@bc.edu.

SIX-YEAR BACHELOR AND LAW DEGREE PROGRAM

In order to respond to changing student needs, the Boston College Law School has instituted an accelerated admissions program (3+3 Program). The 3+3 Program allows to students to earn an undergraduate degree and a law degree in six years instead of seven.

Under this program, exceptionally well-qualified students from the Morrissey College of Arts and Sciences will be allowed to enter the Boston College Law School after completing their junior year of undergraduate study. During their junior year, students seeking to participate in the 3+3 Program apply to Boston College Law School. If accepted for admission, they begin law school immediately following completion of their junior year. Upon successful completion of the first year of law school with grades of "C" or better, students earn a bachelor's degree from the Morrissey College of Arts and Sciences. Upon successful completion of the remaining two years of law school, students earn a J.D. from Boston College Law School.

The 3+3 Program is limited to undergraduates in the Morrissey College who have completed at least 4 full-time semesters in residence in the College. Interested students should contact the pre-Law advisor early in their program of study for more information and advisement.

FIFTH YEAR B.A./M.A.

The Morrissey College of Arts and Sciences—Graduate School offers a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences, Gasson 108. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of credits that can be applied towards the Master's degree to six credits that may also be applied to the 120 credits required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master's degree will be conferred upon completion of degree requirements specified by the department.

ACCELERATED BACHELOR OF ARTS—MASTER OF SOCIAL WORK PROGRAM

The Morrissey College of Arts and Sciences and the Boston College School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses during their

junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Boston College School of Social Work and enroll as final-year M.S.W. candidates for their fifth year. Interested students should contact the Director of Admissions of the School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree, SCWK6600 Introduction to Social Work, which is cross-listed with the Departments of Psychology and Sociology in the Morrissey College of Arts and Sciences.

MINORS IN THE LYNCH SCHOOL OF EDUCATION FOR MORRISSEY COLLEGE OF ARTS AND SCIENCES STUDENTS

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

Inclusive Education Minor

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

Secondary Education

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

N.B. Students majoring in English have additional requirements. Consult Maureen Raymond at maureen.raymond@bc.edu for more information.

General Education

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

MINORS IN THE CARROLL SCHOOL OF MANAGEMENT FOR MORRISSEY COLLEGE OF ARTS AND SCIENCES STUDENTS

Arts and Sciences students completing minors in the Carroll School of Management must fulfill all major, Core, and elective requirements in the Morrissey College of Arts and Sciences and have completed at least 96 credits in the Morrissey College of Arts and Sciences.

Minor in Management and Leadership

The Department of Management and Organization offers a minor in Management and Leadership for students enrolled in the Morrissey College of Arts and Sciences. The minor is designed to help students develop and enhance their ability to lead and manage people and organizations by (1) developing an appreciation for the fundamentals and complexity of successful leadership; (2) identifying exemplary leadership in themselves and others; and (3) learning and demonstrating effective leadership skills. The minor consists of six courses. Students interested in the minor must complete an application, available in either the office of the Dean of Morrissey College of Arts and Sciences or the Management and Organization Department, by February 15 or October 15 for the following semester. For more information, please consult the Chairperson of the Management and Organization Department, Professor Judith Gordon, Fulton 430A, judith.gordon@bc.edu or visit www.bc.edu/schools/csom/departments/mgtorg/concentration.html.

Managing for Social Impact and the Public Good

The interdisciplinary minor in Managing for Social Impact and the Public Good seeks to provide Boston College undergraduate students with a well-defined interdisciplinary program of study focused on analyzing the multifaceted social impacts of local and global organizations. Students in this minor will explore the personal and professional challenges of managing corporate, non-profit and public sector organizations in ways that foster the public good.

The Managing for Social Impact and the Public Good interdisciplinary minor is a structured 18 credit program centered on one of three social impact focus areas:

- Digital Economy, Social Innovation and Citizenship
- Economic Development, Equality and Enterprise
- Managing for Local and Global Sustainability

Students must take the two required courses listed below and earn at least 12 additional credits by taking elective courses approved for Core requirement.

Required Foundation Course: Managing for Social Impact (ISYS/MGMT3345) is offered in the fall semester.

Required Senior Seminar: The Social Impact Senior Seminar is offered in the spring semester. This course is open only to seniors in the Managing for Social Impact program.

Application Procedure for the Interdisciplinary Minor in Managing for Social Impact and the Public Good: During a two-year pilot period beginning in spring 2016, a maximum of 25 students per year will be accepted into the Managing for Social Impact minor. Students who are graduating in 2018 or later are eligible to apply. For a link to the application form and more details about the social impact focus areas and elective courses for this minor, visit the MCAS Interdisciplinary Minors web page at [/schools/cas/academics/minors/interdiscminors.html](http://schools/cas/academics/minors/interdiscminors.html).

For specific questions about the Managing for Social Impact and the Public Good interdisciplinary minor, please contact the Co-Directors: Kenneth Himes, O.F.M., Theology Department, e-mail: kenneth.himes@bc.edu or Mary Cronin, Information Systems.

International Study

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

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

ACADEMIC REGULATIONS

Satisfactory Academic Progress

A student in the Morrissey College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

All Morrissey College of Arts and Sciences students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, and Writing, as well as the Language Proficiency requirement (visit the University Policies and Procedures chapter of this catalog).

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

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

During a probationary semester a student must successfully complete at least 12 credits in graded Morrissey College courses and achieve a GPA of 2.0 for those 12 credits. A probationary semester is not considered a full-time semester with respect to the minimum number of regular full-time semesters required for graduation. Consequently, the student's graduation date will be delayed by at least one semester. Students who make up credits by preapproved summer study and satisfy all other requirements may be able to regain their original graduation date. (International students should consult their dean regarding visa requirements as they affect probation.) Probation will not be extended

to a second consecutive semester nor may a student have more than two probationary semesters in total. A student who fails to meet the conditions of probation will be withdrawn from the Morrissey College.

Acceleration

Students in the Morrissey College of Arts and Sciences who are able to complete all requirements for the degree in less than eight full time semesters may appeal to graduate after seven semesters of full time study if the following conditions are met:

- The student has completed a sixth semester of full-time study at Boston College and will complete all requirements in the seventh semester.
- The student successfully completes at least 12 credits in the seventh semester. (Students approved for acceleration but failing to meet this condition must complete an eighth full-time semester at Boston College.)
- All courses used for acceleration must be taken at Boston College or through the Office of International Programs or the Consortium.
- The student is not an external transfer student nor has elected to take advanced standing.

Procedure of Appeal

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

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

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

African and African Diaspora Studies

Faculty

M. Shawn Copeland, *Professor, Theology and African & African Diaspora Studies*; B.A., Madonna College; Ph.D., Boston College

Rhonda Frederick, *Associate Professor, English and African & African Diaspora Studies*; B.A., M.A., Ph.D., University of Pennsylvania

Régine Michelle Jean-Charles, *Associate Professor, Romance Languages & Literatures and African & African Diaspora Studies*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

C. Shawn McGuffey, *Associate Professor, Sociology and African & African Diaspora Studies*; B.A., Transylvania University; Ph.D., University of Massachusetts at Amherst

Martin Summers, *Associate Professor, History and African & African Diaspora Studies; Director*; B.A., Hampton University; Ph.D., Rutgers University

Anjali Vats, *Assistant Professor, Communication and African & African Diaspora Studies*; B.A., B.S., Michigan State University; J.D., Emory University Law School; LL.M., University of Washington School of Law; Ph.D., University of Washington

Contacts

- Director: Martin Summers, 617-552-3814
- Assistant Director: Richard Paul, 617-552-4938
- www.bc.edu/aads

Undergraduate Program Description

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

Central Themes

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

Globalization

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

Intersectionality

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

Social Justice

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

Minor Requirements—18 credits (or more)

Required Courses:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 Senior Seminar—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take AT LEAST two courses of three or four credits before taking AADS6600 Senior Seminar

AADS1110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience. Minors must pass AADS1100 prior to enrolling in AADS6600.

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

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

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

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

Core Offerings

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

Course Offerings

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

AADS1101 Africa Since 1850 (Spring: 3)

This course provides an overview of the recent history of sub-Saharan Africa. It begins by examining colonization and the dynamics of colonialism, then traces the development of anti-colonialism and nationalism, and concludes by surveying the trajectories of post-colonial states and societies. Throughout the semester we will think about popular experiences in addition to institutional or elite narratives, ask questions about the changing position of Africa in the world, and contemplate the stakes of conceptualizing African history in the present. Materials will include a range of academic literature, fiction and non-fiction works by African intellectuals, and visual media.

Priya Lal

AADS1104 African-American History I (Fall: 3)

Cross listed with HIST2481

Satisfies Cultural Diversity Core Requirement

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, and civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

AADS1105 African American History II (Spring: 3)

Cross listed with HIST2482

Satisfies Cultural Diversity Core Requirement

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, development of Black institutions, and emergence of the protest movements through the Civil War's end. During the second

semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

AADS1110 Introduction to African Diaspora Studies (Fall: 3)

Satisfies Cultural Diversity and Social Science Core Requirements

A survey of the African continent and the Diaspora that would include geography, history, politics, economics and literature. The purpose of the course is to introduce students to specific historical, cultural, social and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.

Rhonda Frederick

AADS1137 Managing Diversity (Fall: 3)

Prerequisites: MGMT1021, MGMT1031, or permission of instructor

Cross listed with MGMT2137

Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

AADS1155 Introduction to African-American Society

(Fall/Spring: 3)

Cross listed with SOCY1043

Satisfies Cultural Diversity and Social Science Core Requirements

To get Sociology credit for the major or minor, you must register for SOCY1043 rather than cross-listed course.

In 1896, distinguished scholar W.E.B. Du Bois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. This course will study those power dynamics. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience. We shall see that gender, class, and sexuality greatly shape the differing experiences of African-Americans.

C. Shawn McGuffey

AADS1226 Religion, Racial Justice, and Reconciliation in South Africa (Summer: 3)

Cross listed with INTL1226 and THEO1226

Satisfies Cultural Diversity Core Requirement

We will begin the course in Cape Town and then move to Pretoria for the remainder of the course. We will cover the following topics: key points in the history of South Africa; religious perspectives on apartheid; intellectual and armed conflict; fifty years of American foreign policy toward South Africa; Desmond Tutu and the Truth and Reconciliation Commission; reparations, forgiveness, trauma and

healing; economic empowerment, gender, justice and religion; refugees, migrants, and xenophobia; HIV/AIDS; Christians-Jews-Muslims in South Africa; community organizing and economic justice.

The Department

AADS2194 Reading Race at the Millennium (Fall: 3)
Cross listed with COMM2194

Hipster racism, hashtag activism, and Columboing are just some of the new ideas used to talk about race in this post-Millennial moment. This course will explore the new vocabulary of race emerging in this purportedly post-racial moment through study of cases drawn from popular culture, politics, and increasingly important digital spaces. We will focus on reading and writing about race in this moment through case studies such as Wes Anderson's films, Black Twitter, racially appropriative Halloween costumes, Asian food trucks, and the Obama presidency in order to understand how race, racialization, and racism continue to evolve.

Anjali Vats

AADS2222 Black Education Movements (Spring: 3)
Cross listed with HIST2486

Satisfies Cultural Diversity Core Requirement
Fulfills Cultural Diversity Core Requirement

This course will cover the history of Black education movements, including freedman schools, citizenship education, court ordered school desegregation, war on poverty's education programs, community control of schools, revolutionary political education, liberation schools, affirmative action, and the twenty-first century issue of re-segregation.

Lyda Peters

AADS2243 Gender and Slavery (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Discussions of slavery have focused upon the enslaved males' roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female's perspective as well. This course focuses upon women's labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.

M. Shawn Copeland

AADS2253 The Modern Black Freedom Movement (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Lyda Peters

AADS2290 Gospel Workshop (Fall/Spring: 0)

Cross listed with MUSP1770

Performance course

No experience is required for membership, but a voice placement test is given to each student.

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at

local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MUSA2331 (AADS2266) and MUSA2332 (AADS2285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

Chauncey McGlathery

AADS2334 Hip Hop in American Culture (Spring: 3)

Cross listed with MUSA2334

This course is an historical and ethnomusicological review of hip hop. We will examine the roots of hip hop in African expressive culture, the emergence of the hip hop genre in the United States, and hip hop's impact in other places around the globe. The course requires active listening, readings, and use of multimedia.

Timothy Mangin

AADS2470 Black and Popular: Speculative Fictions by Black Writers (Fall: 3)

Cross listed with ENGL2470

Satisfies Cultural Diversity Core Requirement

This course asks: what do discussions of contemporary social issues look like when depicted in popular literatures written by writers of African descent? What is the benefit of fictionalizing these issues in genre literatures? Students address these questions by examining the forms of "speculative fictions" (specifically thriller, science fiction/fantasy, and mystery/detective) as well as urban romance to determine how each represents concerns of twentieth/twenty-first century black peoples in the U.S., Canada, Jamaica, and Martinique. Our focus on these genres' explorations of race, class, culture, incest, social engineering, and intimate relationships is complemented by socio-historical studies of these issues and countries.

Rhonda Frederick

AADS3310 Studies of Race, Law, and Resistance (Spring/Fall: 3)

This course will examine and analyze protest movements for racial and economic justice from 1896 to 1968 and how these struggles contributed to sweeping reforms in U.S. law and public policy during and beyond this period. This course will examine violence and other resistance, focusing on the legal and extra-legal strategies by disadvantaged ethnic minorities challenging de jure and de facto discrimination based on race, color, national origin, and/or ancestry. This course will be of special interest to students interested in social justice and those considering post-graduate legal studies.

Juan Concepcion

AADS3322 Haiti Cherie: Haitian Literature and Culture (Spring: 3)

Prerequisites: Two courses from the following: FREN3305–FREN3309

Cross listed with FREN4473

Conducted in French

This course will focus on the formation of a Haitian literary tradition, along with the historic and cultural factors that have influenced them. We will consider the major movements and themes, such as the nineteenth century literary movements, the politics of literature, and the role of the Haitian diaspora. How has Haitian literature developed over the years? How have socioeconomic, historical, and political factors been represented? How have Haitian writers taken on the question

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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.

Regine Jean-Charles

AADS3340 Gender and Sexuality in African American History (Fall: 3)

Prerequisite: History Core

Cross listed with HIST4484

Satisfies Cultural Diversity Requirement

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.

Martin Summers

AADS3357 Haiti and Globalization (Fall: 3)

The first independent Black Republic, Haiti occupies a prominent place in the African diaspora. This course introduces Haitian Studies through art, literature, history, and politics. We will utilize an interdisciplinary approach drawing from historical documents, poetry, novels, and film to obtain a critical perspective on the Haitian past, present and future. We will examine discourses surrounding Haiti and observe how artists and scholars have responded to them. We will provide a critical context for understanding perspectives on religion (vodou, Catholicism, evangelical Protestantism), politics (USA occupations, Duvalier dictatorship, Aristide presidencies), society (classism, poverty), and environment (floods of 2008, earthquake of 2010).

Regine Michelle Jean-Charles

AADS4472 Race, Law, and Media (Spring/Fall: 3)

Cross listed with COMM4472

Satisfies one of two writing intensive courses required within the Communication major

This writing intensive course focuses on the relationship between race, law, and media. We will read seminal texts in critical race theory and cultural studies in order to theorize how concepts such as race, criminality, deviance, property, and originality are articulated in legal contexts, often in ways which make whiteness appear to be natural and right. Then, by way of case studies such as the Scottsboro Boys, the Central Park Five, Korematsu versus United States, Prosecutor versus Charles Taylor, and State versus Zimmerman, we will explore how the media represents race and law.

Anjali Vats

AADS5513 Capstone: Growing Up Ethnic in America (Spring: 3)

Cross listed with UNCP5514

In this seminar students will read writing that depicts a variety of experiences but suggest that what constitutes an American identity is far from settled. Ethnic difference has a profound effect on personal and social understandings of what it means to be an American. As we discuss the literature, students will be expected to share their own personal narratives of growing up—stories of race, ethnicity, class, gender, faith, and nationality—and what it means to be American.

Some of the writers we will read include: Jhumpa Lahiri, Amy Tan, Louise Erdrich, Chang Rae-Lee, Sherman Alexie, Sandra Cisneros, Junot Diaz, Edwidge Danticat, Mat Johnson, and Ta-Nehisi Coates.

Akua Sarr

AADS6600 Senior Seminar (Spring: 4)

Prerequisite: AADS1110 Introduction to the African Diaspora.

Department permission required.

This course explores the discourses of diaspora by taking into account the origins, various meanings, multiple dimensions, cultural iterations, and restrictive limitations of the term. How does “the practice of diaspora” translate in different forms of cultural work such as music, film and literature? How has diaspora shifted in the age of globalization? How can we use diaspora as an analytical tool for reading from a critical perspective? We will consider closely how diaspora is theorized, practiced, and represented in various forms of cultural production. Therefore we will be taking an interdisciplinary approach reading across genre, medium, and disciplines.

Karen Miller

Art, Art History, and Film

Faculty

Richard Blake, S.J., *Professor Emeritus*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

Josephine von Henneberg, *Professor Emerita*; Doctor in Letters, University of Rome

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., Institute of Fine Arts, New York University

Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

Claude R. Cernuschi, *Professor; Chairperson of the Department*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

Jeffery W. Howe, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy D. Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Stephanie Leone, *Associate Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University
Harmut Austen, *Assistant Professor; Meisterschüler (M.F.A. equivalent)*, Hochschule der Künste, Berlin, Absolventenprüfung (B.F.A. equivalent), Hochschule der Künste, Berlin.

Aurelia Campbell, *Assistant Professor*; B.A., Pitzer College; M.A., Ph.D., University of Pennsylvania

Michael W. Mulhern, *Professor Emeritus of the Practice*; B.F.A., University of Dayton; M.F.A., Columbia University

Andrew Tavarelli, *Professor Emeritus of the Practice*; B.A., Queens College

Mark Cooper, *Professor of the Practice*; B.S., Indiana University; M.F.A., Tufts University

Sheila Gallagher, *Associate Professor of the Practice*; B.A., Connecticut College; M.F.A., Tufts University

Karl Baden, *Assistant Professor of the Practice*; B.F.A., Syracuse University; M.F.A., University of Illinois at Chicago

Alston Conley, *Assistant Professor of the Practice*; B.F.A., Tufts University

Contacts

- Administrative Assistant: Joanne Elliott, 617-552-4295, joanne.elliott@bc.edu
- www.bc.edu/finearts

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Minors are offered in each area as well. Internships are available in local museums and galleries. For details, inquire at the Art, Art History, and Film Department office.

Major Requirements: Art History

The Art History major offers undergraduate students an opportunity to acquire specialized knowledge and understanding of visual artifacts from prehistory to the present day, from Western and non-Western cultures. As a humanistic discipline, the history of art closely relates the analysis of visual culture to other modes of intellectual inquiry; accordingly, art history students and faculty frequently participate in interdisciplinary programs across the University.

Contributing to the broad foundation that constitutes a liberal arts education, departmental courses prepare students for graduate work leading to professional careers in the arts, including teaching and research, art criticism, museum curatorship, art conservation, museum directorship, and art appraising. They also prepare the student to hold positions in commercial galleries and auction houses.

The skill sets developed in art historical studies, however, do not apply exclusively to the analysis of works of art. The ability to evaluate material evidence, to study the cultural contexts in which it was discovered, to assess critically the various interpretations works of art have elicited, and to fashion clear and persuasive arguments in kind are valuable in any program of study or professional situation. In a world increasingly dominated by images, visual literacy is as indispensable to navigating one's everyday environment as it is to analyzing products of high culture.

To tailor departmental offerings to suit their specific needs, students majoring in art history plan integrated programs in consultation with their faculty advisors and are encouraged to take courses in history, philosophy, theology, and other fields related to their specialization. For those contemplating graduate study in art history, it is highly recommended that language courses in French and German be taken as early as possible.

For the Art History major, a minimum of 11 courses for 33 credits must be earned in the following way:

- ARTH1101–ARTH1102 Introduction to Art History (six credits)
- ARTH1103 or ARTH1104 Art History Workshop (three credits)

These three courses should normally be completed by the end of the sophomore year.

- Eight additional courses, *at least* three must have ARTH numbers at or above the 3000 level, at least one at the ARTH4000

level (in addition to ARTH4401), and *no more* than three at the ARTH2000 level. At least one course must be chosen from each of the following periods:

- Ancient Art
- Medieval Art
- Renaissance through Eighteenth Century Art
- Nineteenth and Twentieth Century Art
- Non-Western Art

ARTH4401 Seminar in Art Historical Research (three credits), is required and must be taken during the junior or senior year. This course is counted as one of the required 11 courses discussed above and counts as one of the two required at the 4000 level. Please note: This course is offered only in the fall semester of each year.

Students having earned a score of five on the AP exam may have the option of waiving the ARTH1101 and ARTH1102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four on the AP exam may waive either ARTH1101 or ARTH1102, but not both.

Students interested in majoring in Art History should contact Professor Craig, kenneth.craig@bc.edu in Devlin 424 (617-552-3153).

Art History Major: Non-Western Track

The Art, Art History, and Film department also offers students the option of choosing a non-Western track for the major. The requirements are identical to the Western track (see above) in terms of the number and level of courses, except for these distribution requirements:

- Two courses must be in the area of Islamic art
- Two courses in the area of East Asian art
- At least one course in another non-Western field, such as African, Pre-Columbian, or ancient Near Eastern art.

Those students choosing this option are encouraged to select Aurelia Campbell, Sheila Blair, or Jonathan Bloom as their advisor.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory, and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing; and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

For more information, contact John Michalczyk, Co-Director, Film Studies, Devlin Hall 420, 617-552-3895, john.michalczyk@bc.edu.

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For the major in Film Studies there is a requirement of 12 courses, eight of which must be at the 2000 level or above:

FILM2202 Introduction to Film Art

At least two course in American Film History:

FILM2280 Early Years

FILM2281 Studio Era

FILM2292 Post-Classical Period

FILM3389 American Directors Series

FILM3393 Hollywood's Golden Age

At least two production courses:

FILM1161 Photography I

FILM2261 Photography II

FILM1171 Filmmaking I

FILM2273 Filmmaking II

FILM2274 Digital Non-Linear Editing

FILM2276 Art and Digital Technology

Six electives, at least two at the 3000 or 4000 level:

FILM2277 Russian Cinema

FILM2282 Political Fiction Cinema

FILM2283 History of European Film

FILM2284 Eastern European Film

FILM3391 American Film Genres

FILM3301 Screenwriting

FILM3312 World Cinema

FILM3380 Latin American Cinema

FILM3381 Propaganda Film

FILM3382 Documentary Film

FILM4482 Film Criticism and Theory

Senior year:

FILM4400+ Senior Project

Major Requirements: Studio Art

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the university curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as design, art criticism, teaching, conservation, art therapy, publishing, exhibition design, and advertising. The major has a track for Morrissey College of Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

The Studio Art major provides students with an opportunity to develop the techniques, visual sensibility, and historical understanding necessary for working with various materials. An exploration of the meanings and ideas generated by the things we make and an awareness of the process of making are essential parts of the program.

An integral part of the Studio Art major's undergraduate education is the senior project. Focused in their area of concentration, senior projects are exhibited on campus at the end of the academic year.

Students intending to major in Studio Art are encouraged to begin the major in their freshman year; the major must be declared before the beginning of a student's junior year. Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

For more information, contact Professor Alston Conley, Studio Art Major Advisor, Devlin Hall 432, 617-552-2237, alston.conley@bc.edu.

Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below:

Required introductory course for all majors:

ARTS1103 Issues and Approaches to Studio Art

Two of the following for a total of six credits: (In consultation with an advisor, one of these classes should set the direction and future course choices of the major.)

ARTS1101 Drawing I

ARTS1102 Painting I

ARTS1141 Ceramics I

ARTS1150 Painting Plus Collage

ARTS1161 Photography I

One of the following:

ARTH3356 Art Since 1945

ARTS2211 Hot Off the Shelf

Six additional studio art courses:

(for a total of 18 credits) at the 2000 level or above, of which three courses (nine credits) must be at the 3000 level)

Required courses for all senior majors:

ARTS4498 Senior Project I

ARTS4473 Senior Project II

Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

In addition to the required courses, the following courses are recommended:

ARTH1101 Art: Prehistoric to Middle Ages

ARTH1102 Art: Renaissance to Modern

ARTH1109 Clues to Seeing

ARTH2257 Nineteenth-Century Art

ARTH2258 Modern Art: Nineteenth-Twentieth Century

ARTH3356 Art Since 1945

Summer travel and summer courses are recommended for enrichment. Students should consult with a departmental advisor about these opportunities.

Additional stipulations for the Studio major:

- No more than two independent studies in the field of concentration.
- No more than two courses taken during the junior year abroad or at another institution may count toward the major. Transfer students should work out credits with the department major advisor.
- Courses to be counted in the major must be taken for a grade (no pass/fail grades).

Art History Minor

The minor in Art History will provide the student with an introduction to the art of the Western and non-Western. In addition to the two introductory courses (ARTH1101 and ARTH1102), the student will have a choice of two 2000-level courses and at least two 3000-level courses for a total of four upper-level classes covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper. Students interested in declaring a minor can contact Professor Pamela Berger.

Film Studies Minor

The Film Studies minor enables students to develop a basic awareness of film as a contemporary medium of communication. The minor

consists of the Introduction to Film Art, one course in history or criticism, one course in production, and three electives in Film Studies which enable a student to design a personalized area of concentration.

Requirements normally include FILM2202 Introduction to Film Art, then one production course, and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as filmmaking, digital editing, scriptwriting, photography, history of film, or film criticism.

Students interested in the Film Studies minor may contact one of the Co-Directors, Professor John Michalczyk or Professor Richard Blake, S.J.

Studio Art Minor

The minor in Studio Art offers students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. There are features of the minor program that resemble, in an abbreviated way, aspects of our majors studio program which we have found to be successful. The required Advanced Studio Seminar class, for example, will function analogously to our Senior Project. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. The course structure aims at having the individual student develop the artistic techniques and conceptual visual sensibility necessary for working as an artist today. It should be noted students will not be permitted to begin the Studio Minor after their junior year. Students who are interested in declaring a minor can contact Professor Sheila Gallagher, Minor Advisor, Art, Art History, and Film Department, Devlin Hall 401B, sheila.gallagher@bc.edu.

Information for First Year Majors

First Year Art History majors should take ARTH1101 Art from Prehistoric Times to the High Middle Ages with ARTH1103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from ARTS1101, ARTS1102, or ARTS1161 and one art history course from ARTH1102, ARTH2257, ARTH2258, or ARTH2285. First year Film Studies majors should take FILM2202 Introduction to Film, a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

The Boston College Art, Art History, and Film Department Foreign Study offers study abroad options for Art History, Film Studies, and Studio Art majors. The department assists students with their options under close supervision, as well as providing encouragement.

The Art, Art History, and Film Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time, it cautions students to consider their growth and development in their specific major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

The Art History department advisor is Kenneth Craig, Devlin Hall 424, 617-552-3153, kenneth.craig@bc.edu. The Film Studies department advisor is John Michalczyk, Devlin Hall 434, 617-552-3895, john.michalczyk.1@bc.edu. The Studio Art department advisor is Alston Conley, Devlin 432, 617-552-2237, alston.conley@bc.edu.

Art History

Course Offerings

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

ARTH1101 Art: Prehistoric to Middle Ages (Fall: 3)

Satisfies Arts Core Requirement

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and the study of significant works of art in Greater Boston.

Pamela Berger

Kenneth Craig

ARTH1102 Art: Renaissance to Modern Times (Spring: 3)

Satisfies Arts Core Requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures per week. Assignments will include museum visits and study of significant works of art in Greater Boston.

Claude Cernuschi

Stephanie Leone

ARTH1103 Art History Workshop I (Fall: 3)

Required for art history majors.

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (ARTH1101–ARTH1102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

ARTH1104 Art History Workshop II (Spring: 3)

Required for art history majors

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (ARTH1101–ARTH1102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

ARTH1107 History of Architecture (Fall: 3)

Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology, and technology.

Katherine Nahum

ARTH1109 Clues to Seeing (Fall/Spring: 3)

Satisfies Arts Core Requirement

Everyone looks, not everyone sees. This course aims to develop students' ability to see the visual clues and cues that artists use in their works to communicate meaning. First students learn to see and read artists' visual vocabulary. Then students use skills to uncover underlying meaning in works of art from various times and places to reveal

understandings about the contexts in which artworks were created. In addition to developing skills to analyze any artwork and insights into a few cultural moments, students take away a heightened ability to see and understand all aspects of visual experience.

Judith Bookbinder

ARTH1130 Intersection of Science and Painting (Spring: 3)

Cross listed with CHEM1102

Satisfies Natural Science Core Requirement

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

ARTH1701 Living on the Water: Venetian Art, Architecture, and the Environment (Fall: 3)

Corequisite: Must be concurrently enrolled in EESC1702

Satisfies Arts Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Why do humans build cities on the water? How does the environment affect the creation and development of cities? How do humans shape cities in intentional and inadvertent ways? The long and illustrious history of Venice provides a case study for probing these enduring questions. Students use methods of art and architectural history to examine how Venetians constructed the city in space and over time, how its coastal position influenced art and architecture, how Venetians expressed individual and collective identity through the built and natural environment, and what issues threaten the city today.

Stephanie Leone

ARTH2206 Art and Myth in Ancient Greece (Spring: 3)

Cross listed with CLAS2208

Satisfies Arts Core Requirement

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

Gail Hoffman

ARTH2213 Introduction to Islamic Art and Architecture (Fall/Spring: 3)

Satisfies Arts and Cultural Diversity Core Requirements

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.

Sheila Blair

ARTH2216 Art and Archaeology of Homer and Troy (Fall: 3)

Cross listed with CLAS2216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey suggested a real Troy and further work in Greece revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age "Pompeii," and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.

Gail L. Hoffman

ARTH2221 Mysteries and Visions: Early Medieval Art (Fall: 3)

Satisfies Arts Core Requirement

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras, and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.

Pamela Berger

ARTH2222 Imagination and Imagery: Later Medieval Art (Spring: 3)

Satisfies Arts Core Requirement

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

Pamela Berger

ARTH2224 Art and Patronage in Renaissance and Baroque Rome (Fall: 3)

Satisfies Arts Core Requirement

The Department

ARTH2232 Northern Renaissance Art (Spring: 3)

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

Kenneth Craig

ARTH2246 Architecture of East Asia (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course explores a diverse range of architecture in China, Japan, and Korea from ancient to contemporary times. We will investigate the major architectural types in East Asia—including cities, temples, palaces, gardens, and houses—as well as individual monuments, such as Japan's Himeji Castle and the "Bird's Nest" Olympic stadium in Beijing. In addition to examining the architectural histories of these

sites, we will discuss thematic uses related to design, space, landscape, ritual, memory, and modernity. Students will also develop a deepened understanding of one aspect of East Asian architectural history through an in-depth research project on a well-conceived topic.

Aurellia Campbell

ARTH2250 Introduction to African Art (Spring/Fall: 3)

Satisfies Cultural Diversity Core Requirement

Survey that takes a critical look at centuries of arts from Africa in their cultural and political contexts

The Department

ARTH2251 Modern Architecture (Spring: 3)

Satisfies Arts Core Requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

Katherine Nahum

ARTH2258 Twentieth Century Art (Fall: 3)

Satisfies Arts Core Requirement

The early twentieth-century European and American art world was a hotbed of visual experimentation. A study of French Fauvism and Cubism, Italian Futurism, German and Austrian Expressionism and Bauhaus, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, International Dada and Surrealism, and American Modernism, will highlight the cross-national influences that led to radical artistic invention and new definitions of art.

Judith Bookbinder

ARTH2263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)

Cross listed with HIST2440

Satisfies Arts Core Requirement

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.

Judith Bookbinder

ARTH2267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)

Satisfies Arts Core Requirement

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BC News.

Jeffery Howe

ARTH2280 Masterpieces of Islamic Art (Spring: 3)

Satisfies Arts and Cultural Diversity Core Requirements

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft, and visual contexts.

Sheila Blair

ARTH3311 Greek Art and Archaeology (Spring: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

ARTH3314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

Kenneth Craig

ARTH3330 Review Spanish Art: From Altamira to Picasso (Fall: 3)

The Department

ARTH3332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth Century Art in Italy (Spring: 3)

The course begins with High Renaissance, of brief duration (1500–1520) but whose artists, especially Leonardo, Michelangelo, and Raphael, attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520 to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.

Stephanie Leone

ARTH3342 Age of Rembrandt (Fall: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, and Frans Hals.

Kenneth Craig

ARTH3344 Venetian Art and Architecture (Spring: 3)**Meets Renaissance/Baroque requirement for Art History Majors.**

Until its end in 1797, the Republic of Venice, called “La Serenissima” (the most serene), occupied a unique position on the Italian peninsula and, even today, it remains a distinctive city. This character of otherness, called “Venezianità,” derived from its geographic location, topography, history, society, economy and culture and resulted in art and architecture that differed from, but at times dovetailed with, the visual arts of other major Italian cities. This course will study the art and architecture of Venice from the Byzantine church of San Marco (eleventh century) to the fall of the Republic (1797), with a particular focus on the Renaissance (fifteenth–sixteenth centuries) that produced many of its major artists: Giovanni Bellini, Titian, Veronese, Tintoretto, Pietro and Tullio Lombardo, Palladio, and others. Intermediate-level art history course with advanced readings and research project.

*Stephanie Leone***ARTH3350 The Art of the Object/Islamic Art (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

Unlike other traditions, much Islamic art comprises everyday objects—dishes, bowls, jugs, bottles, etc.—that are transformed into works of art by their forms and decoration. This seminar focuses on the manufacture, function, collecting and exhibition of these objects. The class will meet several times at the Museum of Fine Arts, and students will be expected to present a paper on an object in their collection.

*Sheila Blair***ARTH3356 Art Since 1945 (Spring: 3)**

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

*Judith Bookbinder***ARTH3368 Contemporary Photography (Spring: 3)**

The course will trace the development of photography from the 1960s—when its status in the art world was fundamentally changed by the rise of conceptualism—to the present. The course will address themes including the relationship between photography and performance art, the culture wars, identity politics, environmental concerns, globalization, digital media, and how photography has been shaped by the art market. Although the course will focus on fine art photography, we will also consider commercial and journalistic work.

*The Department***ARTH3370 The Art Museum: History, Philosophy and Practice (Spring/Summer: 3)**

A study of the emergence of museums tracing their development from private collections of the classical and medieval periods to their present form as public institutions. Topics include: 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. The course will meet in the McMullen Museum; field trips to local museums.

*Nancy Netzer***ARTH4214 Art of the Silk Road (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

This research seminar investigates the material culture of the “Silk Road,” a vast network of trade routes that stretched overland from China across Central Asia to the Mediterranean. By considering a diverse range of visual objects—including textiles, porcelains, grave goods, Buddhist cave paintings, mosques, and ruined cities—we will think critically about the term “Silk Road”: is it a real territory, for instance, or just a romantic Western image? Readings will delve into the role of art in trade, travel, and religion, as we explore the spread of ideas across space and over time. Students will also deepen their knowledge about one aspect of Silk Road art through a substantial research project.

*Sheila Blair**Aurelia Campbell***ARTH4401 Seminar in Art Historical Research (Fall: 3)**

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

*Claude Cernuschi***ARTH4403 Independent Work I (Fall: 3)**

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

*The Department***ARTH4406 Independent Study III (Fall: 3)***Aileen L. Callahan***ARTH4426 Loot: Collecting Art in Italy (Spring: 3)**

This century of European art saw the emergence of enlightened questioning, the exploration of both reason and the dark side of the mind, and a redefinition of the ideals of beauty. In response, myriad art styles, genres and movements flourished; in response, the art academies were formed and the critic was born. The critic began to shape the nature of the art; the art became increasingly tied to political events, and wars and revolutions broke out. Revolution had its imagery, and so, too did Napoleon. We will explore paradoxical imagery within the context of extraordinary circumstances.

*Stephanie Leone**Nancy Netzer***ARTH4443 Realism and Symbolism (Fall: 3)**

Gustave Courbet puzzled many in 1855 by titling one of his works a real allegory, highlighting the tensions between Realism and Symbolism which would challenge many in the next decades. This seminar will explore the Realist and Symbolist movements, including one the one hand artists such as Courbet, Manet and Degas, and on the other, Moreau, Gauguin, Fernand Khnopff, and Edvard Munch.

*Jeffery Howe***ARTH4499 Advanced Independent Research (Fall/Spring: 3)**

Morrissey College of Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student’s junior year. See the Morrissey College of Arts and Sciences section of this Catalog or contact the Dean’s Office for a full description of the requirements.

The Department

ARTH7799 Independent Research (Fall: 3)*Jeffrey W. Howe***Film Studies****Course Offerings**

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

FILM1171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting, and editing are included. The course is also about film as a form or expression and communication. A class for beginners. Equipment is provided.

*The Department***FILM1502 Social Problems on the Silver Screen Lab (Spring: 3)**

Film, as a socio-political witness to a specific historical era, documents the past but also speaks poignantly to the present. In this course we will use film to explore central social problems of the modern era—war, hate, and injustice—putting the movies both in historical and aesthetic contexts. Students will not only understand the artistic and historical import of the films in this class, but also will grapple with the difficult ethical questions these films will raise. This course will also promote visual literacy in an increasingly visual world.

*John Michalczyk***FILM2202 Introduction to Film Art (Fall: 3)**

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

*Richard Blake, S.J.**Gautam Chopra***FILM2230 Introduction to Video Art (Spring: 3)**

Prerequisite: Students should have taken at least one studio or film class.

Cross listed with ARTS2230**Lab fee required.**

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.

*Jennifer Friedman**Sheila Gallagher***FILM2244 Biography and Autobiography (Summer: 3)**

The course will be structured around the genres of biography and autobiography and the ways in which the written genre is transformed and reinterpreted through film. Through analysis and close reading of texts, students will have opportunities to reflect upon the effectiveness of understanding personal narratives and connecting the individual experience to a larger cultural/historical context. As society moves to a more visual approach for understanding the challenges in life, studying adaptation from the written word to the visual expression can be useful in increasing awareness of the human condition and learning about

the self. In addition to assigned readings and films, students will be provided with an extensive filmography of adaptations as resources for their research papers. The course will cover a selection of classic and contemporary works of literature/film, with a focus on analysis of the genre of autobiography and biography through modern interpretations.

*John Michalczyk**Susan Michalczyk***FILM2273 Filmmaking II (Fall/Spring: 3)**

Prerequisite: Filmmaking I or permission of the instructor

Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*John Hoover***FILM2274 Digital Non-Linear Editing (Fall/Spring: 3)**

Prerequisite: Departmental permission

Limited to 10 students, lab fee required.

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity, and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

*Adam Bush***FILM2283 History of European Cinema (Fall: 3)****Satisfies Arts Core Requirement**

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

*John Michalczyk***FILM2285 Adobe Premiere Editing (Fall: 3)****Some equipment required. Restricted to film majors and minors.**

This course is an introduction to digital video editing using the Adobe video suite of software including Premiere Pro, Media Encoder, Photoshop, and more. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing Media Encoder, Photoshop, and more.

*Kristoffer Brewer***FILM2290 American Film History: Pre-War Period (Fall: 3)***The Department***FILM3301 Screenwriter (Fall/Spring: 3)**

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre and breaking rules. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.

The Department

ARTS AND SCIENCES

FILM3303 Advanced Screenwriting (Fall/Spring: 3)

Prerequisite: FILM3301

Limited to 15 students

This course is for students interested in writing for film, applying the knowledge gained in FILM3301 toward their efforts at writing their own screenplays. In the early part of the class, students will select an idea for a film and transform that idea into a story suitable for the screen. From there, in a round-table setting, students will complete a series of exercises to help them focus their stories, eventually moving on to writing a finished first act (28–30 pages) by the semester's end.

The Department

FILM3310 The Working Cinematographer: On the Set (Spring: 3)

Prerequisite: Filmmaking I or equivalent or consent of the instructor

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting and grip departments while completing video assignments varying documentary/dramatic, daylight, exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography. Ideal for future filmmakers or aspiring film/video professionals.

John Hoover

FILM3312 World Cinema (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East will serve as a focus for the course. Special attention is given to the social, economic, cultural, and political contexts from which these films arise, both in the country of origin and in the West.

The Department

FILM3314 Cinema of the Greater Middle East (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers and look into how the scripts and the shooting styles serve to accomplish their goals.

Pamela Berger

FILM3315 Film Noir (Spring: 3)

We will explore the history of the enigmatic Hollywood style from its origins in German Expressionism and Hard Boiled Fiction through its classic era, and finally into its rebirth as revisionist neo-noir in the 1970s. The course will examine how American social and political history factored into noir's sudden appearances, and study theoretical concepts of genre, space, gender, and self-perception. Directors include Wilder, Tourneur, Aldrich, Altman, Polanski, and Lynch.

The Department

FILM3331 Independent American Film (Spring: 3)

How might contemporary independent cinema be seen as both an alternative and a response to mainstream Hollywood fare? How has the acquisition of indie studios, such as Miramax and New Line Cinema, transformed the industry? Has the affordability of technology and accessibility of audiences truly created a democratization of film? This course emphasizes critical examination of contemporary American Independent film from the 1980s films of John Cassavetes, Steven

Soderbergh, Spike Lee through the 1990s and 2000s with features from Kevin Smith, Allison Anders, Richard Linklater, Quentin Tarantino; shorts from Wes Anderson and Jane Campion; and current festival hits.

The Department

FILM3333 War Is Hell: The Combat Film (Fall: 3)

The most common image of combat film is one of "guts and glory." Behind this image, lies a harsh reality of the impact of war on the body and soul of the soldier and civilian. This course will study chronological evolution of war film from racist interpretation of the Civil War in Griffith's *Birth of a Nation*, through World War I and II with Milestone's pacifist *All Quiet on the West Front*, Spielberg's hyper-realistic *Saving Private Ryan* to more recent times, Vietnam War films, Coppola's surrealistic *Apocalypse Now*, the war in Iraq with *In the Valley of Elah* and *Control Room*.

John Michalczyk

FILM3355 The Cinema of Revolution and Revolt (Fall: 3)

Pamela Berger

FILM3380 Latin American Cinema (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course will focus on contemporary film of Latin America from the Sixties to the present. It will study diverse issues (political, cultural, literary, social, gender, religious) of several Latin American countries. These films will be shown to stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.

Pamela Berger

John Michalczyk

FILM3380 Latin American Cinema (Spring: 3)

Prerequisite: Contextos, concurrent enrolment in Contextos, or permission of instructor

Cross listed with SPAN6610

Class and readings in English.

Elective for the Hispanic Studies major or minor when taken as first course in language sequence.

Fulfills post-1900 Latin American requirement for major.

The course serves as introduction to Latin American Studies in general and Latin American film in particular. We will look at the historical and aesthetic changes of Latin American film through history. How were those films defined by their political circumstances? What is the relation between form and content in films that are consistently concerned with national identity? And what do they tell us about Latin America's search for a film poetics of its own? We will see films and read texts by Tomás Gutierrez Alea, Albertina Carri, Carlos Reygadas, Glauber Rocha, Fernando Solanas, and Susan Sontag among others. This class requires that in addition to critical readings students watch movies outside class time.

Ernesto Livon-Grosman

FILM3381 Propaganda Film (Spring: 3)

This course introduces the student to various forms of propaganda usage during the twentieth century, primarily during wartime. Using lectures, film, slides, and outside screenings, it will present in a modified chronological order, the mind set and values of governments in crises periods. On a personal level, the course will offer the student the occasion to see several sides of an issue and help in determining his/her own perspective on the situation.

John Michalczyk

FILM3383 Film Criticism and Theory (Spring: 3)

In essence, we become film critics when we explore our opinions about a film in light of the plot, characterization, dramatic tension, etc. As an art form, film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussion of primarily independent films. Students will read extensive critiques and theory, while developing sharp critical and writing skills.

John Michalczyk

FILM3389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.

Richard A. Blake, S.J.

FILM3390 Sound Design (Fall: 3)

This course teaches the basic principles of sound and audio. This will include basic acoustics and how it impacts sound capture, proper gain setup and signal flow from sound to mic to recorder to playback for the cleanest and clearest sound capture and mix, the difference between analog and digital audio, the decibel and what each decibel type means, proper metering and understanding meter ballistics. It will also include field sound and post sound. The sound mix will be the final stage of the course. Adobe Premiere and Audition will be used in the course.

Jon Sage

FILM3395 Teaching Assistantship (Fall: 3)

John Michalczyk

FILM3396 Advanced Screenwriting II (Spring: 3)

Prerequisite: FILM3303

Department permission required. Limited to 12 students.

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting. The course will feature more exercises and outlining, leading to the writing of the remainder of their script. As in Advanced Screenwriting, students will critically examine each other's exercises and writing under the guidance of the professor. It is anticipated that students will complete a finished first draft of a full length feature film (100–120 pages) by the semester's end.

The Department

FILM4440 Independent Study (Fall/Spring: 3)

The Department

FILM4461 Filmmaking III (Spring: 3)

Gautum Chopra

FILM4499 Advanced Independent Research (Fall/Spring: 6)

John Michalczyk

FILM5598 Teaching Assistantship (Spring: 3)

The Department

Studio Art**Course Offerings**

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

ARTS1101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Arts Core Requirement

Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

The Department

ARTS1102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Arts Core Requirement

Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in the studio during class and to complete outside assignments. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

The Department

ARTS1103 Issues and Approaches to Studio Art (Fall: 3)

Lab fee required.

Course is intended for Studio Majors, Minors and serious students with previous studio experience. This is not a Core course. Freshmen are not advised to take the course.

This course is intended for Studio Majors and Minors and serious students with previous studio experience. This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, and imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

Sheila Gallagher

ARTS1104 Design: Seeing Is Believing (Fall/Spring: 3)

Satisfies Arts Core Requirement

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks "good" without applying meaningful criteria? Using a variety of approaches and materials including photography, charcoal, and collage, assignments, exercises, and field trips are designed to strengthen visual acuity and the ability to communicate dynamically and creatively. This class is designed for both advanced and entry-level students with 2-D and 3-D assignments providing enough flexibility to meet each student at whatever level they are.

Debra Weisberg

ARTS AND SCIENCES

ARTS1107 Design I: Foundations (Fall: 3)

Satisfies Arts Core Requirement

This foundation course is structured to introduce students to the fundamental issues of design by providing a basis for regarding our environment and organizing what we see into a coherent whole. We will learn how to process our surrounding visual information primarily through the exercise of drawing. In the process of learning a new visual language, we will emphasize discovery of personal attitudes and approaches rather than on the techniques of the finished work. Students will be introduced to the process of design through the exploration of the basic concepts of the elements and principles of design, historical approaches, and skills involved in design.

The Department

ARTS1141 Ceramics I (Fall/Spring: 3)

Lab fee required.

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

ARTS1150 Painting Plus: Collage (Fall: 3)

Satisfies Arts Core Requirement

This is an introduction to the materials, issues, and concerns of painting. The course focuses on modern approaches to painting where the edges between it and collage or sculpture blur. The emphasis is on making creative objects. Slide lectures, class work, critiques, discussion, and museum visits will be used to expand ideas about art. The course incorporates historical components and a writing assignment.

Alston Conley

ARTS1161 Photography I (Fall/Spring: 3)

Lab fee required. Camera required. Some of Karl Baden's classes will meet on Wednesdays evenings.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation. Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly photographing and printing assignments, and a final project portfolio. This course requires additional work outside of class time.

Karl Baden

Charles Meyer

Sharon Sabin

ARTS1163 Introduction to Digital Photography (Spring: 3)

Students must have a digital camera and a laptop for classes.

Students will become familiar with how to create a photograph with a digital camera and how to use photographic techniques to control the look of an image. Students will develop good digital asset management practices by using Adobe Photoshop. This course introduces

the fundamental principals of photography and its history for universal applications and is available to all majors. Students will need to have a DSLR that is at least 10 megapixels to take this course.

Greer Muldowney

ARTS1180 Drawing from Berlin's Past and Future (Summer: 3)

Satisfies Arts Core Requirement

Mary Sherman

ARTS2208 Drawing the Figure: Observation to Expression (Fall: 3)

Prerequisite: ARTS1101, ARTS2204, or permission of instructor

Together we will venture into a world of the body as represented through drawing materials on 2D surfaces. You will learn techniques and approaches to drawing the figure and will work in the studio from a live model. Simultaneously, you will examine the relationship between cultural philosophies and their affects on the figurative representations they produced. Studio work include: drawing the body; revise those ideas; developing finished drawings; researching historical and contemporary innovations and doing creative copies of these master works; working from memory and contextualized imagination; translate sensory experience through the representations of the body.

Michael Mulhern

ARTS2211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice. Students are expected to complete reading and written assignments as well as a visual project.

The Department

ARTS2215 Collage and Mixed Media (Spring: 3)

Prerequisite: At least one art courses at the 1000 level or above or permission of the instructor

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photomontage, assemblage, stenciling, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Weekly classes follow historical development of concept, process, and imagery through the twentieth century.

Alston Conley

ARTS2223 Intermediate Painting III (Spring: 3)

Prerequisite: ARTS1101–1102 or permission of the instructor

Lab fee required

The course reviews and expands on the fundamental painting skills and materials acquired in Painting 1. Students continue to work on assigned and individual projects that highlight historical and contemporary methods and concepts of the discipline. Projects are mostly based on work from direct observation, but some will use found images, memory and imagination as sources to promote visual judgment and development of a more personal direction. Exhibition visits, illustrated presentations, and a writing assignment are supplementing the program.

Hartmut Austen

ARTS2224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)

Prerequisite: ARTS1101–1102 or permission of the instructor

Lab fee required

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a variety of painting styles and techniques through slide presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.

Mary Armstrong

ARTS2230 Introduction to Video Art (Spring: 3)

Prerequisite: Students should have taken at least one studio or film class.

Cross listed with FILM2230

Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.

Jennifer Friedman

Sheila Gallagher

ARTS2237 Drawing II (Fall: 3)

The Department

ARTS2242 Ceramics II (Fall/Spring: 3)

Lab Fee required

Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience in or equivalent to take this course.

Mark Cooper

ARTS2250 Introduction to Digital Design (Spring/Fall: 3)

This course is an immersive project-based introductory overview of concepts, contexts, tools, and techniques useful in solving a wide range of contemporary design problems, including logos, business cards, propaganda posters, multi-page documents, data visualizations, web page designs, app wireframes, and proposals for site-specific graphics. Beyond the necessary focus on software, including Adobe InDesign, Illustrator, and Photoshop, the course will incorporate discussion and application of typography, color theory and other 2D design concepts affecting how subject matter is perceived. Students will solve problems on behalf of themselves and choose one or more other clients whom they'll strive to serve.

Brian Reeves

ARTS2258 Stage Design I (Spring: 3)

Cross listed with THTR3344

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments and create ideas

through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

Crystal Tiala

ARTS2261 Photography II (Fall: 3)

Prerequisite: ARTS1161 or permission of the instructor

Lab fee required.

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy. Students are expected to produce work in series and to present a final portfolio. This course requires additional work outside of class time.

Charles Meyer

ARTS2276 Art and Digital Technology (Fall/Spring: 3)

Lab fee required.

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

Karl Baden

ARTS2280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)

Permission of instructor required. Students must have their own camera (film or digital) and basic familiarity with Photoshop (Art and Digital Technology or its equivalent).

Students learn and use advanced techniques in Adobe Photoshop, Illustrator and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. Technical demonstrations, critiques, discussions of established photographers is part of each class. The goal is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc). Digital Diaries is an intermediate/advanced level course.

Karl Baden

ARTS2281 Contemporary Issues in New Media (Fall: 3)

Contemporary Issues in New Media explores the range of possibilities in presenting art work in a new media context. Though an aspect of the class will involve the digital realm as a template for art making, many assignments and projects will engage with the hands on and physical. Concerns regarding the temporal, the projected, as well as the performative will be explored, creating dynamic and open opportunities for artistic forms.

Andrew Tavarelli

ARTS3306 Alternative Approaches in Drawing (Spring: 3)

Prerequisites: Two previous studio classes (one in drawing) or permission of instructor

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will

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conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries. Utilizing and deepening our understanding of mark-making we will further explore drawing's breath and expanse across disciplines as well as its potential to expand on the what it means to draw from observation.

The Department

ARTS3321 Painting IV: Layered Image (Fall: 3)

Prerequisite: ARTS1102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the Internet. Class time is organized around painting, complemented by slide lectures, critiques, readings, and gallery visits.

Mary Armstrong

ARTS3328 Senior Minor Project (Spring: 3)

Prerequisite: Required for Studio Art Minor

This course comprises hands-on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

Sheila Gallagher

ARTS3330 Pandora's Box (Fall: 3)

This is an all media (painting, drawing, photo, collage) intermediate level studio class. The class will use myth, fable, and fairy tales to generate ideas for art making. Students should have taken at least one studio class in their preferred medium. In addition to in-class studio work there will be assigned readings, class critiques, and slide lectures as well as studio, museum, gallery visits, and a final portfolio review.

Andrew Tavarelli

ARTS3334 Advanced Mixed Media (Spring: 3)

Sheila Gallagher

ARTS3335 Advanced Digital Design (Spring: 3)

Prerequisite: One of the following prerequisites required: Introduction to Digital Design (ARTS2250), or Art and Digital Technology (ARTS2276), or permission of the instructor.

Preference will be given to majors and minors in Studio Art.

The computer is one of myriad facilitators of the output of intellectual design ideas, but is by no means a creator of digital design content. This course begins with that notion and will work as a hybrid: equal parts digital skills workshop—where software skills are tested and evaluated—and artist's atelier—where design ideas, both articulated and ineffable, seek meaningful expression. Course content will draw from the fields of art, photography, film, graphic design, industrial design and architecture. In addition to works of two dimensions, this course will explore the translation from digital design to physical object.

Michael Smith

ARTS3361 Intermediate Photography: Conceptual and Studio (Spring: 3)

Prerequisites: Two of the following courses are required: ARTS1161, ARTS2261, or ARTS2276 and permission of instructor

Lab fee required

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output as well as analog printing. Lectures and assignments will concentrate on both traditional photographic-based picture making and digital technologies. Students will be expected to develop their own project ideas and to work in series. This course requires additional work outside of class time.

Charles A. Meyer

ARTS3385 Independent Work I (Fall/Spring: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts in.

The Department

ARTS3386 Independent Work II (Spring: 3)

Prerequisite: Department permission.

Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

The Department

ARTS4473 Senior Project II (Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

Andrew Tavarelli

ARTS4485 Independent Work III (Fall: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

The Department

ARTS4486 Independent Work IV (Spring: 3)

Prerequisite: Department permission.

Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

The Department

ARTS4498 Senior Project I (Fall: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

Andrew Tavarelli

ARTS5598 Teaching Assistantship (Fall: 3)

Prerequisite: Permission of instructor

Open only to juniors and seniors. Enrollment is limited to one student per class.

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

The Department

Biochemistry**Contacts****Chemistry Department**

- Prof. Eranthie Weerapana (214A Merkert)
- Prof. Jianmin Gao (203 Merkert)

Biology Department

- Prof. Anthony Annunziato (401A Higgins)
- Prof. Kathy Dunn (412 Higgins)

Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. More information about the Biochemistry Major can be found at www.bc.edu/schools/cas/biochemistry.html.

Degree Requirements for B.S. in Biochemistry

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution OR BIOL3030 Introduction to Physiology (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):
- BIOL3040 Cell Biology
- BIOL3210 Plant Biology
- BIOL4140 Microbiology
- One course in genetics or genomics from the following list (3 or 4 credits):
- BIOL3150 Introduction to Genomics
- BIOL3190 Genetics and Genomics

- CHEM1109 General Chemistry I and CHEM1111 Laboratory (or CHEM1117 and CHEM1119) (4 credits)
 - CHEM1110 General Chemistry II and CHEM1112 Laboratory (or CHEM1118 and CHEM1120) (4 credits)
 - CHEM2231 Organic Chemistry I and CHEM2233 Laboratory (or CHEM2241 and CHEM2243) (4 credits)
 - CHEM2232 Organic Chemistry II and CHEM2234 Laboratory (or CHEM2242 and CHEM2234) (4 credits)
 - CHEM3351 Analytical Chemistry and CHEM3353 Laboratory (4 credits)
 - CHEM4473 Physical Chemistry for Biochemistry majors (3 credits)
 - CHEM4461–4462 Biochemistry I and II; OR BIOL4350 Biological Chemistry and BIOL4400 Molecular Biology (6 credits)
 - PHYS2100 Physics I (calculus) and PHYS2050 Laboratory (5 credits)
 - PHYS2101 Physics II (calculus) and PHYS2051 Laboratory (5 credits)
 - MATH1101 (or MATH1103, or MATH1105) Calculus II (3–4 credits); or MT2202 Multivariable Calculus (4 credits) *
 - Two advanced electives from the following list** (6 credits)
 - BIOL4200 Introduction to Bioinformatics
 - BIOL4510 Cancer Biology
 - BIOL4810 Research in Molecular Microbiology Lab
 - BIOL4830 Research in Molecular Biology Lab
 - BIOL4840 Research in Biochemistry Lab
 - BIOL4870 Research in Molecular Genetics Lab
 - BIOL5060 Recombinant DNA Technology
 - BIOL5130 Environmental Disruptors of Development
 - BIOL5170 Human Parasitology
 - BIOL5290 Biomolecules: Driving Molecular Forces
 - BIOL5330 Virus Infections and Cellular Transport
 - BIOL5360 Viruses, Genes and Evolution
 - BIOL5370 Literature for Neurological Diseases
 - BIOL5420 Cancer as a Metabolic Disease
 - BIOL5700 Biology of the Nucleus
 - CHEM5564 Physical Methods in Biochemistry
 - CHEM5567 Chemical Biology: Structure and Function
 - CHEM5569 Chemical Biology: Enzyme Mechanisms
 - CHEM5570 Introduction to Biological Membranes
 - CHEM5582 Advanced Topics in Biochemistry
 - BIOL4911–4918 Undergraduate Research**
 - BIOL4921 Advanced Independent Research**
 - CHEM4497–4498 Advanced Research in Biochemistry I and II**
 - CHEM5593–5594 Introduction to Biochemical Research I and II**
- Total Credits: 64–65

*Note: The Biochemistry Major requires all of its majors to take a Boston College calculus course, regardless of AP score. Students can take Calculus 2 (MATH1101, MATH1103, or MATH1105), or Multivariable Calculus (MATH2202).

**Note: Not all electives are offered every year. Also, additional electives may sometimes be announced in this category, depending upon advanced course offerings in the Biology and Chemistry Departments. Please check the Departmental listings for details.

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***With Biology or Chemistry Department approval, two semesters of Undergraduate Research may be substituted for ONE advanced elective.

Advanced Placement: Biochemistry majors who have a 5 on the Biology AP exam in their senior year may choose to bypass the 2000-level lecture courses (BIOL2000 and BIOL2010). These students will begin the major with BIOL3040 Cell Biology, and take 6 credits of additional biology courses, level 3000 or above.

Recommended Course Sequencing for Biochemistry Majors

Freshman Year

General Chemistry and Labs
BIOL2000 and either BIOL2010 or BIOL3040
BIOL2040 lab (if possible)

Sophomore Year

Organic Chemistry and Labs
One course from the cell biology list (or BIOL3030)
One course from the genetics/genomics list
BIOL2040 lab (if needed)

Junior Year

Biochemistry sequence

Senior Year

Analytical Chemistry and lab
Physical Chemistry
Two advanced electives

Note:

- Calculus is typically completed by the end of the sophomore year.
- Physics can be taken at any time beginning with the sophomore year.
- Students are encouraged to participate in Undergraduate Research, typically beginning in the junior year; other options are available. Students should speak to individual professors regarding research opportunities.

Biology

Faculty

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

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

Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Marc-Jan Gubbels, *Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

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

Welkin Johnson, *Professor*; *Chairperson of the Department*; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine.

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

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

Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

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

Tim van Opijnen, *Associate Professor*; B.S., M.S., Ph.D., University of Amsterdam

Eric S. Folker, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame

Laura Anne Lowery, *Assistant Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology

Sarah McMenimin, *Assistant Professor*; B.S., Mount Holyoke College; Ph.D., Stanford University

Michelle M. Meyer, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

Babak Momeni, *Assistant Professor*; B.S., M.Sc., Sharif University of Technology; M.Sc, Ph.D. Georgia Institute of Technology

Jeff DaCosta, *Assistant Professor of the Practice*; B.S., University of Massachusetts; M.Sc., University of Nevada; Ph.D., Boston University

Rebecca Dunn, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Northwestern University

Christopher Kenaley, *Assistant Professor of the Practice*; B.S., Cornell University; Ph.D., University of Washington

Danielle Taghian, *Assistant Professor of the Practice*; B.S., Tufts University; Ph.D., Harvard University

Contacts

- Director of Undergraduate Studies: Kathy Dunn, kathy.dunn@bc.edu
- Assistant Director for Undergraduate Programs: Seth D. Robertson, seth.robertson@bc.edu
- www.bc.edu/biology

Undergraduate Program Description

The Biology Department considers a basic understanding of biological systems to be an essential skill in our increasingly technological society and offers a range of courses for both biology majors and non-majors. Courses are designed to promote scientific literacy and a sophisticated understanding of complex biological systems. Our courses introduce students to life at various levels of organization, with topics ranging from the molecular basis of cellular function, to the coordination of organ systems in the physiology of organisms, to the interactions of organisms with each other and the environment. The importance of research and experimentation in biology is stressed throughout the curriculum, which includes both lab courses and research experiences.

The Biology Department Offers the Following Degrees:

Bachelor of Science (B.S.) in Biology is a structured program for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/pre dental requirements.

Bachelor of Arts (B.A.) in Biology is a flexible program that can prepare students for graduate school in the life sciences or can be integrated with other areas, including law, ethics, history, sociology, computer science, and management. The B.A. provides a solid foundation in biology, but allows more flexibility in course selection by removing

some of the chemistry and quantitative requirements that characterize the B.S. program. Thus, students in the B.A. program can either add more depth and focus around a sub discipline or have more breadth, either within the biology curriculum or by taking advantage of the B.A. elective options. Students should note that, unlike the B.S. program, the B.A. program does not fulfill medical school admission requirements.

The Biology Department offers a **Minor in Biology**, a **concentration in Bioinformatics** and also co-sponsors a **Bachelor of Science (B.S.) in Biochemistry** together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog. Requirements for the Biology minor and bioinformatics concentration can be found at the Biology Department website.

Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) Program Requirements

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course from Category A: Genes and Genomes (4 Credits)
BIOL3150 Introduction to Genomics
BIOL3190 Genetics and Genomics
- One course from Category B: Organismal and Systems Biology (3–4 credits)
BIOL3030 Introduction to Physiology
BIOL3210 Plant Biology
BIOL4320 Developmental Biology
BIOL4330 Human Physiology with lab
BIOL4590 Introduction to Neuroscience
- One course from the “Advanced Experience” list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 3000 and above to reach a minimum of **30 Biology credits** for ALL Biology courses. A complete listing of Biology courses is available on the departmental website.
- For the B.A.: Additional electives numbered 3000 and above to reach a **minimum of 33 credits for ALL Biology courses**. (Nine credits can be from the B.A. elective list available on the departmental website.)

Advance Experience courses include undergraduate research, research lab courses, and smaller classes involving the primary literature and data analysis. Courses fulfilling this requirement are available on the Biology Department website. Note: While independent undergraduate research courses can be taken over several semesters for credit, only 3 of these credits can be applied toward the 30 required credits for the Biology major (B.A. or B.S.). Students using undergraduate research to fulfill the Advanced Experience requirement and/or to have the 3 credits applied to the Biology major must complete at least two semesters.

Corequisite Courses for the Bachelor of Science (B.S.) Program

Chemistry (15–16 credits)

- General Chemistry I and II with Labs (CHEM1109–1110, CHEM1111–1112)
- Organic Chemistry I with Lab (CHEM2231–2232)
- Organic Chemistry II with Lab (CHEM2233–2234) OR Biological Chemistry (BIOL4350) OR Biochemistry I (CHEM4461)*

*Premedical students should check medical school programs and/or the premedical office for specific requirements regarding organic chemistry and biochemistry.

Quantitative Requirements: Mathematics, Physics, and Computer Science (four course equivalent 6–18 credits)

- Calculus I (MATH1100)
- Calculus II (MATH1101) OR Biostatistics (BIOL2300 or equivalent)
Two additional courses from the following list:
- PHYS2100 Physics I (calculus) with Lab
- PHYS2101 Physics II (calculus) with Lab+
- BIOL2300 Biostatistics (or another department-approved course in statistics)
- BIOL5080 Algorithms in Computational Biology*
- BIOL5240 Computational Foundations of Bioinformatics*
- BIOL5290 Biomolecules: Driving Molecular Forces*
- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- MATH1101 Calculus II
- Mathematics courses numbered 2000 or higher+
*BIOL4350, CHEM4461, BIOL5080, BIOL5240, and BIOL5290 cannot be used to satisfy both a corequisite and a biology elective.
+Requires Calculus II

Note: Biology majors in the Premedical Program take Physics I and II with labs and should consider adding a statistics course.

Calculus Placement

- Calculus I requirement is satisfied by completing MATH1100 or with an AP score of 4 or 5 on the AB exam or a score of 3 on the BC exam
- Calculus I and II can be satisfied by completing MATH1101 or with an AP score of 4 or 5 on the BC exam
- Calculus II (or the AP option) and Biostatistics can both be applied to the four course requirement, but each course can only be applied once.

Note: Biology majors typically begin and/or complete calculus courses during the freshman year. However, students not wishing to take three math/science courses in their first semester of freshman year are advised to delay calculus. Questions should be addressed to the Biology Department.

Corequisite Courses for the Bachelor of Arts (B.A.) Program (8–12 Credits)

- General Chemistry I and II with Labs (CHEM1109–1110, CHEM1111–1112)
- Calculus I (MATH1100)

Advanced Placement Programs for the B.A. and B.S. Degrees

Students who received a score of 5 on the AP exam in their senior year of high school and wish to consider advanced placement may enroll in BIOL3040 in place of BIOL2000. Freshmen should enroll in BIOL2010 first semester (there is no AP substitution for BIOL2010), and take BIOL3040 in the second semester, if they wish to continue with the AP substitution for BIOL2000. The AP substitution does not reduce the total number of credits for the major; students will still need a total of 30 credits in biology courses.

Information for First Year Students: Biology Majors and Others Considering a Major in Biology

Biology majors in the regular B.A. and B.S. programs are advised to enroll in BIOL2000 Molecules and Cells and BIOL2010 Ecology and Evolution their freshman year. Freshmen are also advised to enroll in CHEM1109/CHEM1110 General Chemistry (with corequisite Labs) and Calculus I or II, depending on their AP scores. First-term AP

students should enroll in BIOL2010 Ecology and Evolution. Second term, students using the AP option will enroll directly in BIOL3040, or they can continue with the regular program by enrolling in BIOL2000 Molecules and Cells.

Information for Study Abroad and Summer Programs

With Department approval, students may apply ONE course taken either abroad or during a summer session to their biology elective requirements. To be considered as a possible substitute for a biology elective, a course must be a second level course with published biology prerequisites and not be an introductory level course or a course intended for professional study or for non-biology majors. As an exception, students studying abroad for two full academic semesters may apply two courses taken abroad to the biology elective requirement.

Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. There are two distinct options for engaging in research activity.

Option 1: Students do research in the laboratory of a Biology Department faculty member, or at an off-site laboratory with departmental approval. Undergraduate research can be taken for course credit over multiple semesters. Two semesters must be completed to fulfill a Biology elective requirement. Only 3 credits of the undergraduate research are applied to the Biology major; all credits are applied to the 120 credits for graduation

Option 2: The Department offers a number of research lab courses where students build technical skills in the context of an ongoing research project. These one-semester courses are taught by Biology faculty and focus on their current area of research. Students have full access to dedicated lab space throughout the semester and present their data at the departmental Undergraduate Research Day.

Biology Senior Thesis

Students doing undergraduate research may elect to write a Senior Thesis with the approval and support of their faculty research adviser. Students writing a thesis are recognized at Undergraduate Research Day. Student producing the “Best Senior Thesis,” as judged by a faculty committee, is awarded the Balkema Prize.

Information for Non-Majors

Non-majors may fulfill their Natural Science Core requirements through the introductory majors courses (BIOL2000 or BIOL2010) or one of several university Core courses offered for non-majors by the department. Information about preparation for the allied health professions is available online at www.bc.edu/premed.

Course Offerings

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

BIOL1100 General Biology (Fall: 3)

Satisfies Natural Science Core Requirement

This course does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.

Designed for non-science majors who desire an introduction to cell and molecular biology, this course is also suggested for students who may be interested in the Biology major but lack sufficient preparation to enroll directly into BIOL2000. Topics include the chemistry of life; biological membranes; cellular metabolism; cell structure; cell division; DNA replication/RNA transcription; protein synthesis; genetics/evolution. Lectures include discussions of the scientific method and

current applications of biological investigations. Note: this course does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.

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BIOL1300 Anatomy and Physiology 1 (Fall/Summer: 3)

Does not satisfy the Natural Sciences Core requirement. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics. The course continues with the study of several organ systems. Beginning with the Integument, which is followed by the Skeletal and Muscular Systems, and ending this first semester with the Nervous System. The cellular and molecular basis for the functions of these systems is an integral element of this portion of the course.

Carol Chaia Halpern

BIOL1310 Anatomy and Physiology Lab 1 (Fall/Summer: 1)

Corequisite: BIOL1300

Lab fee required. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BIOL1300 through the use of anatomical models, physiological experiments, and limited dissection.

Carol Chaia Halpern

BIOL1320 Anatomy and Physiology 2 (Spring/Summer: 3)

Corequisite: Must be concurrently enrolled in BIOL1330

This course is a continuation of BIOL1300/1310, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

The Department

BIOL1330 Anatomy and Physiology Lab 2 (Spring/Summer: 1)

Corequisite: Must be concurrently enrolled in BIOL1320

A continuation of Anatomy and Physiology Lab 1.

The Department

BIOL1420 The Genetic Century (Spring: 3)

Satisfies Natural Science Core Requirement

Genetics is transforming life in the twenty-first century, from health care to the foods we eat to our understanding of evolution and biodiversity. The course will provide students with a basic understanding of how information is encoded in genes and how that information is transmitted between generations and expressed during development and disease. Topics covered in the course include the genetic bases of disease and behavior, forensic uses of DNA, evolution, genetic engineering, genetically modified crops, and personalized medicine. This course is designed for students who are not majoring in biology or biochemistry.

Clare O'Connor

BIOL1440 Sustaining the Biosphere (Spring: 3)

Corequisite: Must be concurrently enrolled in BIOL1501

Satisfies Natural Science Core Requirement

Students must also register for the Sustaining the Biosphere Discussion Section (BIOL1501).

Environmental problems and their solutions occur at the intersection of natural systems and the human systems that manipulate the natural world. The course will provide students with an integrated understanding of human systems that affect nature. Topics will include climate, air and water pollution, economics and urbanization, food and agriculture, population growth, biodiversity, waste management and health and toxicology. Sustainability, personal responsibility and a proactive approach to involvement in solutions to current environmental crises will be emphasized. This course is designed for students who are not majoring in biology or biochemistry.

Laura Hake

BIOL1503 Science and Technology in American Society (Fall: 6)

Cross listed with HIST1511

Satisfies History and Natural Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.

Students must also register for a lab section (HIST1512 or BIOL1502)

What roles do science, technology, engineering, and mathematics (STEM) play in advanced, knowledge-dependent societies? This course examines our institutional and cultural relationship to innovation: hopes and fears about STEM, views of science and religion, conceptions of democracy's cultural requirements, the emergence of DIY and geek culture, and more. And it explores ethical questions around STEM, including debates over biotechnology, pharmaceuticals, climate change, and mass extinction. The course gives students the basic technical background to address these questions and an opportunity to imagine a technological application of their own for addressing the complex problems of the twenty-first century.

Andrew Jewett

Christopher Kenaley

BIOL1702 Human Disease: Plagues, Pathogens and Chronic Disorders (Spring: 3)

Satisfies Natural Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Much of biological discovery has been centered around human disease and our quest for health and longevity. From the earliest observations regarding the human body, to the discovery of germs and the eventual technology guiding current treatments, human beings have sought to understand the physiological and cellular parameters associated with health. This course will examine human disease and epidemics through the lens of pathogens, genetic pre-disposition and environmental influence. Students will learn basic concepts of cell structure, genetics, and evolution in the context of infectious diseases such as Tuberculosis and AIDS or physiological disorders such as Alzheimer's Disease or diabetes.

Kathleen Dunn

BIOL1703 Your Brain on Theatre: On Stage and Off (Fall: 3)

Corequisite: Must be concurrently enrolled in THTR1702

Satisfies Natural Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Actors are often challenged to portray individuals suffering from progressive neurological disorders—e.g., Alzheimer's and Parkinson's

Diseases, Multiple Sclerosis, and syndromes associated with malnutrition and traumatic brain injuries. Beginning with the neuroscience of the "all right" brain, we will proceed to discuss neuroscience of the brain when awry, particularly in the context of how actors authentically convey the complexities of emotion and of neuro-disabilities. The enduring questions that we explore will pertain to defining the "true self," establishing memory, and engendering responsiveness to "the other."

Daniel Kirschmer

BIOL2000 Molecules and Cells (Fall/Spring: 3)

Prerequisite: (or concurrent) CHEM1109 or equivalent or permission of the department.

Satisfies Natural Science Core Requirement

Foundational course required for Biology majors that introduces students to living systems at the molecular and cellular level of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization and metabolism, and cell signaling and genetics.

The Department

BIOL2010 Ecology and Evolution (Fall/Spring: 3)

Satisfies Natural Science Core Requirement

Foundational course required for Biology majors with a focus on the ecology and resilience of living systems across all levels of spatial scales. Topics introduced in this course include evolution, population dynamics, behavioral ecology, ecosystems, co-evolution, and human ecology.

The Department

BIOL2040 Investigations in Molecular Cell Biology Lab (Fall/Spring: 3)

Prerequisites: BIOL2000; CHEM1111

Lab fee required.

A 3-credit laboratory course designed to introduce students to the core techniques and experimental strategies of modern molecular cell biology within the context of an original research investigation. Students will learn to construct testable hypotheses, design experiments, and critically analyze experimental results. During the course of their investigations, students will gain proficiency in microbial cell culture, molecular cloning, genetic analysis, and molecular characterization. Students will also gain proficiency in scientific communication and the use of biological databases.

Clare O'Connor

Douglas Warner

BIOL2050 BIOL2040 Lab Discussion Section (Fall: 1)

The Department

BIOL2060 Gateway Biology Discussion II (Fall: 1)

The Department

BIOL2100 Introductory Biology Laboratory I (Summer: 1)

Corequisite: Must be concurrently enrolled in BIOL2201

This course does not satisfy departmental requirements for biology majors. Lab fee required.

The first semester of a two-semester introductory biology laboratory course designed for non-biology majors preparing for graduate programs in health professions. This course teaches basic laboratory skills, including microscopy, spectrophotometry, analytical electrophoresis and molecular cloning. Students are introduced to the principles

ARTS AND SCIENCES

of experimental design, data analysis, and data interpretation. Inquiry-based activities include experiments in biochemistry, cell physiology, and molecular biology.

The Department

BIOL2110 Introductory Biology Laboratory II (Summer: 1)

Corequisite: Must be concurrently enrolled in BIOL2202

Lab fee required.

The continuation of BIOL2100. Inquiry-based activities include experiments in organismic biology, ecology and field biology.

The Department

BIOL2200 Microbiology for Health Professionals (Fall: 3)

Prerequisites: BIOL1300–1320

Does not satisfy the Natural Sciences Core Requirement. Intended only for School of Nursing students.

This course is a study of the basic physiological and biochemical activities of bacteria and viruses. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.

Kathleen Dunn

BIOL2201 Introductory Biology I (Summer: 3)

Corequisite: Must be concurrently enrolled in BIOL2100

Satisfies Natural Science Core Requirement

This course will be a two part series offered over the summer.

Foundational course required for Biology majors that introduces students to living systems at the molecular and cellular level of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization and metabolism, and cell signaling and genetics.

The Department

BIOL2202 Introductory Biology II (Summer: 3)

Corequisite: Must be concurrently enrolled in BIOL2110

Satisfies Natural Science Core Requirement

Foundational course required for Biology majors with a focus on the ecology and resilience of living systems across all levels of spatial scales. Topics introduced in this course include evolution, population dynamics, behavioral ecology, ecosystems, co-evolution, and human ecology.

The Department

BIOL2210 Microbiology for Health Professionals Laboratory (Fall: 1)

Corequisite: BIOL2200

One two-hour laboratory period per week. Lab fee required.

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

The Department

BIOL2240 Race, Disease and Disparities (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course will focus on issues of race and health in America and address the question, is race a biological construct? Underrepresented minorities face huge health disparities in America and we will also address the question, is there a biological basis for differing health disparities in different diseases among different races? The course will

also cover the issues of health and training in the sciences for under-represented minorities in the United States and current policy initiatives to address these disparities. Discussions will cover such issues as: the current health and science educational disparities in the sciences for minorities; current initiatives aimed at closing the disparity gaps as proposed by government agencies, non-profit organizations, scientific societies, and philanthropies; and why these issues are of general importance to science and society. The biologic, social and cultural dietary causes of diseases leading to health disparities will be considered.

David Burgess

BIOL2300 Biostatistics (Fall/Spring: 3)

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.

Peter Clote

Richard A. McGowan, S.J.

BIOL3030 Introduction to Physiology (Fall/Spring: 3)

Prerequisite: BIOL2000

This course is intended for Biology, Psychology, and Biochemistry majors and students in the pre-medical program seeking a broad overview of human physiology.

This course will offer a comprehensive exploration of fundamental life systems with a primary emphasis on human physiology. The chemical and physical processes common to all living organisms, including hemodynamics, respiration, circulation, acid/base regulation, synaptic transmission, kidney and muscle function will be discussed. Also included are related topics on development of the organism and functional aspects of the immune system in host defense strategies.

The Department

BIOL3040 Cell Biology (Fall/Spring: 3)

Prerequisite: BIOL2000

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle, membrane trafficking, cell-substrate interactions, cytoskeleton, cancer, and cell signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.

David Burgess

Junona Moroianu

BIOL3150 Introduction to Genomics (Fall: 3)

Prerequisite: BIOL2040 (can be concurrent)

Biology of genomes: functions of genes and their products on a global scale using high throughput approaches, genome organization, transcriptomes and proteomes, genomics and diseases.

Hugh Cam

BIOL3190 Genetics and Genomics (Fall/Spring: 4)

Prerequisite: BIOL2040 (or can be concurrent)

Corequisite: Must be concurrently enrolled in BIOL3120

Classic and modern genetics: transmission genetics, genotype-phenotype relationships, genetic variation, genetic mapping, population genetics, genomic concepts, genomic aspects of genetic methods.

Timothy van Opijnen

The Department

BIOL3210 Plant Biology (Spring: 3)

Prerequisite: BIOL2000

This course focuses on the critical importance of plants on Earth, and how their physiology (cell structure, photosynthetic ability, flowering, specialized structures allowing water and nutrient absorption and transport, defense strategies against predators, etc.) allows them to perform their diverse functions. Additional topics will include strategies that plants employ for adapting to environmental stresses such as pollutants and changing climate, as well as the development of transgenic strains of crop plants.

The Department

BIOL4041 Genetics in Contemporary Society (Fall: 3)

Prerequisite: BIOL3150 or BIOL3190

In early 2001, scientists announced that a draft sequence of the human genome was available. Since that, advances in DNA sequencing technologies have produced sequences for thousands of species and made the sequencing of individual genomes affordable. In this seminar-style course, we will discuss how genetic information is affecting the practice of medicine, the foods we eat, our understanding of biodiversity and other topics. We will also discuss how this knowledge is being used in the genetic modification of plants and animals.

Clare O'Connor

BIOL4140 Microbiology (Spring: 3)

Prerequisites: BIOL2000; BIOL2040 is recommended or concurrently

This course provides a foundation in molecular cell biology for biology majors, focusing on bacteria, viruses, immunology and host/microbe relationships. Bacterial structure and function are addressed in terms of physiology, genetics and biochemistry. Gene expression, replication and transmission are examined in a variety of eukaryotic viruses. A review of the innate and adaptive phases of the immune response is presented with an emphasis on pathogen recognition, cellular communication and lymphocyte development. The course concludes with selected topics on pathogenesis, epidemiology, and microbial ecology.

Kathleen Dunn

BIOL4150 Microbiology Lab (Spring: 1)

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

The Department

BIOL4200 Introduction to Bioinformatics (Fall: 3)

Prerequisite: A genetics course (BIOL3150, BIOL3190, BIOL4170)

Bioinformatics is an emerging field at the intersection of biology, mathematics and computer science. It harnesses the power and speed of computers to analyze the molecules essential for life. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive

background in mathematics or programming. Students will learn bioinformatic tools from the public domain, public databases, and simple programming tasks in PYTHON.

The Department

BIOL4260 Human Anatomy (Fall: 4)

Prerequisite: BIOL2000

Corequisite: Must be concurrently enrolled in BIOL4270

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.

Lynn DiBenedetto

BIOL4270 Human Anatomy Lab (Fall: 0)

Prerequisite: BIOL2000

Corequisite: Must be concurrently enrolled in BIOL4260

Lab fee required.

Laboratory to accompany BIOL4260. This course provides hands-on experience with the form and function of major vertebrate groups, including cartilaginous fishes, bony fishes, amphibians, reptiles, birds, and mammals. The focus will be on understanding evolutionary relationships and origins in different vertebrate groups. Exercises will include investigations of models, skeletons, and preserved organisms. One component of the class will involve a research project in which students compare and contrast the form and function of a specific anatomical trait of their choosing.

Lynn DiBenedetto

BIOL4320 Developmental Biology (Fall: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400)

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines, including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches, which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.

Laura Hake

BIOL4330 Human Physiology (Spring: 4)

Prerequisites: BIOL3030 and junior class standing; BIOL 3040 is recommended.

Corequisite: Must be concurrently enrolled in BIOL4340

This course will examine the normal functions of a living human organism including its physical and chemical processes. An integrative approach will be used to explore the physiological processes of the nervous, respiratory, cardiovascular, renal, gastrointestinal and endocrine systems and the relationships between them. In the computer based laboratory, which is a corequisite, students will investigate the functions of intact, living human organisms through real-time, hands-on

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data acquisition and analysis of the neuromuscular, cardiovascular and respiratory systems using clinical measurements including EMG, EEG, cardiac electrophysiology and spirometry.

Debra Mullikin-Kilpatrick

BIOL4340 Human Physiology Lab (Spring: 0)

Corequisite: Must be concurrently enrolled in BIOL4330

Debra Mullikin-Kilpatrick

BIOL4350 Biological Chemistry (Fall/Spring: 3)

Prerequisites: BIOL2000 and CHEM2231

Students cannot get credit for BIOL4350 if they have already completed CHEM4461 (Biochemistry 1).

This course, together with BIOL4400, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.

Rebecca Dunn

Daniel Kirschmer

BIOL4400 Molecular Biology (Fall/Spring: 3)

Prerequisite: BIOL2000

This course, together with BIOL4350, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course will explore the structure, function, synthesis and interaction of nucleic acids and proteins. The mechanisms involved in maintaining cellular genetic and epigenetic information, and in reading this “code” to generate specific patterns of gene expression, will be studied in detail. Topics include classic and newly-developed techniques for studying macromolecules; biotechnology; the functional organization of chromosomes; protein folding and modifications; DNA replication, repair and supercoiling; RNA synthesis and processing; translation and the levels of gene regulation. Literature from the foundational investigations that led to our understanding of these processes and the current research in these areas will be presented.

Anthony Annunziato

Danielle Taghian

BIOL4450 Behavioral Ecology (Spring: 3)

Prerequisites: BIOL2010 and BIOL3150 or BIOL3190

This course will examine the adaptive significance of behavior in an ecological context. Lectures and readings from the primary literature will review basic concepts and theory as well as model-based and experimental approaches to exploring questions in the field. Topics covered includes social behavior, reproductive behavior, life history strategies, optimal foraging, territoriality, co-evolution, and communication.

Jeff Dacosta

BIOL4510 Cancer Biology (Spring: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, or BIOL4400)

The onset of cancer occurs through a multi-step process that is accompanied by the deregulation of fundamental cellular processes,

including cell cycle control, apoptosis and angiogenesis. This course will provide an overview of the molecular and cellular changes associated with these processes and with the initiation, progression and metastasis of tumors. Topics covered will include tumorigenesis, tumor viruses, oncogenes, tumor suppressor genes, genomic instability and the current treatments for cancer. The class will draw on textbook and primary literature readings to enrich the current view of this complex disease.

Danielle Taghian

BIOL4570 Principles of Immunology (Fall: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400)

An introductory survey of the immune system, this course will examine the development and deployment of immunity from a molecular and cellular perspective. Topics will include innate versus adaptive immunity, B and T cell activation, antibodies and antigens, and immunological memory. Modern experimental techniques and the immune system's roles in infectious disease, cancer and autoimmune disease will also be discussed.

The Department

BIOL4590 Introduction to Neuroscience (Fall: 3)

Prerequisite: BIOL3040

An introduction to basic neuroanatomy and cellular neurobiology as well as a more detailed description of the electrophysiological properties of neural cells and the specialized communication that takes place between them. We will discuss how memories arise and are stored in the healthy brain and what goes wrong in some pathological conditions like Multiple Sclerosis and Parkinson's Disease.

Joseph Burdo

BIOL4802 Research in Evolutionary Genomics (Spring: 3)

Prerequisites: Must have successfully completed BIOL2040 and BIOL2010

This course will provide hands-on training in the collection and analysis of genome-scale data from non-model organisms. Students will learn good laboratory practices while preparing samples for next-generation DNA sequencing, which will be run in the department's core sequencing facility. Students will also learn basic Linux/Unix computational skills and several bioinformatics tools that will be applied in managing and analyzing the massive amounts of data generated by this sequencing technology. Through data analyses and reviews of the primary literature, students will gain exposure to modern methods in phylogenetics and population genetics. This course is recommended for students interested in advanced topics in genomics, bioinformatics, and evolution. BIOL3150 and BIOL4200 recommended.

Jeffry DaCosta

BIOL4810 Research in Molecular Microbiology Lab (Fall: 3)

Prerequisite: BIOL2040

Satisfies the advanced experience requirement for the Biology Major.

An advanced project laboratory course for hands-on training in the experimental techniques of molecular microbiology under faculty supervision. The course will focus on the extraction of genetic material and cloning of genes from a variety of different organisms in order to analyze functional homology of the methionine pathway. Methods taught include: DNA extraction, DNA sequencing, polymerase chain reaction, and the use databases for research and analysis.

Douglas Warner

BIOL4830 Research in Molecular Biology Lab (Fall: 3)

Prerequisite: BIOL2040

Satisfies the advanced experience requirement for the Biology major. Lab Fee required.

An advanced project laboratory course for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. The research project will focus on environmentally-mediated gene expression in the organism *Pseudomonas fluorescens*. Methods taught include: DNA cloning techniques, DNA sequencing, polymerase chain reaction, and the use of national databases for research and analysis. It is ideal for students who desire a solid introduction to hypothesis-driven research in molecular biology through practical training.

Noreen Lyell

BIOL4870 Research in Molecular Genetics Lab (Spring: 3)

Prerequisites: BIOL 2040 and a genetics course (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.

Satisfies the advanced experience requirement for the Biology major. Lab fee required.

The fission yeast *Schizosaccharomyces pombe* is an important model organism for the study of intracellular processes such as cell cycle control, transcription, DNA replication, chromosome maintenance, and signal transduction. This laboratory will involve original molecular genetic research using *S. pombe* that involves concepts related to forward genetics and gene manipulation. This course is recommended for students interested in pursuing graduate studies or careers in biomedical research.

Charles Hoffman

BIOL4890 Investigations in Cellular Re-Programming (Fall: 3)

Prerequisite: Must have successfully completed BIOL2040

This will be an advanced lab course for Biology and Biochemistry students. The course will be graded.

Induced pluripotent stem cells, iPSCs, are cells that can be generated from adult cells such as skin fibroblasts. Once generated, iPSCs can be directed to differentiate into any cell and offer exciting models for disease research. This laboratory course will teach students the techniques used to reprogram adult murine fibroblasts into pluripotent stem cells and their subsequent differentiation into cardiac and neuronal lineages. Resulting cell lines will be characterized using molecular and cell biology techniques and students will work to create novel cellular disease models to progress particular disease research.

The Department

BIOL4921 Advanced Independent Research (Fall/Spring: 6)

Permission of Department.

See the Morrissey College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

The Department

BIOL4942 Biology Honors Seminar II (Spring: 1)

Corequisites: Must be concurrently enrolled in BIOL1112 and BIOL4921

Students participating in the Biology Honors Program meet weekly for a seminar discussing research results and articles from the primary scientific literature.

The Department

BIOL5060 Recombinant DNA Technology (Spring: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140 or BIOL4400) or genetics (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

Charles S. Hoffman

BIOL5071 Microbial Community Ecology (Spring: 2)

Prerequisites: BIOL2010 and BIOL2014; BIOL4140 and a statistics course recommended.

The Department

BIOL5130 Environmental Disruptors of Development (Fall: 3)

Satisfies the advanced experience requirement for the Biology major.

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low "safe" levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

Laura Hake

BIOL5150 Vaccine Development and Public Health (Fall: 3)

Prerequisites: BIOL2000 and additional course work in molecular cell biology or biochemistry. BIOL4570 Principles of Immunology is recommended.

Despite more than 3 decades of research, the development of an efficacious HIV/AIDS vaccine remains elusive. Nonetheless, the quality of knowledge generated by HIV researchers is impressive. It is no surprise that potent Ebola virus and Zika virus vaccine candidates have been developed in a short time span. This class will discuss the difficulties and successes encountered with vaccine development (AIDS, tuberculosis, malaria, small-pox, measles, poliomyelitis, tetanus, Ebola and Zika). At a time when questions have been raised about the link between childhood vaccination regimens and autism, we will discuss the ethics, economics, problems and benefits of modern day vaccination.

Ismael Fofana

BIOL5160 Inflammation in Health and Disease (Fall: 3)

Prerequisites: BIOL2040 and additional course work in molecular cell biology; BIOL4350 and BIOL4570 are recommended.

Inflammation is the body's normal immune response to a variety of injuries. The principal aim of this course is to explore the relationship between the inflammatory response and a host of diseases, such as cancer, cardiovascular, autoimmune, musculoskeletal and digestive.

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The biology and physiology of inflammation, triggers of the immune response and the role of acute and chronic inflammation in the development of disease will be discussed using primary literature.

Thomas Chiles

Danielle Taghian

BIOL5230 Immunity and Infectious Disease (Spring: 3)

Prerequisite: BIOL4570 or BIOL4140 or instructor permission.

Satisfies the advanced experience requirement for the Biology major.

This course will focus on immune cells, the immune system's response to viral and bacterial infection and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

Kenneth Williams

BIOL5330 Virus Infections and Cellular Transport (Fall: 3)

Prerequisite: BIOL3040 or BIOL4140 or permission of the instructor

Satisfies the advanced experience requirement for the Biology major.

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.

Junona Moroianu

BIOL5370 Literature for Neurological Diseases (Spring: 3)

Prerequisite: BIOL4350 or CHEM4465.

Satisfies the advanced experience requirement for the Biology major.

Focusing on neurological diseases such as Alzheimer's disease, Parkinson's disease, multiple sclerosis, Guillain-Barre syndrome, and leukodystrophies, we will use sources from the primary and review literature to explore fundamental scientific research in these diseases, and creative non-fiction and memoirs to understand the personal, ethical, sociological, and scientific/medical issues pertaining to these diseases.

Daniel Kirschner

BIOL5380 Topics in Biomechanics (Fall: 3)

Prerequisite: Must have successfully completed BIOL3030 and familiarity with basic Newtonian physics and mechanics is recommended.

This course will explore the physical principles underlying biological processes and mechanisms including movement, feeding, architecture, and transport. Drawing on physics and mechanical engineering, the course will explore how organisms swim, fly, walk, and consume resources, how they respond to moving fluids, and the relationship between their size and design of mechanical systems. Underlying all these topics will be investigations of how biological materials (e.g., wood, muscle, bone, skin, etc.) influence the mechanical behavior of

complex life forms. The course will prepare students for more in-depth explorations of other related disciplines including ergonomics, orthopedics, kinesiology, and sports medicine.

Christopher Kenaley

BIOL5420 Cancer As A Metabolic Disease (Fall: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, or BIOL4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission.

Satisfies the advanced experience requirement for the Biology major.

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.

Thomas Seyfried

BIOL5430 Genomics and Personalized Medicine (Spring: 3)

Prerequisites: BIOL2040 and a genetics or genomics course.

Additional coursework in biochemistry and molecular biology is strongly recommended.

Satisfies the advanced experience requirement for the Biology major.

Personalized medicine is based on the idea that each person's unique genome sequence can be used to predict risk of acquiring specific diseases, allowing for more informed choices about health. The students will be exposed to the scientific concepts and technologies empowering personalized medicine. Through lecture, research paper reading and discussion the students will understand how human genomic information has impacted current topics in biomedical research. Students will write a research paper focused on how genomic information has advanced understanding of a human disease and how translation of genomic information will impact treatment or disease detection in the future.

Thomas Chiles

Timothy Connolly

BIOL5440 Synthetic Biology (Fall: 2)

This course strives to answer the following questions: how are concepts from engineering applied to biological systems, what tools are available for engineering biological systems, how has synthetic biology advanced over the last 15 years, what useful advances has synthetic biology produced, and what are the ethical concerns raised by synthetic biology. This course primarily involves reading, analysis, and discussion of primary literature.

The Department

BIOL5450 Advanced Lab in Cell Imaging (Fall/Spring: 2)

Prerequisites: BIOL2040 and additional coursework in cell and/or molecular biology.

This course satisfies the advanced experience requirement for biology majors.

This course will survey the various visualization techniques and instruments used by scientists and biomedical researchers: light microscopy, confocal, electron microscopy, super-resolution, and image processing. Students will discuss the experimental use of these techniques and instruments as described in the primary literature. The laboratory

component will focus on becoming familiar with the instrumentation that we have available at Boston College. The course will culminate in individual projects of the students choosing utilizing equipment that we have in the laboratory.

Bret Judson

BIOL5460 Topics in Microbial Pathogenesis (Fall: 2)

Prerequisites: BIOL2040 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature.

Satisfies the advanced experience requirement for the Biology major.

In this course we will discuss primary research literature on various aspects of pathogenesis i.e., the microbial and/or immunological mechanism by which pathogens (prions, viruses, (myco)bacteria, protozoa, worms) cause disease. Each student will select a primary paper from a high impact journal together with a supportive review and present the background information to the class. The primary paper will be discussed at the following class period, with all students having defined responsibilities for discussion of the figures and data.

Marc-Jan Gubbels

BIOL5630 DNA Viruses and Cancer (Spring: 3)

Prerequisites: BIOL2040 and BIOL3040 or BIOL4140 or BIOL4400 or permission of the instructor.

It is estimated that 15–20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses and Merkel cell polyomavirus that are associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies. Students will be exposed to both lectures and presentations of research papers.

Junona Moroianu

BIOL5700 Biology of the Nucleus (Fall: 3)

Prerequisite: One of the following: BIOL4350, 4400, CHEM4461/4462, or instructor permission

Satisfies the advanced experience requirement for the Biology major.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature.

Anthony T. Annunziato

BIOL6110 Advanced Genetics (Fall: 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.

Hugh Cam

BIOL6140 Graduate Molecular Biology (Spring: 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

BIOL6150 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, and interactions between cells and cellular signaling pathways.

Junona Moroianu

BIOL6160 Graduate Bioinformatics (Fall: 2)

Gabor Marth

BIOL6180 Scientific Proposal Writing (Fall: 2)

The purpose of the course is to develop students skills in research proposal writing, presentation, and critical evaluation. To meet these goals graduate students will be guided in the preparation and defense of an original research proposal in a field of their choice with no direct connection to their thesis topic.

The Department

BIOL6350 Graduate Biochemistry (Fall: 3)

The Department

Chemistry

Faculty

Evan R. Kantrowitz, *Professor Emeritus*; A.B., Boston University; M.A., Harvard University; Ph.D. Harvard University

Lawrence T. Scott, *Professor Emeritus*; A.B., Princeton University; Ph.D., Harvard University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor; Chairperson of the Department*; B.A., Columbia University; Ph.D., Harvard University

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

Shih-Yuan Liu, *Professor*; B.S., Vienna Institute of Technology; Ph.D., Massachusetts Institute of Technology

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Marc L. Snapper, *Professor*; B.S., Union College; Ph.D., Stanford University

X. Peter Zhang, *Professor*; B.S., Anhui Normal University; M.S., Beijing Normal University; Ph.D. University of Pennsylvania

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

Jeffery Byers, *Associate Professor*; B.A., Washington University; Ph.D., California Institute of Technology

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Jianmin Gao, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University
Chia-Kuang (Frank) Tsung, *Associate Professor*; B.S., National Sun Yat-sen University; Ph.D., University of California at Santa Barbara
Dunwei Wang, *Associate Professor*; B.S., University of Science and Technology of China; Ph.D., Stanford University
Eranthie Weerapana, *Associate Professor*; B.S., Yale University; Ph.D., Massachusetts Institute of Technology
Abhishek Chatterjee, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University
Matthias M. Waegle, *Assistant Professor*; B.S., Technical University Munich; Ph.D. University of Pennsylvania
Masayuki Wasa, *Assistant Professor*; B.S., Brandeis University; Ph.D., The Scripps Research Institute
Kenneth Metz, *Professor of the Practice*; B.S., Emporia State University; Ph.D., University of Arkansas
Daniel Fox, *Assistant Professor of the Practice*; B.S., State University of New York at Geneseo; Ph.D., University of California at Berkeley
J. Fredrik Haeffner, *Assistant Professor of the Practice*; M.S., Ph.D., Royal Institute of Technology, Stockholm

Contacts

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- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Lynne Pflaumer, pflaume1@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the Morrissey College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: Two semesters of general chemistry with laboratory (CHEM1109–1110 and CHEM1111–1112 or CHEM1117–1118 and CHEM1119–1120), two semesters of organic chemistry with laboratory (CHEM2231–2232 and CHEM2233–2234 or CHEM2241–2242 and CHEM2243 and CHEM2234), one semester of analytical chemistry with laboratory (CHEM3351 and CHEM3353), one semester of inorganic chemistry with laboratory (CHEM3322 and CHEM3324), two semesters of physical chemistry (CHEM4475–4476), one semester of advanced methods with laboratory (CHEM5552 and CHEM5554), and one semester of biochemistry (CHEM4465). In addition, the following are required: Two semesters of physics with laboratory (PHYS2200–2201 or PHYS-2100–2101 and PHYS2050–2051), and two or three semesters of calculus (MATH1102–1103 or MATH1105, and MATH2202 or MATH2203).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are

required, usually CHEM4491–4492 Introduction to Undergraduate Research I and II or CHEM5591–5592 Undergraduate Chemical Research I and II.

The recommended sequence for the Chemistry major is as follows:

First Year

CHEM1109–1110 General Chemistry with Laboratory or CHEM1117–1118 Honors Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PHYS2200–2201 or PHYS2100–2101 with PHYS2050–2051); Calculus (MATH1102–1103 or MATH1105); Core courses.

Second Year

CHEM2231–2232 Organic Chemistry or CHEM2241–2242 Honors Organic Chemistry with Laboratory; CHEM3351 Analytical Chemistry with Laboratory; CHEM3322 Introduction to Inorganic Chemistry with Laboratory; MATH2202 or 2203 Multivariable Calculus; elective or Core courses.

Third Year

CHEM4475–4476 Physical Chemistry; CHEM5552 Advanced Methods in Chemistry I with CHEM5554 Advanced Methods in Chemistry Laboratory I; elective or Core courses.

Fourth Year

CHEM4465 Introduction to Biochemistry; elective or Core courses.

The ten 1-semester chemistry courses that comprise the chemistry major amount to 37 credits. The 5 non-chemistry courses amount to 17 or 22 credits, depending on the selection chosen for Calculus.

Information for First Year Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CHEM1109 General Chemistry and CHEM1111 General Chemistry Laboratory, or CHEM1117 Honors Modern Chemistry and CHEM1119 Honors Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CHEM1109–1110 or CHEM1117–1118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 111, 617-552-3626). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor. In accordance with MCAS policy, a student must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor.

The following courses for non-science majors cannot be used to complete the minor: CHEM1102, CHEM1103, CHEM1104, CHEM1105, CHEM1106, CHEM1701 or CHEM1163. The following research courses cannot be used to complete the minor: CHEM4491–4492 or CHEM5591–5592.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CHEM1109–1110 or CHEM1117–1118 and lab; Organic Chemistry, CHEM2231–2232 or CHEM2241–2242 and lab; Analytical Chemistry, CHEM3351 and lab; Inorganic Chemistry, CHEM3322 and lab; Calculus,

MATH1102–1103 and MATH2202 or 2203; Physics, PHYS2200–2201 or PHYS2100–2101 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

Fulfilling the Natural Science Core Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CHEM1102 Intersection of Science and Painting, CHEM1103 Chemistry in the Marketplace I, CHEM1104 Chemistry in the Marketplace II, CHEM1105 Chemistry and Society I, CHEM1106 Chemistry and Society II, CHEM1701 Living in the Material World, CHEM1109 General Chemistry I with lab, or CHEM1110 General Chemistry II with lab. The courses specifically intended for students who are not science majors are CHEM1102, CHEM1103, CHEM1104, CHEM1105, CHEM1106 and CHEM1701.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

Course Offerings

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

CHEM1102 Intersection of Science and Painting (Spring: 3)

Cross listed with ARTH1130

Satisfies Natural Science Core Requirement

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

CHEM1103 Chemistry in the Marketplace I (Fall: 3)

Prerequisite: One year of high school chemistry or equivalent.

Satisfies Natural Science Core Requirement

Chemistry in the Marketplace exposes students to the chemistry of everyday products. The course is designed around the rooms of the house and, after some review of fundamental structure and bonding concepts, moves on to topics that include: chemistry in the laundry room, kitchen, garden, medicine box, and garage, as well a variety of others. The course is designed to give students the tools to be critical in their evaluation of the chemicals and chemical processes they experience on a daily basis.

Larry McLaughlin

CHEM1105 Chemistry and Society I (Fall: 3)

Satisfies Natural Science Core Requirement

For non-science majors or for those who do not require a lab science course

This is a two-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, and energy use and alternative energy sources. The goal of the course is to develop a

knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

William Armstrong

CHEM1106 Chemistry and Society II (Spring: 3)

Satisfies Natural Science Core Requirement

For non-science majors or for those who do not require a lab science course.

This is a two-semester sequence. The second semester focuses on the basic principles of organic chemistry and topics covered include the chemistry of life, nutrition, medicine, and agriculture. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

William Armstrong

CHEM1109 General Chemistry I (Fall: 3)

Prerequisite: One year of high school chemistry. CHEM1109 is a prerequisite for CHEM1110

Corequisites: CHEM1111, CHEM1112, CHEM1113, CHEM1114

Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships and chemical equilibrium and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

The Department

CHEM1110 General Chemistry II (Spring: 3)

Prerequisite: CHEM1109

Corequisites: CHEM1111, CHEM1112, CHEM1113, CHEM1114

Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

The Department

CHEM1111 General Chemistry Laboratory I (Fall: 1)

Corequisite: CHEM1109

Lab fee required

Laboratory required of all students enrolled in CHEM1109. One three-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

The Department

CHEM1112 General Chemistry Laboratory II (Spring: 1)

Prerequisite: CHEM1111

Corequisite: CHEM1110

Lab fee required

Laboratory required of all students enrolled in CHEM1110. One three-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both

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acquire and analyze data. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

The Department

CHEM1117 Honors Modern Chemistry I (Fall: 3)

Prerequisite: Permission of instructor. CHEM1117 is a prerequisite for CHEM1118.

Corequisites: CHEM1119, CHEM1121

Satisfies Natural Science Core Requirement

Department permission required.

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CHEM1117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

Shih-Yuan Liu

CHEM1118 Honors Modern Chemistry II (Spring: 3)

Prerequisite: CHEM1117

Corequisites: CHEM1120, CHEM1122

Satisfies Natural Science Core Requirement

Department permission required.

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CHEM1109–1110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds.

Jeffery Byers

CHEM1119 Honors Modern Chemistry Laboratory I (Fall: 1)

Corequisite: CHEM1117

Lab fee required

Laboratory required for all students enrolled in CHEM1117. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CHEM1117–1118 and introduces students to techniques used in modern chemical research. One three-hour period per week.

Christine Goldman

CHEM1120 Honors Modern Chemistry Laboratory II (Spring: 1)

Corequisite: CHEM1118

Lab fee required

Laboratory required for all students enrolled in CHEM1118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CHEM1117–1118 and introduces students to techniques used in modern chemical research. One three-hour period per week.

Christine Goldman

CHEM1127 Gateway: General Chemistry Discussion I (Fall: 1)

Corequisite: CHEM1109

Required of all students in Gateway General Chemistry. Discussion will offer a comprehensive review of the material presented in lecture, with a focus on the key mathematical and chemical concepts needed for problem-solving, in a small group setting.

The Department

CHEM1128 Gateway: General Chemistry Discussion II (Fall: 1)

Corequisite: Must be concurrently enrolled in CHEM1110

Department permission required.

Required of all students in Gateway General Chemistry. Discussion will offer a comprehensive review of the material presented in lecture, with a focus on the key mathematical and chemical concepts needed for problem-solving, in a small group setting.

The Department

CHEM1161 Life Science Chemistry (Fall: 3)

Corequisites: CHEM1163, CHEM1165

This course first introduces basic chemical principles in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

William Armstrong

CHEM1163 Life Science Chemistry Laboratory (Fall: 1)

Corequisite: CHEM1161

Lab fee required.

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CHEM1161.

David McFadden

CHEM1701 Living in the Material World (Spring: 3)

Satisfies Natural Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

How much carbon dioxide is produced per capita? Why is it a good measure of our excessive consumption of materials and energy? Why is it bad for the environment? This course guides you through questions like these to examine the interactions of human beings with the rest of the world. By studying the molecular nature of matters, you gain an understanding on the feedback mechanism that governs the world we live in and obtain knowledge on why we need to live responsibly for a sustainable future. You will also participate in lab sessions for first-hand chemistry experiences.

Dunwei Wang

CHEM2231 Organic Chemistry I (Fall: 3)

Prerequisites: CHEM1109–1110, CHEM1111–1112; CHEM2231 is a prerequisite for CHEM2232

Corequisites: CHEM2233, CHEM2235

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

T. Ross Kelly

Marc Snapper

CHEM2232 Organic Chemistry II (Spring: 3)

Prerequisites: CHEM1109–1110, CHEM1111–1112; CHEM2231
Corequisites: CHEM2234, CHEM2236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties and reaction mechanisms and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

T. Ross Kelly

Masayuki Wasa

CHEM2233 Organic Chemistry Laboratory I (Fall: 1)

Corequisite: CHEM2231

Lab fee required

Laboratory required of all students enrolled in CHEM2231. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

The Department

CHEM2234 Organic Chemistry Laboratory II (Spring: 1)

Prerequisite: CHEM2233

Corequisite: CHEM2232

Lab fee required

Laboratory required of all students enrolled in CHEM2232. One four-hour period per week. Having acquired the necessary lab skills in Organic Chem Lab I, students now can carry out reaction chemistry in the laboratory that is being taught in the lecture course.

The Department

CHEM2237 Gateway: Organic Chemistry Discussion I (Fall: 1)

Corequisite: Must be concurrently enrolled in CHEM1109

Department Permission required.

Required of all students in Gateway Organic Chemistry. Discussion will offer a fairly comprehensive review of the material presented in lecture, with a focus on the key concepts needed for problem-solving in a small group setting.

The Department

CHEM2238 Gateway: Organic Chemistry Discussion II (Spring: 1)

Corequisite: Must be concurrently enrolled in CHEM1110

Department permission required.

Required of all students in Gateway Organic Chemistry. Discussion will offer a fairly comprehensive review of the material presented in lecture, with a focus on the key concepts needed for problem-solving in a small group setting.

The Department

CHEM2241 Honors Organic Chemistry I (Fall: 3)

Prerequisites: CHEM1117–1118, CHEM1119–1120

Corequisites: CHEM2243, CHEM2245

Registration with instructor's approval only.

This course is a continuation of the CHEM1117–1118 honors sequence and will concentrate on the structure, bonding, and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

Jeffery Byers

CHEM2242 Honors Organic Chemistry II (Spring: 3)

Prerequisites: CHEM1117–1118, CHEM1119–1120, CHEM2241

Corequisites: CHEM2234, CHEM2246

Registration with instructor's approval only.

This course is a continuation of the CHEM1117–1118 honors sequence and will concentrate on the structure, bonding, and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

Jianmin Gao

CHEM2243 Honors Organic Chemistry I Laboratory (Fall: 1)

Corequisite: CHEM2241

Lab fee required.

Laboratory course required for students enrolled in Honors Organic Chemistry (CHEM2241). Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.

Christine Goldman

CHEM2247 Honors Organic Pre-Lab (Fall: 0)

Corequisite: CHEM2243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.

The Department

CHEM3322 Introduction to Inorganic Chemistry (Spring: 3)

Prerequisites: CHEM1109–1110

Corequisite: Must be concurrently enrolled in CHEM3324

This course offers an introduction to inorganic chemistry. Topics include: applications of group theory to describe structure and bonding, coordination chemistry, organometallic chemistry, bioinorganic chemistry, crystal packing, and semiconducting and superconducting materials. Though not required, one year of Organic Chemistry (CHEM2231–2232 or CHEM1118 and CHEM2241) is recommended as a prerequisite for this course.

Daniel Fox

CHEM3324 Inorganic Chemistry Laboratory (Spring: 1)

Corequisite: CHEM3322

Lab fee required.

Laboratory required of all students enrolled in CHEM3322. One four-hour period per week.

Kenneth R. Metz

CHEM3351 Analytical Chemistry (Fall: 4)

Prerequisites: CHEM1109–1110

Corequisites: CHEM3353, CHEM3355

Designed primarily for sophomore and junior students, this course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data and widely-used chemical methods and instrumental approaches such as chromatography, spectrophotometry, and electrochemistry. In the laboratory, the aims are for students to develop good analytical technique and to acquire accurate, precise data.

Kenneth R. Metz

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CHEM3353 Analytical Chemistry Laboratory (Fall: 0)

Corequisite: CHEM3351

Lab fee required.

Laboratory required of all students enrolled in CHEM3351. One four-hour period per week.

Kenneth R. Metz

CHEM3397 Research Module (Fall: 3)

Department permission required.

Students may engage in a research project that is limited in scope under the supervision of a faculty member.

The Department

CHEM4461 Biochemistry I (Fall: 3)

Prerequisites: CHEM2231–2232 or equivalent and BIOL2000

Corequisite: CHEM4463

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics.

Eranthie Weerapana

CHEM4462 Biochemistry II (Spring: 3)

Prerequisites: CHEM2231–2232 or equivalent

Corequisite: CHEM4464

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics.

Abhishek Chatterjee

CHEM4465 Introduction to Biochemistry (Fall: 3)

Prerequisites: CHEM2231–2232

Corequisite: Must be concurrently enrolled in CHEM4466

This course is an accelerated one-semester survey of the basic principles of biochemistry emphasizing a broad understanding of the chemical events in living systems. Although the course is an introduction to biochemistry, prior proficiency in general and organic chemistry is required. Topics will include structure and function of biological molecules, including proteins, enzymes, nucleic acids and biological membranes. Also covered in the course will be bioenergetics, metabolism and photosynthesis. Experimental methods will also be discussed as they relate to course topics. This course fulfills the biochemistry requirement for the Chemistry major.

Jianmin Gao

CHEM4473 Physical Chemistry (Biochemistry Majors)

(Spring/Fall: 3)

Prerequisites: CHEM2231–2232, MATH1100–1101

Corequisites: PHYS2211–2212 (or equivalent), CHEM4474

This course is an introduction to physical chemistry. The following topics are covered: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy. Applications to biochemical systems are emphasized.

J. Fredrik Haeffner

CHEM4475 Physical Chemistry I (Fall: 3)

Corequisites: MATH2202, PHYS2209–2210 (or equivalent),

CHEM4477

This course deals with the foundations and applications of thermodynamics and reaction kinetics. Topics include: (1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, and thermodynamic descriptions of phase equilibria and chemical equilibrium; (2) kinetic theory of gases; (3) chemical reaction rate laws and mechanisms.

Paul Davidovits

CHEM4476 Physical Chemistry II (Spring: 3)

Prerequisites: MATH2202, PHYS2209–2210 (or equivalent),

CHEM4478

CHEM4475 is not a prerequisite for CHEM4476.

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules. Chemistry graduate students may register for this course only if they are advised to do so by the department.

Udayan Mobanty

CHEM4491 Introduction to Undergraduate Research I (Fall: 3)

Prerequisites: CHEM1109–1110

Arrangement with an individual faculty member and departmental permission are required. CHEM5591–5592 or CHEM5593–5594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

The Department

CHEM4492 Introduction to Undergraduate Research II (Spring: 3)

Prerequisites: CHEM1109–1110

Arrangement with an individual faculty member and departmental permission are required. CHEM5591–5592 or 5593–5594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required.

The Department

CHEM5511 Human Metabolism, Disease and Entrepreneurship (Fall: 3)

Prerequisites: Must have completed one year of organic chemistry and a course in biochemistry.

In this class, we will explore the relationships between cellular metabolism and human disease using a combination of lectures, critical readings, and patient encounters. We will follow the biochemistry

and enzymology of some of the major human metabolic pathways, highlighting diseases involved in these pathways. Classes will include direct patient interactions and/or guest lectures by entrepreneurs that are developing technologies to aid these patients. The goal of this class is to fuse an understanding of biochemical pathways to human disease and how to use this information to develop real world applications.

Elizabeth O'Day

CHEM5522 An Introduction to Computational Chemistry (Spring: 3)

Prerequisites: One year of organic chemistry, a biochemistry course, and a physical chemistry course

Precise molecular interactions are vital for life on Earth. Analyzing these is important for understanding molecular processes in the living cell. Computational chemistry complements experimental techniques for studying the energetics and dynamics of such interactions. This course offers hands-on experience in modeling biologically relevant molecules. An introduction to theory will be taught.

J. Fredrik Haeffner

CHEM5523 Organometallic Chemistry (Spring: 3)

The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

This course will present concepts of organometallic chemistry, e.g., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

Xiao-Xiang Zhang

CHEM5531 Modern Methods in Organic Synthesis I (Fall: 3)

Survey and analysis of reactions employed in the synthesis of medically significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

James Morken

Xiao-Xiang Zhang

CHEM5537 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.

Shih-Yuan Liu

Masayuki Wasa

CHEM5539 Principles and Applications of NMR Spectroscopy (Fall: 3)

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on

understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

Thusitha Jayasundera

CHEM5544 Modern Methods in Organic Synthesis II (Spring: 3)
Prerequisite: CHEM5531

Survey and analysis of contemporary strategies employed in the synthesis of medically significant natural and unnatural products. Examines the creativity and logic of approaches toward medically important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.

Marc Snapper

CHEM5552 Advanced Methods in Chemistry I (Spring: 4)

Prerequisites: CHEM3351 and CHEM4475

Corequisite: CHEM5554

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students. The accompanying laboratory includes experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.

Kenneth R. Metz

CHEM5553 Advanced Methods in Chemistry II (Fall: 3)

Prerequisite: CHEM3351

Corequisite: CHEM5555

Designed for senior-level students, this course includes discussions of the principles, methods, and applications of sophisticated techniques in modern chemistry, such as magnetic resonance, mass spectrometry, x-ray diffraction, computer interfacing, and molecular modeling. The accompanying laboratory includes experiments with these methods.

Kenneth R. Metz

CHEM5554 Advanced Methods in Chemistry Laboratory I (Spring: 0)

Corequisite: CHEM5552

Laboratory required of all students enrolled in CHEM5552. Two four-hour periods per week.

Kenneth R. Metz

CHEM5555 Advanced Methods in Chemistry Laboratory II (Fall: 0)

Corequisite: CHEM5553

Laboratory required of all students enrolled in CHEM5553. One four-hour period per week.

Kenneth R. Metz

CHEM5560 Principles of Chemical Biology (Fall: 3)

Prerequisites: CHEM2231–2232 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.

The Department

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CHEM5581 Solid State Chemistry (Fall: 3)

Prerequisite: CHEM3322

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties, and applications of solid materials. We will cover concepts such as crystal structures and defects, lattice energy, bonding in solids, and solid electrolytes. Emerging directions in solid state chemistry, including nanoscience, will be discussed as well.

Udayan Mohanty

Dunwei Wang

CHEM5591 Undergraduate Chemical Research I (Fall: 3)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

CHEM5592 Undergraduate Chemical Research II (Spring: 3)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

CHEM5593 Undergraduate Biochemical Research I (Fall: 3)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

The Department

CHEM5594 Undergraduate Biochemical Research II (Spring: 3)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

The Department

CHEM5595 Advanced Research in Chemistry I (Fall: 6)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CHEM5596 Advanced Research in Chemistry II (Spring: 6)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CHEM5597 Advanced Research in Biochemistry I (Fall: 6)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CHEM5598 Advanced Research in Biochemistry II (Spring: 6)

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CHEM6601 Senior Thesis Research in Chemistry I (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

The Department

CHEM6602 Senior Thesis Research in Chemistry II (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

The Department

CHEM6603 Senior Thesis Research in Biochemistry I (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

The Department

CHEM6604 Senior Thesis Research in Biochemistry II (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

The Department

CHEM6640 Computational Chemistry: Model, Method and Mechanism (Fall: 3)

Prerequisites: CHEM2231–2232 (or equivalent) and CHEM4475–4476 (or equivalent) and MATH2202 (or equivalent)

This course is intended for graduate students and will be graded pass/fail.

The goal of the course is to develop skills in using computational chemistry software in the Linux operating system environment and to get a basic understanding of the underlying theory and algorithms which these computer programs are built upon. Topics covered include Linux commands and shell script programming, as well as Python script programming, basic understanding of statistical thermodynamics, potential energy surface, stationary points, conformational space,

molecular mechanics, and quantum chemistry (Schrodinger equation, Huckel method, LCAO-concept, Hartree-Fock and post Hartree-Fock methods, density functional theory). Computer programs such as Gaussian, Jaguar, Gamess, MacroModel and Tinker will be used during the course.

Jan (Fredrik) Haeffner

CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)

Prerequisites: Must have successfully completed CHEM4475 and CHEM4476 and department permission required for undergraduates.

One year undergraduate physical chemistry course that has covered the fundamentals of thermodynamics, quantum mechanics, and statistical mechanics is strongly recommended. At least one and half years of a college level calculus sequence is recommended. Undergraduate students must seek permission to enroll.

The course will cover modern methods in quantum mechanics, statistical mechanics, and dynamics, with applications to solid state, liquids, and biophysics. In quantum mechanics, topics will include particle in a box, time-independent perturbation theory, time-dependent perturbation theory, tunneling, and applications. In statistical mechanics, topics will include canonical partition function with applications to Bose and Fermi systems, solid-state physics, liquids, and biophysics. In dynamics, topics will include Fick's Law, regression hypothesis, time-correlation functions, and applications.

Matthias Waagele

Classical Studies

Faculty

Kendra Eshleman, *Associate Professor; Chairperson of the Department;* B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, *Associate Professor;* A.B., Yale University; M.A., Ph.D., University of Michigan

Maria Kakavas, *Visiting Assistant Professor;* M.A., Boston College; Ph.D., Boston University

Christopher Polt, *Associate Professor;* B.A., M.A., Boston University; M.A. Ph.D., University of North Carolina at Chapel Hill

Hanne Eisenfeld, *Assistant Professor;* B.A., Brown University; M.A., Ph.D., The Ohio State University

Mark Thatcher, *Assistant Professor of the Practice;* B.A., Northwestern University; Ph.D., Brown University

Contacts

- Administrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/classics

Undergraduate Program Description

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman worlds, as they can be studied both in the original languages and in English.

The department offers courses under four headings, including (1) elementary and intermediate courses in Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature, history, society, and culture, including Core Literature courses, taught in English and designed to acquaint a student broadly with the world of classical antiquity, (3) advanced reading courses in ancient authors and genres taught in the original languages, and (4) courses in Modern Greek language. Courses related to antiquity are also available in other departments.

Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or thirty credits), fall under three headings:

- Three courses or nine credits (minimum) in Latin and/or Greek at the advanced level.
- Three courses or nine credits (minimum) in the area of ancient civilization and culture.
- Four other courses or 12 credits, either in Latin and/or Greek language at any level (excluding only Elementary Latin) or in ancient civilization and culture, in any combination.

NOTES:

- Students who may think of going on in Classics are strongly advised to study both languages and to take as many advanced courses as possible. They should also discuss their interest with a faculty member at the earliest opportunity.
- Courses in Modern Greek language and culture are also taught within the department, but cannot be counted towards the major.

The Minor in Ancient Civilization

The interdisciplinary minor in Ancient Civilization is designed to make the study of the ancient world available to students without the requirement of learning Latin or Greek. Students learn about the history, literature, art, and culture of antiquity in courses that emphasize the study of primary texts in English translation. As a minor, it naturally looks to students whose main interests lie in other areas, but who are curious about the ancient world, and who seek a program that is at once structured and interdisciplinary. It makes a good complement in particular to majors in English, History, Art, Art History, and Film, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

- One course in Greek History (CLAS2205) or Greek Civilization (CLAS1186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CLAS2206) or Roman Civilization (CLAS2262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology.

Information for First Year Majors and Non-Majors

"Classics" as outlined above is a broad, interdisciplinary field of study. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin and Greek.

If you would like to begin a language now or have had only one year of a language in high school, you should choose an elementary course: CLAS1010 Elementary Latin I or CLAS1020 Elementary

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Greek I. If you have studied a language for two or three years in high school, you may want to choose an intermediate course: CLAS1056 Intermediate Latin I or CLAS1052 Intermediate Ancient Greek I.

Completion of the second semester of Latin or Greek at the intermediate level will fulfill the Morrissey College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English. They make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If you have studied Latin or Greek for three or four years in high school, you may wish to try courses in Greek and Roman authors. For further information, consult the Chair of the Department.

Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are advised individually, and, based on their academic records and the specific program, recommendations are made. Students should arrange to meet with the Chair of the Department when planning to study abroad.

Core Offerings

The Department offers several courses that satisfy Core requirements. CLAS1701 Death in Ancient Greece and CLAS2205 Greek History will be offered in fall 2017, and CLAS2208 Art and Myth in Ancient Greece will be offered in spring 2018.

Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5–12 may be gained by pursuing a Classics major in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chair of the Department.

Course Offerings

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

CLAS1010 Elementary Latin I (Fall: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

Maria Kakavas

Mark Thatcher

CLAS1011 Elementary Latin II (Spring: 3)

This course is a continuation of CLAS1010, which was offered in the fall semester.

Kendra Esbleman

Maria Kakavas

CLAS1020 Elementary Ancient Greek I (Fall: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.

Gail Hoffman

CLAS1021 Elementary Ancient Greek II (Spring: 3)

This course is a continuation of CLAS1020, which is offered in the fall semester.

Gail Hoffman

CLAS1052 Intermediate Ancient Greek I (Fall: 3)

Cross listed with PHIL3052

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides's *Medea*.
Christopher Polt

CLAS1053 Intermediate Ancient Greek II (Spring: 3)

Cross listed with PHIL3053

This course is designed to develop students proficiency in reading Greek literature in the original language through intensive readings from two Greek travel narratives: Book 9 of Homer's *Odyssey* (including the story of the Cyclops) and selections from Xenophon's *Anabasis*. We will read the Greek assignments slowly and carefully while reviewing grammar, combined with discussion of the social and cultural contexts of these works.

Hanne Eisenfeld

CLAS1056 Intermediate Latin I (Fall: 3)

This course gives a thorough review of the essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

Elizabeth Sutherland

CLAS1057 Intermediate Latin II (Spring: 3)

This course is a continuation of CLAS1056, which is offered in the fall semester.

Maria Kakavas

Elizabeth Sutherland

CLAS1058 Advanced Intermediate Latin (Fall: 3)

This course is intended for students who have completed the equivalent of Boston College's intermediate-level Latin sequence but who need further preparation before joining the advanced Latin courses. We will read a selection of Latin prose and poetry with a focus not only on literary analysis but also on strengthening language ability. Readings vary.

Elizabeth Sutherland

CLAS1063 Intensive Reading in Latin (Summer: 3)

The goal of this course is to build solid reading skills in the Latin language by providing an intensive and comprehensive introduction to the basics of Latin grammar and syntax. The course meets for twelve weeks and is divided into two sessions. The first session will begin to guide students through the fundamentals of the language using *Wheelock's Latin*. The second session will complete *Wheelock's Latin* and proceed to readings in the original from Caesar, Cicero, Catullus, and others.

Maria Kakavas

CLAS1070 Intermediate Modern Greek I (Fall: 3)

Prerequisites: CLAS1060–1061 or equivalent

This second-year course in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.

Maria Kakavas

CLAS1071 Intermediate Modern Greek II (Spring: 3)

Prerequisites: CLAS1060–CLAS1061 or equivalent

This second-year course is a continuation of CLAS1070 offered in the fall semester.

Maria Kakavas

CLAS1701 Death in Ancient Greece: Achilles to Alexander the Great (Fall: 3)

Corequisite: Must be concurrently enrolled in SLAV1164

Satisfies History Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

In ancient Greece, death played a starring role in epic poetry and on the tragic and comic stage, funerary monuments lined the roadways, and dead heroes and family members alike were believed to intervene in the affairs of the living. Beginning with the “funeral mask of Agamemnon” and ending with royal Macedonian tombs, this course examines how ancient Greek responses to death addressed the universal problem of mortality while simultaneously using death as a lens for thinking about contemporary problems. We will consider throughout how the ancient materials resonate differently—or not—for us today.

Hanne Eisenfeld

CLAS2205 Greek History (Fall: 3)

Satisfies History Core Requirement

Cross listed with HIST4201

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the fourth century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological, and epigraphic.

Mark Thatcher

CLAS2207 Greeks and Barbarians (Spring: 3)

Cross listed with HIST2202

In “Greeks and Barbarians,” we’ll use a combination of written sources, archaeological evidence, and even visual art to investigate the fascinating history of relationships and conflicts between Greeks, Persians, Egyptians, Carthaginians, and more. We’ll read a variety of literature in English, such as the histories of Herodotus and Xenophon, the tragedies of Aeschylus and Euripides, and more, to help us figure out what Greeks really thought about barbarians—and about themselves.

Mark Thatcher

CLAS2208 Art and Myth in Ancient Greece (Spring: 3)

Cross listed with ARTH2206

Satisfies Arts Core Requirement

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

Gail Hoffman

CLAS2216 Art and Archaeology of Homer and Troy (Fall: 3)

Cross listed with ARTH2216

Homer’s *Iliad* describes a “Trojan War.” Until Schliemann’s excavations of a fortified site in Turkey suggested a real Troy and further work

in Greece revealed a brilliant Bronze Age civilization, most thought Homer’s story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age “Pompeii,” and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.

Gail Hoffman

CLAS2230 Classical Mythology (Fall: 3)

Cross listed with ENGL2220

This course explores the mythology of ancient Greece, Rome, and the Near East within its cultural, political, historical, and religious contexts. You will meet (or renew your acquaintance with) mythical figures like Zeus, Gilgamesh, Medusa, and Helen as they appear in multiple literary genres and other artistic media. In order to analyze and interrogate these myths we will use ancient and modern frameworks for thinking about what mythology is and what it does. What can a myth tell us about the civilization that created, adopted, or adapted it? What do our uses of Classical mythology—and our creations of our own myths—tell us about ourselves?

Hanne Eisenfeld

CLAS2242 Roman Religion (Fall: 3)

Cross listed with HIST4211 and THEO2241

The Romans lived in a world full of gods; religion affected every part of Roman life, from politics to warfare to entertainment. Christianity took shape within this world, and Roman religion, especially the mystery cults, has often been regarded as a model for the early church. Yet the Roman concept of religion has very little in common with modern, Judeo-Christian-influenced notions. In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts, as well as in epigraphic and archaeological evidence. Themes include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

CLAS2254 The Culture of Athenian Democracy (Spring: 3)

Cross listed with HIST4202

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

Gail Hoffman

CLAS2262 The City of Rome (Spring: 3)

Cross listed with ARTH2262

What was a normal day like for ancient Romans? What did they see, hear, and do while going about their lives? How did those things change as Rome shifted from a Republic to an Empire and as their city became *caput mundi* (“Head of the World”)? In this course we will reconstruct the lived experiences of Romans by examining Rome’s urban spaces through art, architecture, artifacts, and texts. Along the

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way, we will explore: public buildings, mundane and monumental; recreation (baths, theaters, arenas); civic infrastructure (aqueducts, sewers, roads); economy and commerce (shopping, harbors, slavery); gender and sexuality (domestic spaces, brothels); religion (temples, sacrifices, funerals); and other topics as appropriate.

Christopher Polt

CLAS2270 Gender and Sexuality in Ancient Rome (Spring: 3)

In this course, we will examine Roman views on gender and sexuality during a period covering approximately 200 BCE to 200 CE. We will use literature, epigraphy, and material culture to reconstruct what the ideals of behavior were for Roman men and women, what constituted deviation from these ideals, and how real Romans may actually behaved.

Elizabeth Sutherland

CLAS2384 Church Latin (Fall: 3)

Cross listed with THEO2384 and LING2384

A rapid yet thorough coverage of the grammar of Ecclesiastical Latin, with associated readings in liturgical, scriptural, devotional, doctrinal and procedural texts of the Roman Catholic Church. A look at underlying linguistic structures of Latin, ironing out seeming irregularities and aiding in vocabulary building. For students with little or no background in Latin. Non-novices may also enroll for grammar review and for extensive text reading practice, with the expectation that they will also meet higher demands and serve to tutor beginners.

M. J. Connolly

CLAS3333 Apuleius (Spring: 3)

Apuleius' *Metamorphoses* (aka 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

CLAS3336 Horace: *The Odes* (Fall: 3)

Open to undergraduate and graduate students; graduate students can expect extra readings in background texts and in modern scholarship.

Close reading of selected *Odes* against the dual background of Greek and Hellenistic literature and of Roman culture in the early years of the Augustan principate.

Charles Abern

CLAS3376 Studies in Words (Spring: 3)

Cross listed with LING3376

The Department

CLAS3387 Thucydides (Spring: 3)

Prerequisite: Two years of ancient Greek

Selections from Thucydides, Herodotus, Plato and others according to the needs of the students. If Herodotus is the Father of History, Thucydides is the father of the modern study of history. In this class, we will read generous selections from his history in Greek, and the entire work in English. Much of our attention will be given to untangling Thucydides' difficult Greek, but we will also spend as much time as possible exploring issues central to the work: the nature of power; the interplay of justice and expediency; the place of morality in international

relations; the character of Greek warfare; Thucydides' views of religion, democracy, and finance; and historiography itself—how to write it, and how to read it.

Kendra Eshleman

CLAS3393 Senior Thesis (Fall: 3)

Kendra Eshleman

CLAS3394 Senior Thesis (Spring: 3)

Kendra Eshleman

Communication

Faculty

Lisa Cuklanz, *Professor; Chairperson of the Department*; B.S., Duke University; M.A., Ph.D., University of Iowa

Ann Marie Barry, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Ashley Duggan, *Associate Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Matt Sienkiewicz, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin-Madison

Michael Serazio, *Assistant Professor*; B.A., University of San Francisco; M.S., Columbia University Graduate School of Journalism; M.A., Ph.D., University of Pennsylvania

Anjali Vats, *Assistant Professor*; B.A., B.S., Michigan State University; J.D., Emory University School of Law; LL. M., Ph.D., University of Washington

Tony Tran, *Assistant Professor*; B.A., Texas A&M University; M.A. University of North Texas; Ph.D., University of Wisconsin

Rita Rosenthal, *Associate Professor of the Practice*; B.A., Appalachian State University; M.A., Bowling Green State University

Lindsay Hogan, *Assistant Professor of the Practice*; B.A., University of Texas at Austin; M.A., Southern Methodist University; Ph.D., University of Wisconsin-Madison

Brett Ingram, *Assistant Professor of the Practice*; B.A., Shippensburg University and the University of Lincolnshire; M.A., Northeastern University; Ph.D., University of Massachusetts Amherst

Celeste Wells, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., University of Utah

Contacts

- Chairperson of the Department/Professor: Lisa Cuklanz, Ph.D., cuklanz@bc.edu
- Director of Undergraduate Studies: Christine Caswell, St. Mary's Hall South, Room S375, 617-552-6148, christine.caswell@bc.edu
- Academic Advisor: Kristin Hartnett, St. Mary's Hall South, Room S376, 617-552-2515, kristin.hartnett@bc.edu
- Office Administrator: Leslie Douglas, St. Mary's Hall South, 4th Floor, 617-552-4280, leslie.douglas@bc.edu
- www.bc.edu/communication
- Fax: 617-552-2286

Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, and teaching of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding

of communication research and theory. The department also offers upper-level courses in interpersonal communication, media and cultural studies, and rhetoric and public advocacy.

This program of study has led graduating majors to careers in communication industries and to success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Majors have successfully completed graduate programs in many fields including communication, business, and law.

Requirements for the Major

Thirty-three credits are required for the major, consisting of the following five common requirements, three distributed requirements, and three electives.

Five Common Requirements (15 credits)

- COMM1010 Rhetorical Tradition
- This course, and/or COMM1020, COMM1030 and COMM1040, should be taken before any other course in the major.
- COMM1020 Survey of Mass Communication
- This course, and/or COMM1010, COMM1030 and COMM1040, should be taken before any other course in the major.
- COMM1030 Public Speaking
- COMM1040 Interpersonal Communication
- This course, and/or COMM1010, COMM1020 and COMM1030, should be taken before any other course in the major.
- One of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural

Three Distributed Requirements (9 credits)

One of the Theory Courses:

- Any course numbered between COMM3360 and COMM3380
- Theory courses should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

Two Writing-Intensive Seminars:

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

Three Electives (9 credits)

May be chosen from any three-hour class offered by the department. Please note the following: (1) a maximum of six transfer credits will be accepted by the department and (2) a limit of one 3-credit internship may be taken as an elective.

Full-time communication majors in the Morrissey College of Arts and Sciences can count one three-credit course from the Woods College as a communication elective. This rule does not apply to courses transferred from another institution or to students transferring from another college within Boston College.

Non-Cumulative Credits

One-credit internships and/or one-credit Debate Practicum cannot be combined to total a 3-credit course in any of the other required categories for the major.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major with the Academic Advisor in the department. Juniors and seniors should schedule an appointment with the Director of Undergraduate Studies to determine whether they can reasonably complete the required course work prior to graduation.

The five required courses, COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural, are prerequisites for all other communication classes. Majors should not register for a theory course, writing-intensive seminars, or any elective until after they have completed the required common courses noted above.

Information for Study Abroad

To receive the department's permission for study abroad, students must be on track to complete seven Communication courses by the end of their junior year including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural. The seven course requirement may be met by either of the following:

- Taking seven Communication courses at Boston College including Communication courses and approved summer school courses
- Taking five Communication courses at Boston College and transferring two courses from the study abroad placement

For additional information, please visit our department website or contact Professor Christine Caswell, Director of Undergraduate Studies.

Internship Program

COMM1901 Communication Internship, a 1-credit pass/fail course.

COMM5589 Senior Internship Seminar, a 3-credit course, is open to senior Communication majors. In addition, potential interns must have completed a minimum of six courses in communication including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

For internship applications, please visit our department website. For departmental approval, contact Professor Christine Caswell, Director of Undergraduate Studies.

Honors Program

The honors program in the Department of Communication is targeted towards exceptional communication majors, defined as those whose overall GPA is 3.70 or higher. To be invited to join the honors program, a student must have an overall GPA of 3.70 or higher at the conclusion of their freshman year (summer courses will be counted if taken for BC graded credit). Students will be invited to the program in the fall semester of their sophomore year prior to spring registration. The honors program requires enrollment in an honors methods course in sophomore spring and an honors writing course in their junior year.

ARTS AND SCIENCES

In addition, students in the honors program will complete a thesis in order to officially graduate with department honors. A more complete description of the program is available on the department website or in the Honors Handbook in the department's main office or contact Professor Celeste Wells, Director of the Communication department Honors Program.

Course Offerings

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

COMM1010 The Rhetorical Tradition (Fall/Spring: 3)

Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric, as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric and looks at communication as a way of knowing about self and society.

Brett Ingram

Celeste Wells

COMM1020 Survey of Mass Communication (Fall/Spring: 3)

Required course for all Communication majors

This course will introduce you to the basics of the field, including industries, industry trends, regulations, and ethics. It will address historical developments that have shaped the mass media, particularly through the rise of newspaper, book, music, radio, television, film, advertising, and public relations industries. It will consider the influences of new media and their impacts on culture and industry. It will explore topics such as blockbusters, globalization, digital photography, social media, sports, "fake news," fans and fan cultures, and media violence. Further, it will ask you to consider your position as a media consumer.

Donald Fishman

Lindsay Hogan

COMM1030 Public Speaking (Fall/Spring: 3)

Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

The Department

COMM1040 Interpersonal Communication (Fall/Spring: 3)

Required course for Communication majors

Interpersonal communication is the study of human interaction. This course provides an introductory survey of the main concepts and research findings in the study of interpersonal communication. The course serves as a foundational course for further study in the interpersonal and organization communication area of the field.

The Department

COMM1902 Digital Storytelling (Spring: 1)

Storytelling is an essential part of every community, organization, and business. However, the channels through which stories are told have evolved. With the advent of the internet, digital media now combines tradition with technology. Narratives can be told in new,

multidimensional ways with video, audio, blogs, text, images, and graphics. The purpose of this course is to help you understand why communication professionals and, moreover, civilizations throughout human history create and value stories. You will also learn how to employ a variety of digital technologies to create compelling content. This will be achieved through examining the underlying concepts and technical processes involved in telling stories for delivery on the desktop, the mobile device or tablet.

The Department

COMM2180 Masculinity, Sexuality, and Difference (Spring: 3)

Cross listed with SOCY3368

Satisfies one of three elective courses required within the Communication major

This course will examine constructions of masculinity and sexuality in Western society from a critical cultural perspective. We will consider the ways in which cultural narratives about "acceptable" masculine behaviors and attitudes catalyze social conflicts, reinforce established power hierarchies, and organize the modes of being available to people of different gender identities and sexual orientations. We will also evaluate the liberatory potential of emergent discourses and practices that seek to cultivate greater acceptance of diversity, and promote social healing. There will be a concentrated focus on popular cultural forms (especially television, film, music, sports, and social media) that are particularly influential to contemporary men and boys.

Brett Ingram

COMM2194 Reading Race at the Millennium (Fall: 3)

Cross listed with AADS2194

Hipster racism, hashtag activism, and Columboing are just some of the new ideas used to talk about race in this post-Millennial moment. This course will explore the new vocabulary of race emerging in this purportedly post-racial moment through study of cases drawn from popular culture, politics, and increasingly important digital spaces. We will focus on reading and writing about race in this moment through case studies such as Wes Anderson's films, Black Twitter, racially appropriative Halloween costumes, Asian food trucks, and the Obama presidency in order to understand how race, racialization, and racism continue to evolve.

Anjali Vats

COMM2213 Fundamentals of Audio I (Fall/Spring: 3)

Lab fee required. Satisfies one of three elective courses required within the Communication major

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces, and will take home a portfolio of work at the end of the semester.

The Department

COMM2221 Digital Media Field Production (Fall/Spring: 3)
COMM2221 was formerly numbered COMM2223. Students who have taken COMM2223 TV Field Production should not take COMM2221.

Satisfies one of three elective courses required within the Communication major

With the ubiquitous nature of video streaming on desktops, mobile phones and tablets, the influence of video storytelling has never been greater or more pervasive—and the demand for skilled digital storytellers to fill those increasingly ubiquitous screens is stronger than ever. This course offers professional guidance and hands-on experience to develop the skills, techniques and disciplines necessary for the creation of digital media produced in the field. Students will write and produce their own video programs, becoming familiar with all aspects of production and post production, including producing, performing, directing, single-camera shooting, sound recording, and location lighting, as well as editing, digital effects, and graphics. In the process, students will develop a discerning eye for what makes an effective, professional, aesthetically pleasing video production, while they build a portfolio that can be used during job or graduate program interviews.

The Department

COMM2222 Studio Television Production (Fall/Spring: 3)
Lab fee required. Satisfies one of three elective courses required within the Communication major

This course is designed to introduce students to the theories, tools, and techniques of television production. The focus of this class is on developing the production skills necessary for creating effective television communication. To pursue this goal, students will combine the information from the course's texts with practical experience in the form of exercises and the creation of their own television programs. While producing and directing their programs, students, working in crews, will learn to operate studio television equipment and develop an understanding of how messages are communicated using "live" or "life-on-tape" production methods.

The Department

COMM2225 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with HIST2502, SOCY2225, and ENGL2125
Fulfills Women Writer's requirement for ENGL/LSOE majors.

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin, and generation.

Andrew Owens

COMM2251 Gender and Media (Fall: 3)
Satisfies one of three elective courses required within the Communication major

This course will explore the ways gender factors into media production, representation, and audiences. In particular, it will focus on gender across multiple media contexts, including sport, advertising, magazines,

news coverage, fiction, film, documentary, television programming, online communities, social media, and popular music. It also will consider gender within both mainstream and independent media production. Further, it will explore how gender is used to study, construct, and address media audiences. Overall, this class will address how gender becomes a tool of social and cultural power and how its use both empowers and disempowers various cultural groups.

Andrew Owens

COMM2262 Online Communication and Global Society (Fall: 3)
Satisfies one of three elective courses required within the Communication major

This course offers a critical look at the history of the Internet and the ways in which online communication technologies are shaping our world. Merging conceptual approaches from the disciplines of cultural studies, globalization theory and international relations, the class will consider the role that new media is playing in shaping the art, entertainment, politics and economics of the new century. Case studies will include close looks at websites such as Twitter, Facebook, World of Warcraft, Match.com and Alibaba.com, as well as considerations of social movements such as Occupy Wall St. and the Arab Spring.

Matt Sienkiewicz

COMM2265 Theory, History and Practice of Talk Media (Fall: 3)

This course offers an overview of the historical, theoretical, and practical elements of American talk media from the dawn of broadcasting to today. Beginning with early US radio, the class considers the ways in which economics, politics, technology, and culture have shaped American public discourse. The course concludes by giving students an opportunity to produce their own podcast, teaching skills that will allow them to not only create professional content, but also to understand better the communication history and theory they have studied throughout the semester.

David Pakman

COMM2272 New Media and Society (Fall/Spring: 3)
Satisfies one of three elective courses required within the Communication major

This course surveys and explores new media and interactive communication technologies from a historical and critical perspective. Course content includes theories that explain contemporary social and economic formations influencing the emergence of the Internet and digital applications, including: convergence of user communities, film and television and mediated communication, post-human approaches, computer games, virtual reality, robotics, social media, militarization, business concerns and public policy debates. The course offers students the opportunity to analyze and reflect on research about the impact of media, especially the implications of digital innovations for society.

The Department

COMM2278 Social Media (Summer/Fall: 3)
Satisfies one of three elective courses required within the Communication major

This course explores the history, development and use of social media. It connects to the liberal arts and the digital humanities through the lens of social justice. It will build a foundation of knowledge about social media with project-based research. The course identifies the established disciplinary fields of the humanities such as philosophy, literature, culture, religion, art, music, history, politics and language in comprehending the world, using these fields as a foundation with

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which to critically explore various modes of expression, ideas and values in social media about social justice. Students will have the opportunity to identify contemporary issues in social media in projects that reflect critical thinking goals.

Marcus Breen

COMM2291 Persuasion (Fall: 3)

Satisfies one of three elective courses required within the Communication major

The course combines the theory and practice of persuasion. Students will examine current theories and research concerning influence, coercion, and manipulation. They will then apply these theories to current events and design a persuasive campaign.

Rita Rosenthal

COMM3330 Communication Methods: Social Science (Fall/Spring: 3)

One of COMM3330 or COMM3340 is required for the Communication major.

This course is designed to introduce students to social scientific methods in Communication research. Among the topics emphasized are: (1) development of questions and hypotheses, (2) quantitative and/or qualitative data collection methods (e.g., experiments, interviews, and surveys), and (3) data analysis and interpretation (e.g., interpretive and statistical analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a social science perspective.

The Department

COMM3335 Communication Methods: Honors (Spring: 3)

Open to students in departmental honors

This course is an honors introduction to research methods used in communication research. Students will learn how to ethically conduct research; develop a working knowledge of the IRB and associated requirements; learn the process of creating a compelling research question/hypothesis; acquire the skills necessary to gather and analyze data; and write initial scholarship regarding their potential thesis project. Overall, this course will create a strong foundation for students who will conduct their own research. Students will demonstrate their understanding of the material as well as their ability to apply the material through exams, a research project, an oral presentation, and daily participation.

Brett Ingram

COMM3340 Communication Methods: Critical/Cultural (Fall/Spring: 3)

One of COMM3330 or COMM3340 is required for the Communication major.

This course is designed to introduce students to historical, critical, and cultural methods in Communication research. Among the topics emphasized are: (1) development of theses and arguments, (2) critical/cultural data collection methods (e.g., archival research and locating texts), and (3) data analysis and interpretation (e.g., critical discourse analysis and textual analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a critical/cultural perspective.

The Department

COMM3372 Mass Communication Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major.

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.

The Department

COMM3375 Argumentation Theory (Fall: 3)

Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to Elements of Debate, which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities of argumentation.

The Department

COMM3377 Visual Communication Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course explores the role of perception within visual learning; the nature of images; how public images function in political and cultural discourse; the psychology of the camera eye; differences among television, film and print images; and controversial media issues.

Ann Barry

COMM4425 Broadcast Century Issues (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form broadcast media. Topics will be examined within the context of their relationship to society and culture.

Michael Keith

COMM4429 Globalization and the Media (Fall: 3)

Cross listed with INTL4429

Satisfies one of two writing intensive courses required within the Communication major

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism; the role of the United Nations in regulating cultural products; the latest transnational media mergers; the strategies of global television programmers such as CNN, MTV, or Discovery; the increasing commercialization of media systems around the world; and the role of media in relation to war and terrorism. This writing-intensive seminar is open to juniors and seniors.

Marcus Breen

Matt Sienkiewicz

COMM4442 Intercultural Communication (Fall/Spring: 3)

Cross listed with AADS4442

Satisfies Cultural Diversity Core Requirement

Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to society and as it occurs inter-culturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

Marilyn Matelski

Michael Serazio

COMM4447 Communication Criticism (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

The Department

COMM4448 Television Criticism (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

The Department

COMM4449 Crisis Communication (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major. Restricted to Communication majors only.

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

Donald Fishman

COMM4451 Gender Roles and Communication (Fall/Spring: 3)

Satisfies one of two writing intensive course requirements within the Communication major

This course is both a writing-intensive seminar and a Women's and Gender Studies minor course. Focus is on the social construction of gender through communication. The early section of the course compares historical and theoretical approaches to representations of gender in communication texts. Then, building on these comparisons, students read about, examine, and analyze texts, focusing particularly on television programming and advertising.

Lisa Cuklanz

COMM4459 The Rhetorical Strategies of the Disney Corporation (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course examines the rhetorical strategies used in public messages of the various components of the multi-faceted Disney Corporation. The course is designed to apply theories of persuasion and human communication to the messages in Disney films, television programming, advertising and theme parks.

Rita Rosenthal

COMM4462 Popular Music and Identity (Fall: 3)

Satisfies one of two writing intensive courses required within the Communication major

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will examine historical and contemporary popular music along with theory and research in the area of popular music studies in communication in order to understand popular music as a meaning-making cultural practice.

Celeste Wells

COMM4471 Children and the Media (Fall: 3)

Satisfies one of two writing intensive courses required within the Communication major

From film to television to mobile apps, this course examines children's media as an economic, cultural, and political entity and explores the relationships among young people and the contemporary media environment. Students will analyze various scholarly approaches and major debates in the study of children and media while also learning the larger historical contexts of those debates. This course offers a critical/cultural approach that examines the ways in which media industries, institutions, technologies and texts intersect to produce particular media practices and considers how such practices relate to the production of cultural norms or social power.

Lindsay Hogan

COMM4472 Race, Law, and Media (Spring/Fall: 3)

Cross listed with AADS4472

Satisfies one of two writing intensive courses required within the Communication major

This writing intensive course focuses on the relationship between race, law, and media. We will read seminal texts in critical race theory and cultural studies in order to theorize how concepts such as race, criminality, deviance, property, and originality are articulated in legal contexts, often in ways which make whiteness appear to be natural and right. Then, by way of case studies such as the Scottsboro Boys, the Central Park Five, Korematsu versus United States, Prosecutor versus Charles Taylor, and State versus Zimmerman, we will explore how the media represents race and law.

Anjali Vats

COMM4475 Introduction to Honors (Fall/Spring: 3)

Open to students in departmental honors. Satisfies one of two writing intensive courses required within the Communication major

This course is an honors-level introduction to communication research and scholarship. This course will move beyond the initial concepts explored in research methods and required survey courses in order to prepare students to conduct their thesis research. Students will demonstrate their ability to apply the material through exams, oral presentations, daily participation and the completion of a 25 page thesis prospectus.

Celeste Wells

COMM4485 Advanced Intercultural: studyabroad.com

(Fall/Spring: 3)

Prerequisites: Enrollment in a BC-sponsored international program; permission of instructor

Satisfies Cultural Diversity Core Requirement

This is a web-based, advanced intercultural communication course intended for those studying abroad. Students should be enrolled in a BC-sponsored international program. The purpose of this course is to measure the immeasurable, in three ways: (1) to extend students' intercultural scholarship through field research; (2) to prepare them for possible senior theses in some aspect of intercultural/international communication; and (3) to help them to create a world view corresponding to the rising demands of globalization.

Marilyn Matelski

COMM4901 Readings and Research—Communication

(Fall/Spring: 3)

Prerequisites: Permission of the instructor and completion of the five introductory required COMM courses.

This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings and (2) it must include a formal term paper of twenty or more pages.

The Department

COMM4921 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of the department

This course is for seniors only.

The Department

COMM4961 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

The Department

COMM5500 Debate Practicum (Fall/Spring: 1)

Prerequisites: Participation on the intercollegiate debate team and permission of the instructor

This course carries one credit. Only one such credit will be counted toward the 120 required for graduation.

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

John Katsulas

COMM5589 Senior Internship Seminar (Fall/Spring: 3)

Prerequisites: Senior standing, six completed BC communication courses (including core requirements), and permission of the instructor

This course may not be repeated. Satisfies one of three elective courses required within the Communication major

This course gives senior communication majors an opportunity to pursue a 15–20 hour per week internship in a specific field of Communication. Practical experience will be supplemented by discussions of relevant theoretical constructs. Periodic discussion group seminars will enhance a student's immersion in the industry. Adherence to professional protocol is expected. A field research paper is required as well as supervisor evaluations.

Christine Caswell

Computer Science

Faculty

Peter G. Clote, *Courtesy Appointment, Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; Thèse d'État, University of Paris

James Gips, *Courtesy Appointment, Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

Sergio Alvarez, *Associate Professor; Chairperson of the Department*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

Hao Jiang, *Associate Professor*; B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University

Robert Muller, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

José P. Bento, *Assistant Professor*; University of Porto, Portugal; Ph.D., Stanford University

William Griffith, *Visiting Assistant Professor*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Vahid Montazerhodjat, *Visiting Assistant Professor*; Ph.D.; Massachusetts Institute of Technology

Contacts

- Administrative Assistant: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Systems Administrator, Phil Temples, 617-552-0153, temples@bc.edu
- www.cs.bc.edu

Undergraduate Program Description

The Computer Science Department offers major programs in the Morrissey College of Arts and Sciences leading to the degrees of bachelor of arts and bachelor of science as well as minor and concentration programs in Computer Science, Bioinformatics, and Scientific Computation, and a concentration in Computer Science for students in the Carroll School of Management. The Information Systems Department offers a program in Information Systems. Consult their listing under the Carroll School of Management for a program description. For further information, contact the Computer Science Department at St. Mary's Hall, Second Floor South, 617-552-3975.

Bachelor of Arts in Computer Science

The curriculum for the bachelor of arts degree in Computer Science is based on current recommendations of the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed both to provide a solid foundation in the fundamentals of computer science, and to provide practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of arts students complete a 34-credit computer science component, supplemented by a mathematics component rooted in calculus. For most students, the program requires completion of 14 three-credit courses along with one one-credit lab.

Computer Science Component

The 34 credits required for completion of the bachelor of arts major are grouped into two categories, seven required core courses (totaling 22 credits) and four electives (totaling at least 12 credits). The seven required core courses are the following:

- CSCI1101 Computer Science I or CSCI1103 Computer Science I Honors
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems
- CSCI2272 Computer Organization and Lab
- CSCI3383 Algorithms

All these courses are three credits with the exception of CSCI2272, which is 4 credits. The remaining twelve credits will typically be earned from four courses with at least nine of the credits earned from courses at the CSCI3000 level. The remaining three credits may be earned through any CSCI courses numbered CSCI2000 or above.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI electives.

Mathematics Component

One semester of calculus at the level of Calculus II or higher is required for completion of the bachelor of arts major. Students will ordinarily complete the calculus requirement with any one of the following courses: MATH1101, MATH1103, MATH1105, or MATH2202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MATH1100 before MATH1101, or MATH1102 before MATH1103), so this calculus requirement is usually satisfied by enrolling in a two-semester sequence.

Bachelor of Science in Computer Science

The curriculum for the bachelor of science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well suited for students considering graduate study or students planning to pursue careers in science or engineering.

Bachelor of science students must complete a 38-credit computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

The bachelor of science major in Computer Science requires a minimum of 38 credits in computer science. The computer science credits are grouped into two categories, eight required CS courses (totaling 26 credits) and four elective courses (totaling at least 12 credits).

The eight required core courses are:

- CSCI1101 Computer Science I or CSCI1103 Computer Science I Honors
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems
- CSCI2272 Computer Organization and Lab

- CSCI3372 Computer Architecture and Lab

- CSCI3383 Algorithms

All these courses are three credits with the exception of CSCI2272 and CSCI3372, which are 4 credits.

Of the twelve credits of electives, at least nine must be from courses numbered CSCI3000 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CSCI2260–2267.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI electives.

Mathematics Component

At least 12 credits of mathematics are required for completion of the bachelor of science major:

- MATH1103 Calculus II (Math/Science Majors) or MATH1105 Calculus II–AP (Math/Science Majors)
- MATH2202 Multivariable Calculus
- Two MATH electives from among MATH2210 Linear Algebra, MATH2216 Algebraic Structures, or any MATH course 3000 or higher

Since many students will need to complete MATH1102 before taking MATH1103, this calculus requirement will often be met by enrolling in a two-semester sequence.

Science Component

Students are required to complete a two-semester sequence in a laboratory science for science majors, and one additional non-overlapping science elective of at least three credits. Non-overlapping AP and IB credit can be used to meet the requirement of the additional three-credit science elective. Students may complete the lab science requirement in several ways. Eligible introductory sequences are:

- Biology (BIOL2000/2010/2040 or BIOL2000/3030/2040)
- Chemistry (CHEM1109/1111/1113, CHEM1110/1112/1114 or CHEM1117/1119/1121, CHEM1118/1120/1122)
- Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Earth and Environmental Sciences

Option 1: EESC1132/1133 followed by EESC2220/2221 or EESC2250/2251 or EESC2264/2265 or EESC2285/2286

Option 2: Two of EESC2210/2211, EESC2202/2212, EESC2203/2213, EESC2204/2214, EESC2205/2215, EESC2206/2216, EESC2207/2217, EESC2208/2218 followed by EESC2220/2221

Department Honors

Junior and Senior Computer Science majors with at least a 3.3 GPA in CSCI courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CSCI courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CSCI4961 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CSCI4961 Honors Thesis. One section of CSCI4961 Honors Thesis may count as a CSCI elective.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Eighteen credits are required for completion of the minor which are completed with the following courses:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- One of CSCI2271 Computer Systems, CSCI2272 Computer Organization (with Lab) or any 3000-level elective
- One elective course numbered 2000 or above
- Two elective courses numbered 3000 or above

All these courses are three credits with the exception of CSCI2272, which is 4 credits.

Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses:

Core Requirements

- BIOL4200 Introduction to Bioinformatics NOTE: Students have the option to substitute a semester of undergraduate research (e.g., in the labs of Prof. Clote) in place of BIOL4200. If this option is used, no other course may be substituted by research.
- BIOL5240 Computational Foundations of Bioinformatics
- MATH2226 Probability for Bioinformatics (students may also substitute MATH4426 Probability or BIOL2300 Biostatistics or BIOL2310 Biostatistics Honors)

Elective Requirements

- Any one additional biology course at the level of BIOL2200 or above. BIOL2200 is recommended. Students with high school AP Biology may take BIOL3040 Cell Biology, BIOL3050 Genetics, BIOL3150 Intro to Genomics, BIOL4140 Microbiology, or BIOL4400 Molecular Biology instead.
- Any three computer science courses at the level of CSCI1101 or above. (CSCI1101 or CSCI1103) and CSCI1102 are recommended. Upper-level courses well-suited to the concentration include CSCI1127 Introduction to Scientific Computation, CSCI3345 Machine Learning, and CSCI3383 Algorithms.
- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of Prof. Clote). Students wishing to pursue this option should see the Biology Department for course approval.

Courses that count towards a student's primary major can be used to simultaneously count towards the bioinformatics core or elective requirements as well. For example, the basic requirements for the biology major will automatically fulfill the required elective course requirement at the level of BIOL2000 or above, and the BIOL4200, BIOL5240, and BIOL5610 courses can double-count to fulfill biology electives. Computer science majors will naturally fulfill the three CSCI

course requirements in their primary coursework. Computer science students taking the B.S. option will also naturally fulfill the Probability requirement through MATH4426.

Example Course Choices for a Biology Major

A biology major wishing to complete the bioinformatics concentration would typically choose BIOL4200 and BIOL5240 as electives within the standard biology major. Beyond this, the student would be required to take four additional courses to complete the Bioinformatics Concentration. Typically, these courses would be CSCI1101, CSCI1102, MATH2226, and any additional CSCI course at a level above CSCI1101. This additional course could also be substituted by a semester of bioinformatics research within a lab.

Example Course Choices for a Computer Science Major

A computer science major wishing to complete the bioinformatics minor would naturally complete the three CSCI courses as part of their major requirements. Beyond this, the student would be required to take five additional courses. These would be BIOL4200, BIOL5240, a probability/statistics course, and one biology elective. Typically, this elective would be BIOL2000, though students with high school AP Biology might take BIOL3040 or BIOL3050 instead. This elective could also be substituted by a semester of bioinformatics research in a lab.

Computer Science Concentration for Carroll School of Management Students

The concentration in Computer Science emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management.

The Computer Science concentration consists of 15 credits beyond CSCI1021, including three required courses and six credits of elective courses.

The three required courses are:

- CSCI1101 Computer Science I or CSCI1103 Computer Science I Honors
 - CSCI1102 Computer Science II
 - CSCI2271 Computer Systems or CSCI2272 Computer Organization and Lab
- The six elective credits must consist of:
- Three credits at the level of CSCI2000 or higher
 - Three credits at the level of CSCI3000 or higher

Students are encouraged to take additional Computer Science courses.

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MATH1101 or higher) during their first year. Most will enroll in

MATH1100 in fall semester and continue with MATH1101 in spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school, should enroll directly in MATH1101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CSCI1101 Computer Science I or CSCI1103 Computer Science I Honors or CSCI1102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CSCI1074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson or Undergraduate Program Director about proper course placement (e.g., directly taking CSCI1102).

First Year Non-Majors

The department offers six introductory 3-credit courses in computer science: CSCI1021, CSCI1074, CSCI1101, CSCI1127, CSCI1154, CSCI1157, and CSCI2227.

CSCI1021 is designed to teach students about the role of information systems in management. Students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

CSCI1154 is an introduction to programming and web-based applications. Students begin by learning basic web page creation with HTML and server side scripting with PHP. We cover assignments, conditionals, loops and arrays. Next we investigate XML followed by, database design, and database access techniques. Sample projects might include movie rentals, shopping-cart based sales, and student registration systems. The course is currently taught using HTML5, MySQL, and JavaScript, and Wordpress. No prior programming experience is required.

CSCI1074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises.

CSCI1075 is a gentle introduction to computer programming for non-majors. Students will learn about computers and computer software by working with a small personal robot. Students will learn the Python programming language, and write Python programs to control their robot's behavior, explore its environment, and perform various tasks. As we get our robots to do more and more, we learn how software is designed and written to solve real problems.

CSCI1101 and CSCI1103 are the introductory programming courses. One of these is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take either CSCI1101 or CSCI1103 at

some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CSCI1074 before enrolling in CSCI1101 or CSCI1103.

CSCI1157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

CSCI2227 is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language. It is the first course in the minor in Scientific Computation.

Transfer Credits and Placement for Computer Science Courses

The Computer Science Department will accept transfer credits from other schools with documentation (for example, syllabi) sufficient for us to determine course equivalence. Before taking an external course, check BC's academic policies. AP, IB, and GCE scores are used to make placement decisions, but not for course credit. Specifically, students who score a 5 on the Computer Science A exam, or a 4 or 5 on the Computer Science AB exam, or who have significant programming experience should consult with the Chairperson of the Department or Undergraduate Program Director about starting the Computer Science course sequence with CSCI1102.

Course Availability

Most introductory courses (e.g., CSCI1021, CSCI1101, CSCI1102, and CSCI1157) are available every semester. CSCI1074 and CSCI1075 are offered periodically. All courses that are required for the major are offered at least once each academic year with the exception of CSCI3327, Computer Architecture which is offered only in alternate years. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters CSCI and are registered as courses in the Morrissey College of Arts and Sciences. However, because the department serves both the Morrissey College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CSCI1157, CSCI2257, and CSCI2258) are cross-listed with the Operations Management Department in the Carroll School of Management.

Course Offerings

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

CSCI1101 Computer Science I (Spring/Fall: 3)

Satisfies Mathematics Core Requirement.

Prerequisite: No formal prerequisite, but some experience with computers is helpful. The class consist of a lecture and a discussion group. When you registered for the lecture you are required to register for one of the corresponding discussion groups.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Python programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files and some algorithms of fundamental importance.

The Department

CSCI1102 Computer Science II (Fall/Spring: 3)

Prerequisite: CSCI1101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.). Both their abstract properties and their implementations in computer programs and the study of the fundamental algorithms for manipulating these structures. Students will use Java for programming.

Robert Muller

The Department

CSCI2243 Logic and Computation (Fall: 3)

Prerequisite: CSCI1101

A course in the mathematical foundations of Computer Science, illustrated throughout with applications such as sets and functions, propositional and predicate logic, induction and recursion, basic number theory and mathematical models of computation such as formal languages, finite state machines, and Turing machines.

Howard Straubing

CSCI2244 Randomness and Computation (Spring: 3)

Prerequisites: CSCI1101 and Calculus

This course presents the mathematical and computational tools needed to solve problems that involve randomness. For example, an understanding of random variables allows us to efficiently generate the enormous prime numbers needed for information security, and to quantify the expected performance of a machine learning algorithm beyond a small data sample. An understanding of covariance allows high quality compression of audio and video. Topics include combinatorics and counting, random experiments and probability, random variables and distributions, computational modeling of randomness, Bayes' rule, laws of large numbers, vectors and matrices, covariance and principal axes, and Markov chains.

Sergio Alvarez

CSCI2254 Web Application Development (Spring: 3)

This course was formerly CSCI1054.

In this course students will create interactive web-based applications. We begin by learning basic web page creation and client side scripting. Then emphasis shifts to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using HTML5, CSS3, PHP, JavaScript, MySQL, and Wordpress. Some prior programming experience required.

Robert Muller

CSCI2257 Database Systems and Applications (Fall/Spring: 3)

Prerequisite: ISYS2157/CSCI1157 or CSCI1101

Cross listed with ISYS3257

This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

John Spang

CSCI2267 Technology and Culture (Fall/Spring: 3)

Cross listed with SOCY6670, PHIL6670, and ISYS2267

Satisfies Computer Science Requirement.

Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

CSCI2271 Computer Systems (Spring: 3)

Prerequisite: CSCI1102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.

Edward Sciore

CSCI2272 Computer Organization and Lab (Fall: 4)

Prerequisite: CSCI1101

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers), sequential circuit design and analysis, memory design (registers and main memory), and simple processors including datapaths, instruction formats, and control units. In the laboratory-based portion of course students design and build digital circuits related to lecture. Exercises include hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.

The Department

CSCI3341 Artificial Intelligence (Spring/Fall: 3)

Prerequisites: CSCI1102, CSCI2243, and CSCI2244

Offered Biennially

This course covers the basic ideas developed in computer science to model an intelligent agent. We will discuss perception and action, knowledge and reasoning, learning and planning. Topics include: adversarial search, computational game theory, logical inference, Bayesian inference, Hidden Markov Models, and various clustering and classification algorithms.

Sergio Alvarez

CSCI3344 Mobile Application Development (Spring: 3)

Prerequisite: CSCI1102

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently taught using Google's Android platform. The course will focus on

software and user interface design, emphasizing best practices. The course will examine issues arising from the unique characteristics of mobile input devices including touch and gesture input, access to a microphone, camera, and orientation and location awareness. We will also explore engineering aspects of targeting small memory platforms and small screens. Students will be required to design and develop substantial projects by the end of the course.

Robert Signorile

CSCI3362 Operating Systems (Fall: 3)

Prerequisite: CSCI2271

Offered Biennially

This course will provide a broad introduction to software systems with emphasis on operating system design and implementation. Its objective is to introduce students to operating systems with main focus on resource management and interfacing issues with hardware layers. Particular emphasis will be given to process management (processes, threads, CPU scheduling, synchronization, and deadlock), (virtual) memory management (segmentation, paging, swapping, caching) with focus on the interplay between architectural components and software layers. If there is time, we will investigate and discuss these same issues for distributed systems. The course programming assignments will be in Java/C.

Robert Signorile

CSCI3366 Principles of Programming Languages (Spring: 3)

Prerequisites: CSCI2245 and CSCI2271

Strong programming skills are required.

Starting with a simple language of expressions, the course develops a sequence of progressively more expressive programming languages keeping in mind the conflicting constraints between the expressiveness of the language and the requirement that it be reliably and efficiently implemented. The course focuses on these essential concepts and the run-time behavior of programs. Type systems play an essential role. By understanding the concepts the student will be able to evaluate the advantages and disadvantages of a language for a given application.

Robert Muller

CSCI3372 Computer Architecture (Spring: 3)

Prerequisite: CSCI2272

Offered Biennially

In this course we investigate how computer hardware works and considerations for design of a computer. Topics include instruction programming and control, computer arithmetic, processor design, pipelining, memory hierarchy, input/output, and advanced architecture topics. When registering for this course you must register for CSCI3373 Computer Architecture Lab.

Robert Signorile

CSCI3381 Cryptography (Spring: 3)

Prerequisites: CSCI2243 and CSCI2244 or equivalent mathematics experience is recommended. CSCI1101 is required.

Offered Biennially

Can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? Can Bob ensure that the message he receives really came from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private and public key cryptography, digital signatures, cryptographic hash-codes, and authentication

schemes. We will consider real world protocols and practices (e.g., SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).

Howard Straubing

CSCI4911 Readings in Computer Science (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

The Department

CSCI4961 Honors Thesis (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required.

Independent study project for students enrolled in the departmental honors program.

The Department

Earth and Environmental Sciences

Faculty

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

J. Christopher Hepburn, *Professor Emeritus*; A.B., Colgate University; A.M., Ph.D., Harvard University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

Emanuel Bombolakis, (*Retired*) *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Ethan Baxter, *Professor; Chairperson of the Department*; B.S., Yale University; Ph.D., University of California-Berkeley

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

Gail C. Kineke, *Professor; Director of Graduate Studies*; B.A., Princeton University; M.A., Ph.D., University of Washington

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Noah P. Snyder, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Seth C. Kruckenberg, *Assistant Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

Jeremy D. Shakun, *Assistant Professor*; B.A., Middlebury College; M.S., University of Massachusetts, Amherst; Ph.D., Oregon State University

Corinne I. Wong, *Assistant Professor*; B.A., B.S., University of the Pacific; M.S., Ph.D., University of Texas, Austin

Tara Pisani Gareau, *Assistant Professor of the Practice; Associate Director, Environmental Studies Program*; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of California, Santa Cruz

Contacts

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- Director of Undergraduate Studies: Dr. Noah Snyder, noah.snyder@bc.edu
- www.bc.edu/eesciences

Undergraduate Program Description

An undergraduate in the Department of Earth and Environmental Sciences will develop a major program in one of two majors: Environmental Geoscience or Geological Sciences. Within the requirements discussed below, programs can be designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in department for a variety of reasons including: (1) a desire to work professionally in earth and environmental sciences, (2) a desire to obtain a preparatory foundation for post-graduate work in earth and/or environmental science, environmental studies/policy, resource management, environmental law, or similar fields, (3) a desire to teach earth and environmental science in secondary schools, or (4) a general interest in the discipline. Geoscientists study the earth's complex systems and the interrelations among the solid earth, hydrosphere, biosphere, and atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society continues to require ever greater amounts of energy and resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, in ultramodern laboratories equipped with the latest scientific and computing equipment. Whether understanding hazards and environmental challenges such as earthquakes, landslides, floods, sea level rise, and climate change, exploring for petroleum thousands of feet below the surface of the ocean, or working with governmental agencies or industry to analyze pollution problems, the earth and environmental sciences provide exciting possibilities for a rewarding career.

Major Requirements: Environmental Geoscience

The field of Environmental Geoscience is interdisciplinary and evolving. This bachelor of science program serves as an excellent major for students who wish to concentrate in the scientific aspects of sustainability, including those who might not be looking toward professional careers as scientists. Many Environmental Geoscience students go on to graduate work in environmental law, environmental policy, or sustainability studies. Students majoring in Environmental Geoscience should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area.

To provide students with training in the interdisciplinary nature of Environmental Geoscience, the major includes an introductory sequence in Environmental Systems (EESC2201–2209), consisting of nine 2-credit courses (plus associated labs, EESC2211–2219). These courses can be taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. They are usually offered as two-course pairs, with one course meeting for the first half of the semester and another course meeting for the second half of the semester, in the same time slot. Students are welcome to take one or both of the courses in each of these pairs in any given semester. In general, 2–4 Environmental Systems courses are offered each semester. Environmental Geoscience majors are required to take

twelve credits toward this requirement. Students have the option to take our introductory geology course, Exploring the Earth (EESC1132 and EESC1133) to fulfill four credits.

Students in this major must complete the following course requirements:

(A) 12 credits from EESC2201–2209 (2 credits each, plus laboratories EESC2211–2219) and/or EESC1132/1133 (4 credits)

- Environmental Systems: The Human Footprint (EESC2201)
- Environmental Systems: Ecosystems (EESC2202)
- Environmental Systems: Water Resources (EESC2203)
- Environmental Systems: The Critical Zone (EESC2204)
- Environmental Systems: Climate Change (EESC2205)
- Environmental Systems: Oceans (EESC2206)
- Environmental Systems: Earthquakes (EESC2207)
- Environmental Systems: Quantitative Methods (EESC2208)
- Environmental Systems: Ores and Resources (EESC2209)
- Exploring the Earth (EESC1132/1133)

Note: Some substitutions are possible. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC1174 for EESC2205, and EESC1157 for EESC2206.

(B) EESC2220 Earth Materials (+EESC2221, 4 credits)

(C) At least 18 credits of elective courses. All EESC courses count toward this requirement, with the following limitations:

- Up to three credits can be from 1000-level courses.
- Up to six credits can be from 2000-level courses.
- Up to six credits can be from approved non-EESC courses. (Approved courses: all ENVV courses, BIOL4010, BIOL4420, BIOL4860, BIOL5130, CHEM2231, CHEM4475, CSC11127, ECON2277, ECON2278, ECON3391, ECON3392, HIST4703, INTL2260, MATH3305, PHIL5534, PHYS3301, SOCY3346, SOCY3349, SOCY3350, SOCY5560, SOCY5562, THEO5429, or other courses, such as field camps, by permission of the Undergraduate Studies Committee.)
- Up to three credits of independent study (EESC5596–EESC5598) can count toward this requirement.
- (D) Senior research experience (at least four credits)
- EESC5582 and EESC5583 Senior Research seminar (2 credits each), or
- EESC5595 Senior Thesis (at least six credits)

(E) Three corequisite courses in Natural Sciences and Mathematics (12 credits)

- Calculus II (MATH1101, MATH1103 or MATH1105) and
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111), or
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120), or
- Three semesters of Biology (BIOL2000, BIOL2010, and lab BIOL2040)

AP credits cannot substitute for the Physics, Chemistry or Biology corequisite (E) above. Students planning to go on to graduate programs in science are encouraged to take at least four semesters of introductory Physics, Chemistry, and/or Biology.

Information for First-Year Environmental Geoscience Majors

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (EESC2201–2209,

with laboratories EESC2211–2219) and/or Exploring the Earth (EESC1132–1133) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

Major Requirements: Geological Sciences

This major combines elements of traditional earth and environmental sciences programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Two required courses (8 credits)

- Exploring the Earth (EESC1132) with laboratory EESC1133, 4 credits
- Earth Materials (EESC2220) with laboratory EESC2221, 4 credits

Note: Any pair of Environmental Systems courses (EESC2201–2208, plus labs) can substitute for EESC1132.

(B) At least 11 credits from the following courses:

- Stratigraphy and Sedimentation (EESC2264) with laboratory EESC2265, 4 credits
- Structural Geology (EESC3385) with laboratory EESC3386, 4 credits
- Introduction to Geophysics (EESC3391), 3 credits
- Petrology (EESC3378) with laboratory EESC3379, 4 credits

(C) At least 19 credits of elective courses, with the following requirements:

- Electives include all EESC courses and approved interdisciplinary options (below).
- Up to three credits toward this requirement may be from a 1000-level course
- At least seven credits must be from EESC courses numbered 3000 or above.
- Up to six credits from approved non-EESC courses can count toward this requirement (approved courses: MATH3305, PHYS3301, CHEM2231, CHEM4475, or others by permission of the Undergraduate Studies Committee).
- Up to six credits from independent study or senior thesis (EESC5595–5599) can count toward this requirement.
- (D) Five corequisite courses in Natural Sciences and Mathematics

(20 credits)

- Calculus II (MATH1103 or MATH1105)
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120)

AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

Note: All Geological Sciences majors are strongly encouraged to take a geology summer field course.

Information for First-Year Geological Sciences Majors

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)
- Two semesters of Calculus (MATH1102–1103)
- Two semesters of Chemistry (CHEM1109–1110) with labs (CHEM1111–1112)

Minor in Geological Sciences

In addition to the two major programs, a student may choose to minor in Geological Sciences. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department should contact the Director of Undergraduate Studies (Prof. Noah Snyder) to ensure they receive advising about course selections.

A minor in the Department of Earth and Environmental Sciences consists of a minimum of six courses in the department structured as follows:

(A) Two required courses (8 credits)

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)

(B) At least seven additional credits from departmental courses numbered 1000 or higher

(C) At least three additional credits from a departmental course numbered 2000 or higher

(D) At least three additional credits from a departmental course numbered 3000 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geoscience, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Earth and Environmental Sciences.

Senior Thesis and the Department Honors Program

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a two-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for Senior Thesis (EESC5595) each semester of the senior year. To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and provide a thesis proposal to the Undergraduate Studies Committee by the drop-add date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by 5:00 p.m. on April 20, or if that is on a weekend or holiday, 5:00 p.m. on the first regular day of classes thereafter. Students can also write a senior thesis under the Morrissey Arts and Sciences Honors and Scholar of the College programs. Theses that meet these requirements would normally meet the Department Honors requirements. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Studies Committee. In general, all students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by writing to the department Undergraduate Studies Committee.

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and

approaches that reflect the breadth of the earth sciences. This variety of courses provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. EESC1125, 1132, 1163, 1167, 1168, and 1180 are courses that provide insight into the wide scope of geoscience subjects. The other Core offerings, EESC1146, 1150, 1157, 1170, 1172, 1174, 1177, and 1187, cover more specific sub-fields, such as oceanography, planetary, geology, astronomy, evolution, etc. Students wishing to find out more about department Core courses should contact the department at 617-552-3640 (Devlin 213) or see the department Director of Undergraduate Studies (Prof. Noah Snyder, noah.snyder@bc.edu).

Information for Study Abroad

The Department of Earth and Environmental Sciences strongly encourages students to take advantage of study abroad opportunities. An Earth scientist can never see too much of our planet. We particularly encourage students to participate in programs that include field-based courses and research experiences. Depending upon the student's major, and the courses available at the foreign school, the department can be quite flexible. We typically allow one elective per semester abroad to count toward major requirements, or two courses in unusual circumstances. Students should work out their plan well in advance with a departmental advisor or the departmental Foreign Study Advisor (Professor Noah Snyder, noah.snyder@bc.edu).

Course Offerings

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

EESC1125 Exploring Earth History (Spring: 3)

Satisfies Natural Science Core Requirement

"The earth is not finished, but is now being and will forever be remade." C.R. Van Hise (1898) The objective of this course is to describe the history of the earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. The use of animations and demonstrations will enhance your understanding of some major topics.

Kenneth G. Galli

EESC1132 Exploring the Earth (Fall: 4)

Corequisite: EESC1133 Lab

Satisfies Natural Science Core Requirement

The Earth is a dynamic planet that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support its growing human population. This course discusses the origin and materials of the Earth and the processes by which it has evolved. It is a first course for Geological Sciences majors and also provides a background for departmental majors and minors. EESC1132 is appropriate as a natural science core course for students interested in the Earth Sciences. The laboratory consists of in-class exercises, analysis of rocks, and a weekend field trip.

The Department

EESC1133 Exploring the Earth: Lab (Fall: 0)

Corequisite: EESC1132

In laboratory, students learn to identify the rocks and minerals that make up the earth and develop their understanding of how volcanoes, streams, and glaciers shape the landscape. Field trips will be taken so that students may observe and interpret geological features of New England for themselves.

The Department

EESC1140 Our Mobile Earth (Summer: 3)

Satisfies Natural Science Core Requirement

This course will provide you with an introduction to the structure of Earth and the dynamic processes that continuously shape and remodel its surface. During class, we will discuss the formation and evolution of the oceans and continents within the framework of the modern theory of plate tectonics. The locations, causes and effects of earthquakes and volcanoes are presented. The dynamics within Earth which drive the tectonic plates are outlined.

Jennifer Cole

EESC1146 Origin and Evolution of Life on Earth (Spring: 4)

Corequisite: EESC1147 Lab

Satisfies Natural Science Core Requirement

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the natural sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search for life on other planets.

Paul K. Strother

EESC1150 Astronomy (Fall: 3)

Satisfies Natural Science Core Requirement

Astronomical observations and theories date back to the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. Emphasis is on large-scale concepts and on how we know what we know about the stars, our galaxy and the universe. The course covers these discoveries and ideas from the earliest days of astronomy to many of the recent, exciting advances.

Thomas Kuchar

EESC1157 Oceanography (Fall: 4)

Corequisite: EESC1158 Lab

Satisfies Natural Science Core Requirement

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical, and biological processes. Topics include origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, causes and effects of ocean currents and circulation, marine ecology and biological productivity in the ocean. An understanding of the ocean's role in the health and evolution of the planet is stressed, with special emphasis on coastal areas. Two and a half hours of lecture and one two-hour laboratory each week.

Gail Kineke

EESC1158 Oceanography Lab (Fall: 0)

Corequisite: EESC1157

Gail Kineke

EESC1163 Environmental Issues and Resources (Summer: 3)**Satisfies Natural Science Core Requirement**

Learn about the major processes at work inside and on the surface of the earth. Acquire skills that will promote logical decision-making about evaluating and purchasing land and property. Each class is designed to examine the facts, historical background, and through homework exercises and virtual labs, provide experience in analyzing and solving real-world problems associated with environmental issues, resources and sustainability. Demonstrations, videos, readings and a campus field trip underscore important concepts and applications.

Kenneth G. Galli

EESC1168 Environmental Geosciences II: Earth Processes and**Risks (Spring: 3)****Satisfies Natural Science Core Requirement**

This course may be taken independently of EESC1167.

This course will explore the dynamic processes operating on and within the earth and how those processes can impact humans. We will explore the nature of natural disasters, including river and coastal flooding, volcanic eruptions, earthquakes, landslides, severe storms, climate changes, and bombardment by rare extraterrestrial objects. Emphasis will be placed on understanding the current science used to predict the occurrences of these disasters, how accurate those predictions are, and the associated mitigation practices.

The Department

EESC1170 Rivers and the Environment (Fall: 3)**Satisfies Natural Science Core Requirement**

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients, and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation, and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological, and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect, and restore these systems.

Noah Snyder

EESC1172 Weather, Climate, and Environment (Fall: 4)

Corequisite: EESC1173 Lab

Satisfies Natural Science Core Requirement

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El Niño, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects are explored. A one hour laboratory/discussion is required.

The Department

EESC1173 Weather, Climate, and Environment Lab (Fall: 0)

Corequisite: EESC1172

The Department

EESC1174 Climate Change and Society (Spring: 4)**Satisfies Natural Science Core Requirement**

Global climate change may be one of the biggest issues facing humanity in the twenty-first century. We investigate the scientific basis for global warming forecasts from what is well known to what is deeply uncertain based on theory, models, and the geologic record of earth's climate history. We discuss the political, economic, and social dimensions surrounding the global warming debate, and explore the current and potential impacts of climate change on developed and developing societies. Connections to recent media will be emphasized to give students an up-to-date view on the state of our national conversation on climate change.

Jeremy Shakun

EESC1177 Cosmos (Spring: 3)**Satisfies Natural Science Core Requirement**

Open to all students.

There are more than a dozen interplanetary probes from numerous countries that are currently collecting data from several planetary bodies in the Solar System. These exploration missions are expanding knowledge of our Solar System, which is mostly built on only about half a century of space exploration. We will discuss these space missions and their scientific goals and results, which are increasingly oriented to answer questions on planetary evolution and the possibility of extraterrestrial biospheres. Throughout this course, the fundamentals of how science works will be emphasized. If weather permits, there might also be outdoor lectures for star-gazing opportunities.

The Department

EESC1180 The Living Earth I (Fall: 4)

Corequisite: EESC1181 Lab

Satisfies Natural Science Core Requirement

This core course provides a broad and modern presentation of the major topics and principles of Earth Science. The lectures will cover all the fundamental subjects of geology, with emphasis on earth materials such as minerals, rocks and internal and external Earth processes, with a brief overview of important aspects of Earth history. The labs will involve hands-on work studying minerals, igneous rocks, sedimentary rocks, metamorphic rocks, viscosity, weathering and running water, formation of ripples and sand dunes, plate tectonics, fossils, and earthquakes, in addition to a local field geology trip during lab time. Additional topics may be covered if time allows.

Ken Galli

EESC1181 The Living Earth I Lab (Fall: 0)

Corequisite: EESC1180

Ken Galli

EESC1182 The Living Earth II (Spring: 4)

Corequisite: EESC1183 Lab

This is the second semester of EESC1180. This course may be taken independently of EESC1180.

Michael Barnett

EESC1183 The Living Earth II Lab (Spring: 0)

Corequisite: EESC1182

Michael Barnett

EESC1187 Geoscience and Public Policy (Spring: 3)**Satisfies Natural Science Core Requirement**

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy.

ARTS AND SCIENCES

For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

Alan Kafka

EESC1501 Global Implications of Climate Change (Fall: 6)

Corequisite: EESC1501

Cross listed with SOCY1501

Satisfies Natural Science and Social Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.

Must also register for one of the Global Implications of Climate Change lab sections.

Climate change is one of the defining issues of our time. Decisive and swift action to mitigate carbon emissions is needed in order to prevent catastrophic events and unhealthy environments for future generations. Societies worldwide will need to adapt to a new environmental reality. However, the causes, effects, and costs of climate change are not equally distributed, which raises questions about responsibility and justice. This course will encourage critical engagement with and personal reflection on these important issues, covering the science behind climate change, the use of different energy sources and their impact on carbon emissions, and the different roles of governments, businesses, religious communities, and individuals for enacting (and preventing) ambitious solutions to climate change.

Brian Gareau

Tara Gareau

EESC1702 Living on the Water: Coasts, Development, and Sea Level Change from Venice to Boston (Fall: 3)

Corequisite: Must be concurrently enrolled in ARTH1701

Satisfies Natural Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Why do humans build cities on the water? How do humans impact the coast in intentional and inadvertent ways? The cities of Venice and Boston provide case studies for probing these enduring questions. We will explore the fundamental earth processes that define characteristics of coastlines around the world and the forces that bring about change. The human impacts of coastal development will be examined using a historical (last 1500 years) and a more modern (last 400 years) perspective. We will consider current projects and proposals to accommodate sea level and make predictions about future change.

Gail Kineke

EESC2201 Environmental Systems: The Human Footprint (Fall/Spring: 2)

Corequisite: EESC2211 Lab

Humans have become an increasingly significant force on Earth system, including the atmosphere, biosphere, and hydrosphere. This course explores the influence of humans on natural systems and how environmental solutions and consequences link to social, political, economic, health, and justice issues. Specifically, we will discuss topics related to population growth, energy, agriculture, urbanization, and environmental justice. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.

Corinne Wong

EESC2204 Environmental Systems: The Critical Zone (Spring: 2)

Corequisite: EESC2214 Lab

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience Majors.

Rudolph Hon

EESC2205 Environmental Systems: Climate Change (Fall: 2)

Corequisite: EESC2215 Lab

The climate system is a complex machine for moving energy around the planet that depends on myriad interactions between air, water, ice, rocks, and life on various time and space scales—and it affects nearly every aspect of the environment we live in. Throughout Earth's 4.5 billion year history, climate has experienced periods both warmer and colder than today, as evidenced by records of environmental change preserved in natural archives. Today, human activity is the largest driver of change in the global climate system. This course provides an introduction to how Earth's climate works, the history of past climate changes, current trends and projected future conditions—all focused on parsing out what is well known to what is deeply uncertain. We will close with a brief survey of the political, economic, and sociological dimensions of climate change to understand how the science fits into a larger framework.

Jeremy Shakun

EESC2206 Environmental Systems: Oceans (Spring: 2)

Corequisite: EESC2216 Lab

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO₂. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated, and vulnerable regions on earth. The course provides an introduction to the ocean's role in earth processes and explores topics and challenges facing a changing planet through case studies and critical and analytical thinking.

Gail Kineke

EESC2207 Environmental Systems: Earthquakes (Spring: 2)

Corequisite: EESC2217 Lab

Earthquakes are among the most frightening and devastating of natural hazards, often resulting in catastrophic loss of life and property. Earthquakes are also among the most fascinating of natural phenomena. Although the basic global scale characteristics of earthquakes are well understood in the context of the theory of plate tectonics, considered in detail earthquakes are among the most complex and unpredictable of earth processes. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.

Alan Kafka

EESC2208 Environmental Systems: Quantitative Methods**(Spring: 2)***Corequisite:* EESC2218 Lab**Offered Biennially**

This course focuses on some mathematical topics that are commonly used in analyses of environmental systems. The primary emphasis in the course will be on statistical methods, especially understanding statistical sampling and the determination of the mean, standard deviation, and confidence intervals of a population. Some commonly used probability distributions including the normal and Poisson distributions will be discussed. Other topics such as line fitting, non-linear models, and feedback systems will be introduced. The course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.

*John Ebel***EESC2211 Environmental Systems: The Human Footprint Lab****(Fall: 0)***Corequisite:* EESC2201*Corinne Wong***EESC2214 Environmental Systems: The Critical Zone Lab****(Spring: 0)***Corequisite:* EESC2204*Rudolph Hon***EESC2215 Environmental Systems: Climate Change Lab (Fall: 0)***Corequisite:* EESC2205

The laboratory section will focus on hands-on analysis of instrumental, paleoclimate, and model data sets to more deeply explore some of the central topics discussed in lecture.

*Jeremy Shakun***EESC2216 Environmental Systems: Oceans Lab (Spring: 0)***Gail Kineke***EESC2217 Environmental Systems: Earthquakes Lab (Spring: 0)***Corequisite:* EESC2207*Alan Kafka***EESC2218 Environmental Systems: Quantitative Methods Lab****(Spring: 0)***Corequisite:* EESC2208**Offered Biennially***John Ebel***EESC2220 Earth Materials (Spring: 4)***Prerequisite:* EESC1132 or at least two from EESC2201–EESC2208*Corequisite:* EESC2221 Lab

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary, and metamorphic processes are investigated to develop the classifications of these groups of rocks.

*Ethan Baxter***EESC2221 Earth Materials Lab (Spring: 0)***Corequisite:* EESC2220*Seth Kruckenberg***EESC2297 Environmental Hydrology (Fall: 3)***Prerequisite:* EESC1132, EESC1170, or EESC2203

An introduction to hydrologic processes on and near the Earth's surface. Topics include all major components of the land phase of

the hydrologic cycle—precipitation, infiltration, evapotranspiration, groundwater, and streamflow—emphasizing surface water and ground water as a single resource. Hydrologic processes will be discussed in the context of ecosystems, community infrastructure, and public health.

*The Department***EESC3330 Paleobiology (Spring: 3)***Prerequisites:* EESC1132–1134, or BIOL2000–2020, or permission of the instructor**Offered Biennially**

Paleobiology is the study of evolution based on Paleontology, the fossil record of life through geologic time. The course begins with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning about 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphasizes paleobiology and environmental evolution; laboratory provides direct observation of fossils including basic morphology and phylogeny. The class may include an extended weekend field trip to Nova Scotia to visit several fossil localities.

*Paul K. Strother***EESC3378 Petrology (Fall: 4)***Corequisite:* Must be concurrently enrolled in EESC3379

This course is focused on learning the techniques of polarizing light microscopy (PLM) and on petrology and petrography of igneous and metamorphic rocks. Lectures on the petrology of how these rocks form and how they relate to the plate tectonic environments will be integrated with the laboratory (EESC3379). Phase diagrams will be used to help better understand the origin of igneous rocks whereas metamorphic facies reactions will be applied to understanding of progressive and retrograde metamorphic processes.

*Rudolph Hon***EESC3379 Petrology Lab (Fall: 0)***Corequisite:* Must be concurrently enrolled in EESC3378

Students will learn the practical skills of using petrographic polarizing microscope to identify minerals and describe thin sections. Following the first part of learning the PLM basic skills the students will apply the petrographic microscope techniques to identify mineral phases and textures that make up both the igneous and metamorphic rock groups.

*Rudolph Hon***EESC3391 Introduction to Geophysics (Fall: 3)***Prerequisites:* EESC1134; MATH1102–1103; PHYS2211–2212, or permission of instructor

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.

*Alan Kafka***EESC4457 Watershed Science (Fall: 3)***Prerequisite:* EESC2220 or equivalent

This course develops concepts derived from the intersection of environmental issues related to water in the land environment and the scientific principles of water pathways and interactions above and below the ground surfaces in a watershed. In the first part we will introduce foundations of watershed water balance, followed by a discussion

of chemical interactions between water and its surrounding earth material. We will conclude the course with topics focused on natural and anthropogenic factors that lead to a degradation of water quality and how to prevent such changes from occurring.

Rudolph Hon

EESC4462 Paleoclimate I (Proxies) (Fall: 3)

The course explores how past climate information can be reconstructed from geologic deposits (e.g., ice cores, marine and lake sediments, glacier deposits, speleothems, tree rings). Topics will include the earth system processes governing physical, chemical, biological, and isotopic variability in such deposits, sampling and analytical methodologies for constructing paleoclimate records, techniques for dating and creating age models, and common approaches to interpreting past climate variability from climate archives. This course is intended to be paired with, but not a prerequisite for, Paleoclimate II (Past Climate Dynamics).

Corinne Wong

EESC4463 Paleoclimate II (Past Climate Dynamics) (Spring: 3)

Earth's climate has exhibited rich variability on all space and time scales over its 4.5 billion year history, which provides valuable context for understanding modern climate change. This course will explore such variability through examining the geologic record of past changes in the ocean, atmosphere, cryosphere, and carbon cycle, highlighting particularly noteworthy intervals and events. Emphasis will be placed on understanding the forcings, feedbacks, and other processes responsible for producing these changes, as well as the mechanisms linking various regions and components of the climate system. Although not a prerequisite, this course is intended to follow on from Paleoclimate I (Proxies).

Jeremy Shakun

EESC4480 Applications of GIS (Geographical Information Systems) (Spring: 4)

Corequisite: EESC4481 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 and achieve practical skills for the marketplace.

Rudolph Hon

EESC4481 Applications of GIS Lab (Spring: 0)

Corequisite: EESC4480

Rudolph Hon

EESC5535 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 Kineke

EESC5543 Tectonics (Fall: 3)

Prerequisite: Undergraduates wishing to take this course should have completed EESC1132 or EESC2200, and speak with the course instructor prior to registering.

Offered Biennially

Plate Tectonics, the idea that the surface of the Earth moves and reshapes itself through time, has revolutionized geology. While a great deal has been learned about the movements and evolution of the Earth's lithospheric plates through time, the full implications of this theory remain an area of active research and debate. Modern studies increasingly document important feedbacks between patterns of climate, deposition, metamorphism, magmatism, seismicity and deformation that can be understood in the context of the past and present motions of the Earth's plates. This course will focus on understanding the linkages between these dynamic processes through time.

Seth Kruckenberg

EESC5572 Geophysical Data Processing (Spring: 3)

Prerequisites: MATH1101 or 1102; PHYS2211–2212

Offered Biennially

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

John Ebel

EESC5582 Senior Environmental Geoscience Research Seminar I (Fall: 2)

In this two-semester course sequence, students will be introduced to the process of conducting original scientific research. This includes exploring fundamentals of a natural system from reading the scientific literature, defining a problem, designing and executing an experiment, analysis, data interpretation, and presentation of results in written and oral formats. Students will work individually or in groups within a broader research project. Topics and field areas will vary from year to year depending on existing projects and expertise of the instructor. The EESC5582–5583 sequence fulfills the senior research experience requirement for Environmental Geoscience majors.

Gail Kineke

EESC5583 Senior Research Seminar II (Spring: 3)

EESC5583 is the second semester of a two-course sequence that introduces students to the process of conducting original scientific research.

Gail Kineke

EESC5595 Senior Thesis Seminar (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

Independent study in Geological Sciences or the Environmental Geosciences under the direction of a faculty member for undergraduate students. Normally runs for two semesters of the senior year. See the Earth and Environmental Sciences program description in this catalog or the department website for information about department honors theses.

The Department

EESC5596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.

The Department

EESC5597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.

The Department

EESC5598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.

The Department

EESC5599 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

The Department

EESC6691 Earth Systems Seminar (Fall: 3)

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

Alan Kafka

Jeremy Shakun

EESC6692 Earth Systems Seminar (Fall: 3)

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

Ethan Baxter

John Ebel

Economics**Faculty**

David A. Belsley, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Frank M. Gollop, *Professor Emeritus*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Francis M. McLaughlin, *Associate Professor Emeritus*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor Emeritus*; A.B., DePauw University; Ph.D., Brown University

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor*; A.B., Ph.D., Harvard University

Christopher F. Baum, *Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Stefan Hoderlein, *Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor*; *Chairperson of the Department*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor*; B.A., Wellesley College; Ph.D., Harvard University

Claudia Olivetti, *Professor*; B.A., University of Rome; M.A., Ph.D., University of Pennsylvania

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

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ARTS AND SCIENCES

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Christopher Maxwell, *Professor of the Practice*; B.A., University of Pennsylvania; Ph.D., Harvard University

Paul L. Cichello, *Associate Professor of the Practice*; B.A., Boston College; Ph.D., Cornell University

Tracy Regan, *Associate Professor of the Practice*; B.A., University of Arizona; Ph.D., University of Arizona

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Undergraduate Program Description

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. The two required courses in quantitative methods, ECON1151 and ECON2228, develop analytical and empirical research skills. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, financial econometrics, industrial organization, consumer

economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (ECON1131 and ECON1132) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may be taken first, if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

A minimum of 35 credits, consisting of six required courses and five electives, are required for the economics major. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and Econometrics (ECON2228). At least three of the five electives must be upper-level courses, i.e., 3000-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (ECON2201 or 2203) and Macroeconomic Theory (ECON2202 or 2204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Please Note: All Economics courses counting toward the major and minor are 3-credit courses with the exception of Statistics (ECON1151) and Econometrics (ECON2228), which are 4-credit courses.

The Economics major is designed to be structured. Students should take both ECON1131 and ECON1132 before taking economics courses other than Statistics. Students normally take ECON1131 before ECON1132, although ECON1132 may be taken first. Consult the Department's web page (www.bc.edu/economics) for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses.

- Those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would generally take both Theory classes, Econometrics, and an elective in the junior year.
- Statistics should be taken as soon as possible, preferably no later than sophomore year.

Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 2000-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 3000-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 50, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of

the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MATH1100, MATH1102 [preferred], or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, (MATH1100–1101, MATH1102–1103 preferred), or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in mathematics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (ECON2203–2204) in place of the standard Theory sequence (ECON2201–2202). However, students who have already completed ECON2201–2202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics as soon as possible and then Econometrics (ECON2228). MATH1100–1101, MATH1102–1103 (preferred), or the equivalent are prerequisites for both Honors Theory courses and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (ECON4497–4498) in the senior year under the direction of a faculty member. Honors students take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The minor in Economics consists of five required courses and two electives, a minimum of 22 credits. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), and Macroeconomic Theory (ECON2202 or 2204). At least one of the two electives must be an upper-level course. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MATH1100, MATH1102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–1132) and Statistics (OPER1135 or 1145). In addition, CSOM students may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses, for a total of at least 21 credits in Economics. The four additional courses are Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and two electives, at

least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Morrissey College of Arts and Sciences major. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Double Majors

Requirements for double majors are the same as those for the major.

Courses Taken Outside the Department

The Department requires that at least nine of the courses for the major, and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the two courses that may be taken outside the Department, the following limits apply: a maximum of one of the two introductory courses (Micro and Macro Principles) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses, Statistics, and Econometrics may not be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston College. (The transferred courses may include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. Note, finally, that the limits apply in total to all courses taken outside the Department. For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for one elective taken abroad.

Economics Internship

ECON1199 Economics Internship, a 1-credit course, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in ECON1199 is required to complete an approval form that can be obtained in the Dean's Office of the Morrissey College of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency or organization supervisor must provide an evaluation to the Director of Undergraduate Studies. The internship is graded on a pass/fail basis. Credits received through internships cannot be applied to the credits required for completing the major, minor, or CSOM concentration. Only one such credit will be counted toward the 120 required for graduation.

Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors and the Office of International Programs for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; University in Italy; and Melbourne University in Australia.

To ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five

courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and at least one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows:

- Up to two of the five electives that are required for the Morrissey College of Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements.
- The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad.
- Electives previously transferred from outside the Department, such as from a summer program or the Woods College, reduce the number of electives that can be transferred from study abroad.
- Microeconomic and Macroeconomic Theory, Statistics, and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. Theory courses must be completed by the end of junior year. For example, students who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students should meet with their advisors to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Course Offerings

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

ECON1131 Principles of Economics I—Micro (Fall/Spring: 3)

Satisfies Social Science Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems. Open to freshmen, sophomores and juniors. Course is open to seniors by department permission.

The Department

ECON1132 Principles of Economics II—Macro (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Open to freshmen, sophomores and juniors. Course is open to seniors by department permission.

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. This course is an

analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems. Open to freshmen, sophomores and juniors.

The Department

ECON1151 Statistics (Fall/Spring: 3)

Not open to students who have completed BIOL2300.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression, and forecasting.

The Department

ECON1701 Human Disease: Health, the Economy, and Society (Spring: 3)

Satisfies Social Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

About 9% of the world's economic resources (and 18% of the United States' resources) are devoted to health care—the prevention and treatment of human disease. This course will explore the social consequences of and responses to infectious and chronic diseases. Economics can provide insight into why researchers focus more on some diseases than others, why some health care systems work better than others, and how health care resources might be deployed more efficiently. Students will develop the ability to analyze the broader context and consequences of human disease, with a focus on the economics of health care policy.

Samuel Richardson

ECON2103 Comparative Economics in Central America (Summer: 3)

Prerequisite: While not required, students are encouraged to have completed and passed micro principles (ECON1131) as a working knowledge of introductory microeconomics will benefit the student.

This course is designed as an introduction to the economics of Nicaragua and Costa Rica. Nicaragua and Costa share a history of early colonization by the Spanish during the 1500s but their varied relationships with the U.S. at the end of the last century have contributed to their vastly different economic circumstances. Despite being neighbors and sharing some of the most beautiful geography in the world and similar population demographics, their economic indicators are dramatically different. This course will focus specifically on the areas of economic development, labor economics, health economics, along with the informal economy in understanding the differences between these two nations.

Tracy Regan

ECON2201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: ECON1131 and MATH1100

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare, and the appropriate role for government intervention.

The Department

ECON2202 Macroeconomic Theory (Fall/Spring: 3)

Prerequisites: ECON1132 and MATH1100

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

ECON2203 Microeconomic Theory: Honors Level (Fall: 3)

Prerequisites: ECON1131, MATH1100, and MATH1101

A more intensive analytical treatment of the same material presented in ECON2201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

The Department

ECON2204 Macroeconomic Theory: Honors Level (Spring: 3)

Prerequisites: ECON1132, MATH1100, and MATH1101

A more intensive treatment of the same material presented in ECON2202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Robert Murphy

ECON2206 Real Estate and Urban Action (Fall: 3)

Cross listed with BSLW2206

The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

Real Estate and Urban Action is a class in which students explore the interdisciplinary fields that are engaged in neighborhood revitalization. The course uses the transformation of the failed Columbia Point housing project (Dorchester, MA) into Harbor Point, a successful mixed income neighborhood, as a core teaching case study, highlighting how successful redevelopment addresses the social and economic needs of community residents. Classes include guest lectures from developers, public planning officials, and supportive services experts on the social, cultural, and political factors critical to transforming distressed neighborhoods into safe and economically viable neighborhoods. It is a practical course, in which students gain experience through field trips and interactions with real estate and supportive services professionals, culminating in a team neighborhood transformation proposal.

Neil McCullagh

ECON2207 The Global Economy (Spring: 3)

Prerequisite: Must have successfully completed ECON1131, ECON1132

Cross listed with INTL2207

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy, and issues in international finance.

Can Erbil

ECON2209 Sports Economics (Fall: 3)

Prerequisite: ECON1131, ECON1151, or OPER1135–OPER1145

This course will develop fundamental economic concepts in the context of the sports industry. Students will apply economic theory to various aspects of both collegiate and professional sports. Topics

include (but are not limited to) wage discrimination in sports, alumni giving and collegiate athletics, academics and collegiate athletics, sports rights and broadcasting, sports and gambling, salary caps, revenue sharing, insurance contracts, expansion, and stadium/arena financing.

Martin Konan

ECON2228 Econometric Methods (Fall/Spring: 4)

Prerequisites: MATH1100 and ECON1151

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

The Department

ECON2242 Public Policy in an Aging Society (Fall/Spring: 3)

Prerequisite: ECON1131

We live in a rapidly aging nation. In two decades, the age distribution of the U.S. will look like that of Florida today. We will analyze the underlying demographic trends, the economic status of the aged, the fiscal challenge of an aging society, public policies (especially social insurance) designed to assist older Americans, the impact of public policy on individual behavior, and proposals for reform.

Matthew Rutledge

ECON2261 Money, Banking, and Financial Markets (Fall/Spring: 3)

Prerequisites: ECON1131 and ECON1132

Not open to students who have completed ECON3361. Cannot be taken concurrently with ECON3361.

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, the Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

Hossein Kazemi

Nancy Kimelman

ECON2273 Development Economics (Spring: 3)

Prerequisites: ECON1131, ECON1132, and ECON1151

Satisfies Cultural Diversity Core Requirement

Not open to students who have completed ECON3374 or ECON3375.

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences and will discuss aid and international institutions.

Anant Nyshadham

ARTS AND SCIENCES

ECON2273 Development Economics (Spring: 3)

Prerequisites: ECON1131, ECON1132, and ECON1151

Cross listed with INTL2274

Satisfies Cultural Diversity Core Requirement

Not open to students who have completed ECON3374 or ECON3375.

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences and will discuss aid and international institutions.

Anant Nyshadham

ECON2277 Environmental Economics and Policy (Fall: 3)

Prerequisite: ECON1131

This course provides an introduction to the economics of environmental policy. We begin by examining market failures from externalities and public goods. We then discuss public policy options to correct these failures, and develop tools to assess the costs and benefits of each approach. With this framework in place, the remainder of the course is spent evaluating past efforts to conserve land and improve air and water quality, before concluding with an extensive discussion about global climate change policy.

Richard Sweeney

ECON2278 Environmental Economics (Fall/Spring: 3)

Prerequisite: ECON1131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

The Department

ECON2299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

The Department

ECON3302 Topics in the Economics of Gender (Spring/Fall: 3)

Prerequisites: Must have successfully completed ECON2201 or ECON2203, and ECON2228

This course will examine gender disparities in both developed and developing countries through an economic lens. Among others, we will study topics such as domestic violence, son preference, prostitution, fertility, and discrimination in the labor market.

S. Anukriti

ECON3303 Economics of the Family (Spring: 3)

Prerequisites: ECON2201 and ECON2228

This course uses economic tools to explore decision-making and allocation of resources within the family. The impact of gender roles and differences will be examined historically in the US and across developed economies. Student participation will be an integral part of

the course. During class, students will be required to evaluate data and relate it to the theoretic model covered. Student participation will also include two in-class oral presentations

Claudia Olivetti

ECON3305 Market Design (Fall: 3)

Prerequisites: MATH1100, ECON2201, or ECON2203, and ECON1151

This is an introductory-level course on market design. It aims to provide students with fundamental concepts of matching and allocation problems without money as well as auctions. The focus of the course is both introducing students to the market design theory as well as exploring real-life applications such on-campus housing, school choice, kidney exchange, search engine auctions, and spectrum auctions. Some knowledge of statistics and calculus is required for the theoretical part. Students will be required to write a final paper and do an in-class presentation.

M. Bumin Yenmez

ECON3308 Game Theory in Economics (Fall/Spring: 3)

Prerequisite: ECON2201 or ECON2203

This course is an introduction to game theory. Game theory consists of a coherent set of concepts and analytical tools to examine interactive or strategic situations between people, that is, situations where the well being of one actor depends not only what s/he does but also on what others do. Hence in deciding how best to act, each person needs to consider how others are likely to act as well. Game theory has become a widely used tool of analysis in a wide range of disciplines, including economics, business, political science, law and international relations.

The Department

ECON3312 Evolutionary Economics (Fall: 3)

Prerequisites: ECON2201 or ECON2203 and ECON2228

This course uses evolutionary biology to better understand the psychology of preferences, a central concept in economics. Why are people risk averse? Impatient? What explains novelty seeking, habits, addictions? What makes parents provide for children? We will use evolutionary thinking to explore these and a host of other diverse topics: violence, adolescent risk taking, sexual behavior, mating preferences, marriage and divorce, rearing and investing in children, extended families, trade and specialization, cooperation and conflict, cults and gangs, religion, and interactions between genetic and cultural forces. This course has an intensive research and writing requirement and enrollment is limited. You should be comfortable using stata.

Donald Cox

ECON3315 Economics of Immigration (Fall: 3)

Prerequisite: ECON2201

This course is an upper level elective. A basic understanding of statistics and econometrics will be helpful, but is not required. This course will examine the economic decisions of migrants and their impacts on both destination and origin economies. It will emphasize the effect of immigration on wage distribution, labor market efficiency, and innovation, and will consider current public policy issues such as border control, visa allocation, and refugee admission.

Miguel Matamoros

ECON3317 Economies of Inequality (Spring: 3)

Prerequisite: ECON2201 or ECON2203

The course will provide both a theoretical and empirical analysis of economic inequality. This will include analysis and discussion of

recent trends in inequality and an examination of the economic causes and consequences of inequality. Specific attention will be paid to the difference between inequality of economic outcomes (e.g., employment status, earnings, and occupation) and inequality of economic opportunity. The course will also touch on economic policy, including discussions of programs designed to combat inequality of outcomes, like welfare and food stamps, as well as those designed to combat inequality of opportunity, like Head Start.

Geoff Sanzenbacher

ECON3327 Financial Econometrics (Spring: 3)

Prerequisites: ECON2228 and MATH1100

Enrollment limited; significant writing/research component.

This course extends ECON2228 to present panel data models, selected topics in time series analysis, and limited dependent variable models. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.

Christopher Baum

ECON3331 Distributive Justice (Fall: 3)

Prerequisite: ECON2201 or ECON2203

Limited enrollment (12).

The course will analyze modern analysis of justice and fairness. We will discuss bargaining situations and social choice questions. Part of the course will be devoted to the recent experimental literature regarding fairness. Significant writing/research component. This course requires a strong conceptual understanding of Micro Theory.

Uzi Segal

ECON3338 Law and Economics (Fall: 3)

Prerequisite: ECON2201 or ECON2203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

James Dalton

ECON3340 Labor Economics (Fall: 3)

Prerequisite: ECON2201 or ECON2203 (may be taken concurrently)

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of the theory and empirical findings to policy questions.

Francis McLaughlin

ECON3354 Advertising and Media Markets: Advanced Research Methods (Fall: 3)

Prerequisite: Micro theory and statistics required. Econometrics required but can be taken simultaneously.

Extensive research project.

This course develops advanced research methods to study the advertising and media markets. The goal of the course is to provide hands-on experience with advanced research methods, including the ability to analyze and critique previous research and to identify important research questions. The course is designed primarily for

junior economics majors who are interested in writing a senior thesis, or for junior and senior economics majors anticipating quantitative work in economics or marketing after graduation. Methods that are taught include theoretical tools from industrial organization, such as game theoretic models of imperfect competition, pricing, and entry, as well as statistical and empirical methods of analysis using data on advertising and media programming choices. Questions addressed in the course include the following: What is the impact of advertising on product markets? How do advertisers compete for air time, both across and within industries?

Julie Holland Mortimer

ECON3356 Industrial Organization for Business Decisions (Spring: 3)

Prerequisite: ECON2201 or ECON2203

We study the behavior of firms and the structure of industries, applying game theory to understand the strategic interaction of firms when the assumptions of perfect competition break down. The course combines theoretical micro-economic analyses with studies of actual firm behavior in individual industries. Topics include pricing, game theory, collusion, outsourcing, auctions, and adverse selection. The course will incorporate insights from developments in behavioral economics and consider regulation for consumer protection.

Michael Grubb

ECON3361 Monetary Theory and Policy (Fall/Spring: 3)

Prerequisites: ECON2202 or ECON2204 and ECON2228

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policy and macroeconomic performance.

Hossein Kazemi

ECON3363 Micro Public Policy Analysis (Spring: 3)

Prerequisite: ECON2201 or ECON2203

Enrollment limited; significant writing/research component.

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.

Joseph Quinn

ECON3365 Public Finance (Fall/Spring: 3)

Prerequisite: ECON2201 or ECON2203, may be taken concurrently

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

Anthony Laramie

Richard Tresch

ECON3367 American Economic Policy (Fall: 3)

Prerequisites: Must have successfully completed micro and macro theory, ECON2201 and ECON2202.

This course allows students the opportunity to apply macroeconomic and microeconomic techniques and models to issues of current importance. Although the choice of topics is based on the interests of the students present, typically the course covers the economic effects of immigration, changes in the minimum wage, negative interest rate policies, fiscal challenges of the federal government, Social Security reform, income inequality, and trade.

Nancy Kimelman

ECON3371 International Trade (Spring: 3)

Prerequisite: ECON2201 or ECON2203

Not open to students who have taken ECON2271

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

ECON3371 International Trade (Spring: 3)

Prerequisite: ECON2201 or ECON2203

Cross listed with INTL3371

Not open to students who have taken ECON2271

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

ECON3372 International Finance (Fall/Spring: 3)

Prerequisites: ECON2201 and ECON2202

Cross listed with INTL3372

Not open to students who have taken ECON2271

International financial markets, international trade and balance of payments issues will be studied by using analytical models of the open economy. Topics of particular interests are exchange rate determination, capital flows, trade flows, and other international linkages between economies. The course will apply the analytical tools of international economics to address macroeconomic aspects of current policy issues such as the global impact of the financial crisis, exchange rate policy, sovereign debt crises, and persistent trade deficits and international indebtedness.

Rosen Valchev

ECON3373 Impact Evaluation in Developing Countries (Fall/Spring: 3)

Prerequisites: ECON2201 and ECON2228

Enrollment limited; significant writing/research component.

This course reviews advanced econometric techniques and research designs used to estimate the causal effect of programs or policies implemented in developing countries. Fixed effects, difference-in-difference, instrumental variable, and propensity score methods are discussed as are regression discontinuity, natural experiment, and randomized experiment designs. The economic rationale for such programs is also addressed. Topic areas include health, education, service delivery, insurance, and micro-finance.

Paul Cichello

ECON3374 Development Economics and Policy (Fall: 3)

Prerequisites: ECON2201 and ECON1151

Cross listed with INTL3374

Satisfies Cultural Diversity Core Requirement

Enrollment limited: significant writing/research component.

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to decipher what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments. We will examine different empirical methods to evaluate the effects of a policy or program, and what we do, and do not, know about poverty. Students will write a paper which considers the research and economic reasoning for a particular program to help the poor by a government giving foreign aid, a developing country government, or an NGO. This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.

Fnu Anukriti

ECON3379 Financial Economics (Fall/Spring: 3)

Prerequisites: MATH1100, MATH1102, or MATH1105; ECON2201 or ECON2203; ECON1151 and ECON2228.

This undergraduate elective focuses on financial economics, with specific emphasis on asset pricing and the valuation of risky cash flows. After developing and studying the details of consumer decision-making under uncertainty, it uses that general framework as a basis for understanding both equilibrium and no-arbitrage theories of securities pricing, including the capital asset pricing model (CAPM), the consumption capital asset pricing model (CCAPM), Arrow-Debreu theories, martingale pricing methods, and the arbitrage pricing theory (APT).

Peter Ireland

ECON3382 Introduction to Computational Investing (Fall: 4)

Prerequisites: Must have successfully completed ECON2201 or ECON2203, and ECON 2202 or ECON 2204, Micro and

Macro Theory and must have successfully completed ECON2228, Econometrics.

Corequisite: ECON3282

In this course we introduce the mechanics of electronic markets, visualize and analyze economic and financial data; propose, design and optimize data-driven investment strategies; write programs to automate trading using these strategies; evaluate how well the investment strategies do with real world data; and think about how economic models speak to aspects of the data. The focus of this course is on the quantitative skills of modern investing. We will implement most of what we learn in class in a simulated real-world investment environment. At the end of the course, we will take a step back and try to understand what we have done in the context of economic models. The first third of the course introduces programming in MATLAB. The next third will be dedicated to project driven work. During the final weeks we will concentrate on economic models and relate them to the investment environment we have worked with.

Tzuo Law

ECON3384 (Economic) Principles and Theory of Medical and Health Care (Fall: 3)

Prerequisites: Must have completed ECON2201 and ECON1151

Not open to students who have completed ECON3385.

The course is designed to teach students how to use basic principles and theories of microeconomics and statistics when thinking about medical and health care issues. In the course, we will use these concepts to understand the demand for health care, the supply of health care, the health insurance market, and the role of the government in health policy. We will focus on the U.S. health care industry. The market structure and the conduct and performance of the sub-sectors that compose this industry will be covered. Private insurance, pharmaceuticals, physician services, hospital service, and medical markets will be evaluated. Alternative health care systems will also be studied.

Martin Konan

ECON3385 Health Economics (Fall: 3)

Prerequisite: ECON2201 or ECON2203

This course is designed as an introduction to the study of health care economics with special emphasis on the pharmaceutical and health insurance industries. We will discuss the historical evolution of health care markets and current legislative changes and public policy implications. Students will apply the tools learned in their introductory and intermediate microeconomics courses to current and past topics in the health care industry. Guest speakers will focus on the business of health care, health and wellness, and entrepreneurship. Presentation and discussion of current events will introduce students to recent topics in health care.

Tracy Regan

The Department

ECON3390 Applied Health Economics (Fall: 3)

Prerequisites: ECON2201 or ECON2203, and ECON2228

A perennial health policy debate concerns the proper role of government in the allocation of health care. The first fundamental theorem of welfare economics states that (under certain assumptions) markets result in efficient allocations, so one might expect most economists favor minimal government involvement in allocating health care. We will begin by studying economic theories about why health care markets may be inefficient, along with the empirical evidence regarding those theories. As the course progresses, our emphasis will shift: in groups, students will use publicly-available data to write and present a research paper investigating a policy-relevant health economics question.

Sam Richardson

ECON3399 Independent Study (Fall/Spring: 3)

Prerequisite: ECON2201 or ECON2203

The student works under the direction of an individual professor.

The Department

ECON4497 Senior Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. ECON4497 must be completed prior to registering for ECON4498.

Robert Murphy

ECON4498 Senior Honors Thesis (Spring: 3)

Prerequisite: ECON4497

Required of all seniors seeking a degree with Honors in Economics.

Robert Murphy

ECON6601 Advanced Independent Research (Spring: 6)

Required of all seniors seeking a degree with Scholar of the College status.

Frank Gollop

English**Faculty**

Rosemarie Bodenheimer, *Professor Emerita*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Leonard R. Casper, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

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

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor Emeritus*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Judith Wilt, *Newton College Alumnae Professor Emerita*; A.B., Duquesne University; Ph.D., Indiana University

Paul C. Doherty, *Associate Professor Emeritus*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Joseph A. Longo, *Associate Professor Emeritus*; B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor Emeritus*; A.B., Harvard University; A.M., Ph.D., Yale University

Andrew J. Von Hendy, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

Amy Boesky, *Professor; Chairperson of the Department*; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

Mary Thomas Crane, *Thomas F. Rattigan Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Elizabeth Graver, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Elizabeth Kowaleski Wallace, *Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

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

Kevin Ohi, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

Philip T. O'Leary, *Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Carlo Rotella, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

ARTS AND SCIENCES

Kalpna Seshadri, *Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University
Maxim D. Shraye, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
Andrew Sofer, *Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor
Min Song, *Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University
Laura Tanner, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania
Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University
Angela Ards, *Associate Professor*; B.A., University of North Carolina, Chapel Hill; M.A., University of California at Los Angeles; Ph.D., Princeton University
Caroline Bicks, *Associate Professor*; A.B., Harvard University; Ph.D., Stanford University
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
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
Maia McAlevey, *Associate Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University
James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University
James Smith, *Associate Professor*; B.A., M.A., University College, Dublin; M.A., Clark University; Ph.D., Boston College
Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto
Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire
Aeron Hunt, *Assistant Professor*; B.A., University of Toronto; M.A., Ph.D., University of Chicago
Robert Lehman, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University
Adam Lewis, *Assistant Professor*; B.A., University of Minnesota; M.A., Ph.D., University of California San Diego
Rebekah Mitsein, *Assistant Professor*; B.A., St. Cloud State University; M.A., Duquesne University; Ph.D., Purdue University
Eric Weiskott, *Assistant Professor*; B.A., Wesleyan University; M.A., M.Phil., Ph.D., Yale University
Allison Adair, *Associate Professor of the Practice of English*; B.A., Brown University; M.F.A., University of Iowa
Treseanne Ainsworth, *Associate Professor of the Practice of English; Assistant to the Chair*; B.A., M.A., Boston College
John Anderson, *Associate Professor of the Practice of English*; B.S., University of Colorado; M.A., Ph.D., Boston College
Christopher Boucher, *Associate Professor of the Practice of English*; B.A., Brandeis University; M.F.A., Syracuse University
Eileen Donovan-Kranz, *Associate Professor of the Practice of English*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

Lori Harrison-Kahan, *Associate Professor of the Practice of English*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Thomas Kaplan-Maxfield, *Associate Professor of the Practice of English*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

Joseph Nugent, *Associate Professor of the Practice of English*; B.A., Ph.D., University of California, Berkeley

George O'Har, *Associate Professor of the Practice of English*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Associate Professor of the Practice of English*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Associate Professor of the Practice of English*; B.A., Rutgers University; M.A., Boston College

Contacts

- Administrative Assistant: Linda Michel, 617-552-3701, michelli@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature offers a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies to a range of transnational literatures written in English.

By the successful completion of the English major at Boston College, students will be able to demonstrate:

- an ability to write clear, coherent, organized, and stylistically correct papers;
- an ability to close-read, interpret, and analyze texts (including poetic texts);

- a knowledge of literary genres and appropriate use of critical terminology;
- a recognition of the historical specificity of literary works and/or other cultural products;
- an awareness that there are a variety of critical approaches to literary and cultural texts.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—ENGL1010 First Year Writing Seminar, taught entirely by English Department faculty, and ENGL1080 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

ENGL1010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

ENGL1080 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature—to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art.

Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

Courses for English Language Learners

The department offers Core level courses in language and literature for English language learners. These classes require department permission for registration. Interested students should contact the ELL Director, Lynne Anderson, for more information: lynne.anderson@bc.edu.

Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 3-credit Core courses, students must take 30 credits (in the form of ten, 3-credit courses) from the Department's offerings. These must include ENGL2131 Studies in Poetry (three credits) and ENGL2133 Studies in Narrative (three credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Because it is important for students to understand the foundations of literary traditions, English majors are also required to take nine credits in British or American literature, pre-1900, to be distributed in the following manner:

- Three credits in medieval or early-modern literature (before 1700)
- Three credits in eighteenth or nineteenth-century literature (between 1700–1900)
- Three additional credits in either category (e.g., pre-1900)

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements, in discussion with their major advisor. They will have many options from among the 30 or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies cannot be counted toward the major.

Advanced Topic Seminars

Advanced seminars are designed for English majors who want to pursue a topic or field in more depth than is possible in larger electives. The advanced seminar, with its small class size and intensive focus, is designed to foster an intimate learning community where students are encouraged not only to study an issue intensively but also to engage actively in intellectual exchange with a faculty member and a select group of committed peers. These courses are intended mainly for juniors and seniors, and students are required to have completed both Studies in Poetry and Studies in Narrative and at least one additional elective before taking an advanced seminar. Students should expect to produce a longer seminar research paper (15–20 pages) as well as one or more shorter papers and make at least one oral presentation. Students who intend to apply to graduate school in English are strongly urged to take at least one advanced seminar.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses (six credits) taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

English Minor

The English minor is comprised of six courses (18 credits) beyond the Core requirements in English. These must include:

- Either Studies in Poetry (ENGL2131) or Studies in Narrative (ENGL2133)
- A historical foundations course (pre-1700 or pre-1900)
- Four electives from the department offerings.

Core and Woods College classes may not be counted toward the minor, though additional courses that fulfill the first two requirements

may be counted as electives. Students may count up to two courses from study abroad toward the minor, though they must be approved by the department.

For questions about the English minor, or to declare, please contact Trese Ainsworth (ainswor@bc.edu).

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

Minor Requirements

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year each student must take the elective designated as the American Studies senior seminar for that year. Also, ENGL2277 Introduction to American Studies, is strongly recommended for minors, but not yet required.

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

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

The minor in Irish Studies requires students to complete 6 courses drawn from more than one discipline and designated as appropriate by the Irish Studies program. (These courses may not be "double counted" towards both a major and minor.) Students should contact Irish Studies at 617-552-3938 to arrange a meeting with the Director for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland. A listing of Irish Studies-approved courses is posted on our website and is also available at Connolly House.

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

Women's and Gender Studies

Please contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- The creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wishing to declare should see Treseanne Ainsworth in Stokes S493.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Studies in Narrative, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the ENGL/LSOE requirements should contact Treseanne Ainsworth, in Stokes S493.

Minor in Secondary Education

Students in the Morrissey College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Studies in Narrative. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may fulfill historical requirements or major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Stokes S493, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway and Cork, and University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

B.A./M.A. Program

The English Department at Boston College has created a B.A./M.A. Program that allows selected students to earn both a B.A. and an M.A. in English in five years. Enrolled students will start earning graduate credit as a senior, then complete the M.A. in a fifth year of full-time study.

Admission to the program requires a GPA of 3.3 overall and 3.6 in the English major. Students may carry in up to four courses taken in the senior year toward their M.A. degree: two Advanced Topic Seminars and two graduate seminars. The two ATS courses will also count towards the B.A. degree. The two graduate courses must be taken as overloads. One of the graduate courses taken in the senior year must be either Introduction to Advanced Research, or Issues and Methods in American Studies.

The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Students in the B.A./M.A. program must meet all the specific course requirements for the undergraduate major as well as the formal requirements for the M.A., including the completion of Introduction to Advanced Research or its equivalent, demonstrated proficiency in a foreign language, a theory course, and a comprehensive exam.

Students interested in the program should consult the Director of the M.A. Program to discuss whether this version of the M.A. is right for their individual goals. The Director will review the student's academic

record and, if appropriate, facilitate the application process. The application fee and GRE requirement will be waived. Once accepted into the B.A./M.A. program students will have the Director of the M.A. Program as their advisor. Students in the program will not be eligible for TF/TA positions or financial aid.

How to Apply

Students must submit applications by March 31 of the junior year. The required application materials are a personal statement, a writing sample, three letters of recommendation, and an official transcript. Please take a look at this webpage for application instructions and E-mail gsa@bc.edu with any questions on how to upload materials.

Do not send any materials to the English Department.

Course Offerings

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

ENGL1009 First Year Writing Seminar/English Language Learners (Fall: 3)

Satisfies Writing Core Requirement

Department permission required

Designed for students whose first language is not English, this course aims to develop the writing skills necessary for success at Boston College. Students will gain practice in the writing of academic essays, focusing on a range of English rhetorical styles from narrative to research. The composition process from brainstorming, drafting, revision, and editing will be considered. Grammar is taught in the context of student-generated writing. This course may be taken in place of ENGL1010 First Year Writing Seminar, and fulfills the Writing Core requirement. Students place into this course based on the English placement exam taken in late August.

Lynne Anderson

ENGL1010 First Year Writing Seminar (Fall/Spring: 3)

Satisfies Writing Core Requirement

Limited to 15 students.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

The Department

ENGL1011 Writing as Activism (Spring: 3)

Limited to first-year PULSE

Eileen Donovan-Kranz

ENGL1079 Literary Forms for English Language Learners (Spring: 3)

Satisfies Literature Core Requirement

Limited to 15 students

Department permission required

This course is designed for students whose first language is not English. It may be taken in place of ENGL1080 and satisfies the literature core requirement. Students will have ample opportunity to participate in group discussion as they explore a variety of literary

genres from short fiction to poetry to drama, with a focus on American literature. Support for language issues including those related to writing is an important component of the course.

The Department

ENGL1080 Literature Core (Fall/Spring: 3)
Satisfies Literature Core Requirement

In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

The Department

ENGL1090 Introduction to Literary Studies (Fall: 3)

The Department

ENGL1093 An Introduction to Modern Irish I (Fall: 3)
This course continues in second semester as ENGL1094.

This course offers beginners an enjoyable introduction to the language and culture of Ireland. We'll learn how to speak Gaelic and read modern Irish texts and poetry. And we'll examine major themes in Irish history and culture associated with the rise and fall of the language over its long history. This course counts towards your Irish Studies minor, and one towards your English major. In the spring semester, you can build on what you've gained and, if you wish, satisfy the Morrissey College of Arts and Sciences language proficiency requirement by completing the four-course cycle the following year.

Joseph Nugent

ENGL1094 An Introduction to Modern Irish II (Spring: 3)

Prerequisite: ENGL1093

Following on from ENGL1093, this course offers a continuing introduction to the Irish language for American students. We will continue along our examination of Irish culture and literature through the Irish language. You can look forward to reading contemporary texts, poetry, and drama, and to enlarging your understanding of the cultural heritage out of which the language emerged. Completion of this and Continuing Modern Irish I and II will fulfill the Morrissey College of Arts and Sciences language proficiency requirement.

Joseph Nugent

ENGL1702 Reading the Body (Fall: 3)

Corequisite: Must be concurrently enrolled in SOCY1702

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

This course will use literature to explore how the experience of embodiment shapes human identity in contexts including illness, obesity, poverty, disability, pregnancy, trauma, and aging. Through the analysis of fiction, nonfiction, and poetry, we will consider the way that bodily experiences, material conditions, and cultural constructions of normalcy shape our understanding of identity in sickness and in health. In our class discussions, we will consider how literary representations of bodies in sickness and health might influence real world actions and interactions by establishing distance or constructing empathy through the act of reading.

Laura Tanner

ENGL1703 Humans, Nature, and Creativity (Fall: 3)

Corequisite: Must be concurrently enrolled in PHIL1703

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

While nature is routinely imagined as something apart from humans, there is also an age-old tradition of mixing them up. Nature has often taken on human qualities and humans have become naturalized. This course explores this collapsing with the help of literature from antiquity to the present. These include works by Virgil, Sophocles, Marvell, Shakespeare, Thoreau, Rachel Carson, and Emily St. John Mandel. In what contexts might we want to maintain this distinction? Can critiquing this distinction help us to think about pressing environmental issues in insightful and original ways? What kind of balance can we strike between these categories?

Min Song

ENGL1709 Living in the Material World (Spring: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

What are the humanistic principles that ground our understanding of the relationship of the human to the material world? Three units—human-matter, human-animal, human-machine—will introduce students to “New Materialisms,” that is, a range of disciplinary attempts to understand human embodiment in a world of matter. Students might read excerpts from philosophy, as well selections from the history of science. Literary texts will include novels like *Robinson Crusoe* and excerpts from poetry. Less familiar genres like the “It narrative” may also be included to help students think about the objects they use daily. We may also watch recent movies like *Wall-E* and *Her*.

Elizabeth Kowaleski Wallace

ENGL1711 Growing Up Gendered: Literary Representations of Difference (Fall: 3)

Corequisite: Must be concurrently enrolled in SOCY1705

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Attempts by individuals, groups, and institutions to create and police gender difference tell us more about the times in which they lived than the truth of what makes someone male or female, masculine or feminine. In this class, we'll explore prevailing literary, scientific, and philosophical representations of male and female bodies and behaviors from the sixteenth–twentieth centuries, looking especially at the gendered pressures put on infants, children, and adolescents. We'll also analyze how the “Others” who do not fit neatly into dominant categories have been represented over time.

Caroline Bicks

ENGL1712 Roots and Routes: Reading Identity, Migration, and Culture (Spring: 3)

Corequisite: Must be concurrently enrolled in ENGL1713

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

We will read texts by twenty-first-century writers who have emigrated to the U.S. as children or young adults, as well as portraits of immigrant communities. We will encounter recurrent themes around diaspora, exile, choice, national and transnational identities. Looking closely at language itself, we will think about multilingualism in the twinned contexts of our texts and the students' own linguistic experiences. Students will perform literary analysis through informal and

formal writing assignments. They will make a vodcast that arises out of the field research they do in the Writing Seminar and go on several field trips into immigrant communities.

Elizabeth Graver

ENGL1713 Roots and Routes: Writing Identity, Migration, and Culture (Fall: 3)

Corequisite: Must be concurrently enrolled in ENGL1712

Satisfies Writing Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Building on the themes of culture and identity explored in the paired literature course (ENGL1712), we will write in a variety of genres from creative narratives and shorter spoken word-style pieces to critical essays drawn from interviews and field research. We will delve into the questions of immigration, community, homeland, and choice, and consider what it means to write in a second language. Students will be encouraged to compose fresh, innovative prose and learn to give and receive productive feedback. On occasion, student writers will present their polished work to their peers in the classroom and online.

Lynne Anderson

ENGL2097 Continuing Modern Irish I (Fall: 3)

Prerequisite: ENGL1094 or equivalent

This is a continuing course in modern Irish for those with a basic knowledge of the language. We'll emphasize the ability to read contemporary literature in various genres. Texts from a variety of authors and historical periods allow students to taste different writing styles: contemporary fiction, journalism, literary criticism, historical and cultural texts, while we enjoy Irish-language short films and videos.

Joseph Nugent

ENGL2098 Continuing Modern Irish II (Spring: 3)

Prerequisite: ENGL2097

In this completion of the two-year cycle of Irish language learning, we will engage deeply with modern texts and work with Irish through other media—sound and film. You will become familiar with contemporary texts and will engage in a sustained project of reading and translating in the original Irish one or more of the great works of literature written in Irish.

Joseph Nugent

ENGL2101 Celtic Heroic Age (Spring: 3)

Fulfills the pre-1700 requirement.

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material, mythological survivals, the heroic worldview and value system, the nature of insular Celtic kingship, and the role of women in the heroic literature.

Philip O'Leary

ENGL2110 Classical and Biblical Backgrounds of English Literature (Fall: 3)

The course is open to students of any major and in any year. Its goals include: (1) exposure to a broad range of Greek, Latin, and Hebrew literature in translation (myths, histories, authors, characters, plots, themes); (2) attentiveness to what is at stake, theoretically and practically, in translation into English; and (3) the development of comparatist practices of reading that respect and explore cultural differences. Emphasis on the Homeric epics, Greek tragedies, the more

conspicuously literary parts of the Hebrew Bible, and the metamorphoses of the Greek and Hebrew traditions in the Roman world during the transition to the Common Era.

Dayton Haskin

ENGL2122 Language in Society (Fall: 3)

Cross listed with LING3362 and SOCY3362

Satisfies Cultural Diversity Core Requirement

This course provides an introduction to the study of language in its social context, including varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

Margaret Thomas

ENGL2131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

The Department

ENGL2133 Studies in Narrative (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms; narrative genres, conventions, and discourses; the construction of the character and the ways of representing consciousness; and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

ENGL2141 American Literary History I (Fall: 3)

Students need not take these courses in chronological order. Fulfills the pre-1900 requirement.

American Literary History 1 follows the development of American literary history from the landing of the *Mayflower* to the tumultuous decade of the 1850s, moving from such early writers as Bradstreet, Rowlandson and Taylor through such writers of the Revolution and Early Republic as Equiano, Franklin, and Rowson to such antebellum writers as Child, Thoreau, Hawthorne, Poe, Douglass, Whitman, and Melville. Students considering careers in secondary English education will be given the option of writing about approaches to teaching course texts.

Paul Lewis

ENGL2142 American Literary History II (Fall: 3)

Fulfills pre-1900 requirement.

The seventy-five years following the American Civil War defined the era when transformative changes in U.S. culture—the demise of the slave system and the rise of segregation; the emergence of corporate society and successive waves of immigration; new experimentation in the arts; new roles for women and new ideas imagined for reordering society—transformed the face of American writing. Through interdisciplinary lectures on historical and biographical background, and close

discussions on authors such as Mark Twain, Theodore Dreiser, Charlotte Perkins Gilman, Sui Sin Far, Stephen Crane and others, this course provides an introduction to the emergence of modern American writing.
Christopher Wilson

ENGL2143 American Literary History III (Spring: 3)

This course will provide an introductory overview of literature written in America from the First World War to the early twenty-first century. We will use selected texts to address representative thematic, cultural and literary concerns. In our analysis of primary texts, we will pay close attention to literary techniques as we explore constructions of national identity, governing myths of the American Dream, the influence of changing technology and the development of commodity culture, the place of the family, the significance of space in domestic and urban/rural settings, the construction of narrative subjectivity, and issues of gender, race and class.

Laura Tanner

ENGL2154 Introduction to Adolescent Fiction (Spring: 3)

What is a young adult? What is a hero? We will be delving into both of these issues, as well as the relationship between them. We will be looking at heroes who function in real worlds and some who function in fantasy worlds. We will attempt to assess the impact of heroes in contemporary life, especially in relation to the young adults who need them. And are there any more heroes for our young adults? In what ways do female heroes differ from male heroes?

Bonnie Rudner

ENGL2170 Introduction to British Literature and Culture I

(Fall: 3)

Fulfills the pre-1700 requirement.

The British Isles were home to an exceptionally vibrant early literary tradition spanning English, French, Irish, Latin, and other languages. British writing connected rulers and rebels, merchants and monks, brewers and bureaucrats. This course is a survey of British literature from the beginnings to the early eighteenth century. Most texts are in English; some are read in translation. The course focuses on connections between literature, power, and the formation of literary canons. The survey covers all major genres of early British literature. Texts and authors will include *Beowulf*, Marie de France, Chaucer, Margery Kempe, Shakespeare, Milton, Aphra Behn, and Swift.

Eric Weiskott

ENGL2171 Introduction to British Literature and Culture II

(Spring: 3)

Fulfills the pre-1900 requirement.

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which they were written.

John Anderson

ENGL2210 Madmen, Hysterics, and Criminals: Inventing Deviance (Spring: 3)

Cross listed with GERM2221 and FREN3315

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English. Counts toward German major, German minor, and German Studies minor.

In this seminar we address three major questions, guided by a broad selection of readings from German, French, British, and American literature and theory from 1800 to the present: How do we as readers define the abnormal and the deviant? What aesthetic practices does literature employ to represent these threshold experiences, and what is their history? How might we rethink our own notions of normality when faced with their artificiality? Literary, theoretical, and musical texts by Balzac, Bernhard, Büchner, Freud, Genet, Kracht, Plath, Stevenson, and others help us establish a history both of abnormality and our own cultural self-understanding.

Daniel Bowles

ENGL2212 Introduction to Medical Humanities (Fall/Spring: 3)

This course will use literature as a springboard to consider the psychological, social, ethical, and experiential dimensions of health and illness. In addition to exploring questions of physical and mental health, we will address topics including disability, aging, pregnancy, trauma, obesity, poverty, and care giving. Through the analysis of novels, poems, short stories and non-fiction, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health. A series of student presentations will also allow us to analyze representations of illness and medicine in film, television, and popular culture.

Amy Boesky

Laura Tanner

ENGL2220 Classical Mythology (Fall: 3)

Cross listed with CLAS2230

This course explores the mythology of ancient Greece, Rome, and the Near East within its cultural, political, historical, and religious contexts. You will meet (or renew your acquaintance with) mythical figures like Zeus, Gilgamesh, Medusa, and Helen as they appear in multiple literary genres and other artistic media. In order to analyze and interrogate these myths we will use ancient and modern frameworks for thinking about what mythology is and what it does. What can a myth tell us about the civilization that created, adopted, or adapted it? What do our uses of Classical mythology—and our creations of our own myths—tell us about ourselves?

Hanne Eisenfeld

ENGL2221 Introduction to Creative Writing (Fall/Spring: 3)

An introductory course in which students will write both poetry and short fiction and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

The Department

ENGL2225 War Stories (Spring: 1)

War has been a subject of stories across the centuries. This one-credit seminar will focus on nineteenth- through twenty-first-century

accounts of war in novels, stories, nonfiction, poems, and films. We will analyze how texts create war stories that are celebratory or cynical, and sometimes both at once, with a focus on issues such as heroism, psychology and trauma, violence, sacrifice, and national belonging.

Aeron Hunt

ENGL2227 Classics of Russian Literature (in Translation) (Fall: 3)

Cross listed with SLAV2162

Satisfies Literature Core Requirement

All readings and lectures in English. Undergraduate major elective.

Russian Major requirement

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Maxim D. Shrayner

Cynthia Simmons

ENGL2228 Twentieth-Century Russian Literature (in Translation)

(Spring: 3)

Cross listed with SLAV2173

Readings and lectures in English. Undergraduate major elective.

Russian major requirement.

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

Maxim D. Shrayner

Cynthia Simmons

ENGL2237 Studies in Children's Literature: Disney and the Wondertale (Spring: 3)

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, Bible stories about Moses, Exodus, etc.) and secondary studies.

Bonnie Rudner

ENGL2251 Literature of Migration: Diaspora, Exile, and Home

(Spring: 3)

Cross listed with GERM2250

Conducted in English.

Students will analyze how the boundaries between these three ideas, which are at ostensible odds with each other, have collapsed during the ruptures of the twentieth century. How do authors in exile deal with the conflicting desires to return home to a country that does not want them, for example. Students will be introduced to post-colonial theory/-ies of transnationalism to offer entry points to texts across a variety of genres. Of specific interest is the way that fiction allows migrant and post-migrant authors to reflect and position their individual story within a universal framework. The historical scope of the course reaches back to Greek literary nostos (homecoming) and medieval literature to position modern literature from the Holocaust, African Diaspora, and Israeli-Palestinian conflict, with authors

including Dante Alighieri, Frantz Fanon, Tony Morrison, Else Lasker-Schüler, Yoko Tawada, Bertolt Brecht, Ghassan Kanafani, Benedict Anderson, Homi Bhabha, and Edward Said.

The Department

ENGL2277 Introduction to American Studies (Fall/Spring: 3)

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others. Members of the American Studies faculty will present guest lectures to highlight various aspects of the field.

Lori Harrison-Kahan

ENGL2280 Imagining the City: Why Writers Love Venice (Fall: 3)

The Department

ENGL2282 Knights, Castles, and Dragons (Spring: 3)

Cross listed with GERM2239

Offered Biennially

Conducted in English with all texts in English translation. No knowledge of German is required. Counts toward German major, German minor, and German Studies minor.

A study of the masterpieces of the first great blossoming in German literature including *The Nibelungenlied*, *Tristan*, and Hartmann von Aue's *Erec*. Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

Michael Resler

ENGL2470 Black and Popular: Speculative Fictions by Black Writers (Fall: 3)

Cross listed with AADS2470

Satisfies Cultural Diversity Core Requirement

This course asks: what do discussions of contemporary social issues look like when depicted in popular literatures written by writers of African descent? What is the benefit of fictionalizing these issues in genre literatures? Students address these questions by examining the forms of "speculative fictions" (specifically thriller, science fiction/fantasy, and mystery/detective) as well as urban romance to determine how each represents concerns of twentieth/twenty-first century black peoples in the U.S., Canada, Jamaica, and Martinique. Our focus on these genres' explorations of race, class, culture, incest, social engineering, and intimate relationships is complemented by socio-historical studies of these issues and countries.

Rhonda Frederick

ENGL3001 Walking *Infinite Jest* (Spring/Fall: 3)

David Foster Wallace describes Enfield, Massachusetts—an important setting in his 1996 novel *Infinite Jest*—as "a kind of arm-shape extending north from Commonwealth Avenue and separating Brighton into Upper and Lower, its elbow nudging East Newton's ribs and its fist sunk into Allston...". Sound familiar? In this course, we'll conduct a Bostonian's reading of Wallace's opus. Students will

be required to write weekly critical reading responses, and should be prepared for the course's non-traditional structure: weekly meetings won't begin until week three, and will sometimes be canceled in lieu of weekend on-site meetings in Brighton and Boston.

Christopher Boucher

ENGL3204 London: A History in Verse (Spring: 3)

This course aims to explore, and to enhance pleasure in, poems that span about six centuries of urban experience in one of the world's great cities. (For counterpoint, there will be intermittent forays into the country by way of the occasional pastoral poem.) You can count on glimpses of the bridges and the River; famous buildings and infamous districts; the Underground, crowded streets, even the inner workings of some lonely poet's mind. The city's conspicuous and hidden history, far from precluding a plunge into the present and robust curiosity about the city's future, will also inform our experience with contemporary poetry and song.

Dayton Haskin

ENGL3246 Cosmopolitan London: Communities and their Stories (Summer: 3)

A city of stupendous contradictions, London is as much home to grand traditions and manners as it is to the most irreverent and brazen of youth and working class cultures. Besides the fascinating spectrum of class relations secured by the monarchy, London is also one of the most diverse cities in the world where migrants from former colonies of the empire have put down deep roots thereby redefining the meaning of being British in relation to being English. Taking up the living history of its grand imperial past, this course samples contemporary London's vibrant cosmopolitanism through art, literature, food, neighborhoods, and communities. We shall discover a globalized London that holds unusual secrets and overlooked treasures in places off the beaten track, or sometimes hidden in plain sight.

Kalpana Seshadri

ENGL3307 History of the English Language (Spring: 3)

Satisfies Lynch School of Education Requirements for English Majors (HEL/Grammer/Syntax). This is an ONLINE course when offered in the summer. The class will be held at the days and times indicated.

This course provides a cultural history of English over 1500 years. We examine basic linguistic processes (meanings, sentence structure, sounds, spellings, word formation); follow the phases of English (Indo-European, Germanic, Old English, Middle English, Early Modern English, Modern English), and interrogate notions of correctness, "standard"/"non-standard," "literary" language, simplified language, spelling reform, pidgins and Creoles, the increasing dominance and variety of English around the world, and the powerful influence of cyberspace. Along the way, we will read historical events such as invasions, political and intellectual revolutions, immigration, emigration, and cultural assimilation as shaping forces in the living entity of the language.

Robert Stanton

ENGL3308 Diving into the Antebellum Archive (Fall: 1)

Every other week the group will read a short work of American literature online in the digital version of the magazine in which it originally appeared (for instance, an essay by Fuller or Thoreau in the *Dial*; a story by Poe in the *Southern Literary Messenger*, Stowe in the *Atlantic*, or Hawthorne in the *Democratic Review*; a poem by Longfellow in the *Knickerbocker* or by Sigourney in the *Children's Miscellany*). In each of

the following weeks, we will discuss forgotten, contemporaneous works that students find in the digital archive—works that deal with ideas, images, or characters that figured in the work read the week before. During the last two weeks of the term, students will research and write a six-page course essay that follows the method of the seminar by reading a known literary text along with forgotten, contemporaneous works that dealt with similar matters.

Paul Lewis

ENGL3310 Shakespeare (Spring: 3)

Fulfills the pre-1700 requirement.

In this class, we will read and discuss Shakespeare's plays with an emphasis on their status as performed texts with a variety of potential interpretations. How were these plays performed in Elizabethan England, and what shape do they take today? How might conventions of contemporary film and television empower us to reinterpret Shakespeare's genre and style? In addition to traditional readings and assignments, this course will involve in-class performance experiments and a creative project. Texts will likely include *Richard III*, *The Taming of the Shrew*, *Much Ado About Nothing*, *Othello*, and *Cymbeline*.

Kelsey Norwood

ENGL3314 Writing Out of Place (Summer: 3)

Satisfies Cultural Diversity Core Requirement

This writing workshop will take place in Mussoorie, India. It will focus heavily on questions of location and dislocation. Writing can be seen as a complex negotiation between what we know and what we imagine, what we see and what we project or interpret. Such negotiation is greatly intensified for the person "out of place"—a condition that one, as a traveler, chooses to inhabit.

Suzanne Matson

ENGL3316 Incendiary Poetics: Whitman and Ginsberg (Spring: 1)

Incendiary Voices: Whitman's Leaves of Grass and Ginsberg's Howl. This seminar will focus on the long poems of Walt Whitman and Allen Ginsberg, whose work arguably changed the course of American poetry. We'll look at the structure and content of the poems through close reading, with additional short readings to provide context and demonstrate both how revolutionary were the poems themselves, and the ways they continue to talk to each other about American ideals and exceptionalism. Students will be expected to lead discussions on self-selected topics, and to participate fully in dialogue about the poems, the poets, and their times. Short papers, one longer final paper of 5–7 pages.

Susan Roberts

ENGL3324 Great Adaptations (Spring: 1)

Judith Wilt

ENGL3331 Victorian Inequality (Spring: 3)

Fulfills the pre-1900 requirement.

From "Dickensian" workhouses to shady financiers, Victorian literature has provided touchstones for discussions of inequality today. This course will investigate how writers responded to the experience of inequality in Victorian Britain during an era of revolution and reaction, industrialization and urbanization, and empire building. Considering multiple axes of inequality, we will explore topics such as poverty and class conflict, social mobility, urbanization, gender, education, Empire, and labor. We will read novels, poetry, and nonfiction prose; authors

include Alfred, Lord Tennyson; Elizabeth Gaskell; Charles Dickens; Elizabeth Barrett Browning; Mary Prince; Arthur Morrison; and Thomas Hardy.

Aeron Hunt

ENGL3335 Food Writing in Paris (Summer: 3)

ENGL3335 is a four-week course held in Paris during the month of June. Students interested in applying to the course can e-mail questions to suzanne.berne@bc.edu or visit www.bc.edu/international.

Suzanne Berne

**ENGL3346 Asian American Experience (Spring: 3)
Satisfies Cultural Diversity Core Requirement**

This course is a multidisciplinary introduction to the experiences of Asians in the United States. We will draw on history, literature, psychology, sociology, film, fine arts, and popular culture to understand how Asian Americans make, and remake, identities and cultures for themselves. We will explore the diversity and heterogeneity of a racial group that has long had a major, if frequently under-appreciated, impact on American society as a whole. Asian American studies faculty will give guest lectures to the class to share their expertise.

Min Song

ENGL3349 Irish Literary Revival (Fall: 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

ENGL3351 British Romantic Poetry (Spring: 3)

Fulfills the pre-1900 requirement.

In this course we will read and discuss the poetry of Burns, Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism and the New Historicism, that bring out the cultural, social, and historical contexts of the poems.

Alan Richardson

ENGL3353 Contemporary Literatures of Migration (Spring: 3)

This course will examine fiction and non-fiction by twenty-first-century writers who foreground themes of migration and immigration. Topics will include globalism, exile, choice, national and trans-national identities. Looking closely at language itself, we will ask what means for some of these writers to write in a second language. Readings may include work by Edwidge Danticat, Junot Diaz, Anne Fadiman, Eva Hoffman, Gary Shteyngart, Andre Aciman. Writer Viet Viet Thanh Nguyen will visit campus. Requirements include several essays, weekly reflection posts, and a video interview with an immigrant or refugee.

Elizabeth Graver

ENGL3383 Asian American Film (Fall: 3)

Cross listed with FILM3388

This course satisfies the Cultural Diversity requirement.

Focuses on films made by and about Asian Americans, exploring them as an art form and a medium for exploring Asian American experiences and identities. Topics include racial and gender stereotypes, the role of cinema in the Asian American movement, whitewashing, and sexual identity. We will watch Hollywood films, independent films, and documentaries. Films may include: *Seeking Asian Female*, *The Motel*, *Harold and Kumar Go to White Castle*, *The Namesake*, and *Mysterious Skin*. Notes: Requires one film screening per week outside of class time and weekly reading.

Christina Klein

ENGL3392 Syntax and Semantics (Spring: 3)

Prerequisite: LING3101 or equivalent.

Cross listed with LING3102

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

The Department

ENGL3527 General Linguistics (Fall: 3)

Cross listed with LING3101

An introduction to the history and techniques of the scientific study of language in its structures and operations, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

M.J. Connolly

ENGL4002 Narrative Journalism in Peace and War (Fall: 3)

This course will engage with modern and contemporary examples of so-called “long form” journalistic narratives (essays, books, graphic and visual texts) that, by applying literary techniques to nonfiction, tell us a story about contemporary social life. Discussing matters of literary form and technique as well as journalistic norms, we will cover nonfiction texts that address both social conditions on the home front (inequality, Wall Street adventurism, street crime, police culture, Disneyfication) and international conflicts (including war and terrorism), generally involving the U.S. Writers covered will include figures such as Michael Lewis, Joan Didion, George Packer, William Finnegan, Dexter Filkins, Suki Kim, Isabel Wilkerson, Geraldine Brooks, Mike Davis, Naomi Klein, Tracy Kidder, Thomas Frank, Rajiv Chandrasekaran, Tony Horwitz, and others.

Christopher Wilson

ENGL4003 Shakespeare and Performance (Spring: 3)

Fulfills pre-1700 requirement

Although Shakespeare became literature, people originally encountered Shakespeare's plays as popular entertainment rather than as literary texts. In this course, we will examine Shakespeare through the lens of performance, looking at how several of his key plays were produced in their own time and how they have been subsequently reimagined on stage and screen. As part of this re-examination, we will rehearse and perform scenes in small groups, as well as invent our own

Shakespeare adaptations and attend a local production (if available). No previous performance experience or familiarity with Shakespeare is required, but enthusiasm is welcome.

Andrew Sofer

ENGL4004 Boom, Bust, Austerity (Spring: 3)

Ireland, in recent decades, has experienced the highs and lows of globalization and monetary crisis. The Celtic Tiger economy was the “fastest growing ... in Europe” from 1995–2005. Three years later, the country entered recession, ultimately requiring an 85 billion “bailout” from the EU and IMF. Before long, international news outlets lauded Ireland as “the poster-child for implementing austerity programs.” Is this the typical trajectory for a postcolonial nation still carving out its economic position in the new Europe and beyond? This course focuses on recent Irish writers who engage these boom and bust years. It considers how literature represents a period of unprecedented economic, social and cultural transformation. It evaluates the creative and/or imaginative arts’ contribution to helping a society survive economic austerity. It examines representations of unemployment, emigration, bankruptcy, depression, as well as resiliency, entrepreneurial spirit, and community rebuilding.

James Smith

ENGL4006 Eco-Fictions: World Economy and the Meaning of Nature (Fall: 3)

The calls for climate justice and environmental ethics, though motivated by climate science, emerge largely from our everyday experiences with our environment. Here imaginative works of fiction and non-fiction, poetry, art, and cultural history provide inspiration. By focusing on the environment as a global (not merely an American) issue we shall study classic and contemporary works from around the world that raise awareness about the significance of human action upon the planet. The course will include a variety of genres and media such as film, art, theory, fiction, poetry, and creative non-fiction.

Kalpana Seshadri

ENGL4007 Literature of Mental Health (Fall: 3)

The complex mind—its mysteries and capacity, the short-circuiting caused by mental illness or trauma, even the emotions that begin here—is a rich subject for writers of literature. In this course we will study poetry, fiction, memoir, drama, and film, texts which explore the ideas of mental health and illness. Can madness ever be socially proscribed? What if the writer him/herself is “unbalanced”? What larger truths about the human condition can be gleaned from exploring literature that deals with sanity? Texts will include *Hamlet* and *As You Like It*; work by poets Rilke, Plath, and Wright; fiction by Gilman, Stevenson, Silko, Morrison, Hadden, and McEwan; Styron’s memoir *Darkness Visible*; films *Birdman* and *Nebraska*; and critical essays on the subject.

Sue Roberts

ENGL4008 Writing as Social Action (Fall: 3)

“You write to change the world, knowing... that you probably can’t... The world changes according to how people see it, and if you alter, even by a millimeter, the way... people look at reality, you can change it.” —James Baldwin. This writing workshop explores how writing creates change within nonprofit organizations and the wider world. The class will partner with Cambridge’s Homeless Empowerment Project to practice grant writing, press releases, and

social media writing. To explore activism, students will create projects to raise awareness about a social issue. Students will read, research, draft, revise, edit and circulate advocacy-based writing.

Paula Mathieu

ENGL4010 Scribbling Women and Suffragettes: Human Rights and American Women’s Writing, 1850–1920 (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Fulfills pre-1900 requirement

This course focuses on American women writers who engaged questions of difference and justice and played pivotal roles in social reform, ranging from movements for women’s and indigenous rights to abolitionism and labor activism. How did nineteenth-century women use print culture as a forum for political debate and a means of democratic participation prior to the Nineteenth Amendment? How did women writers work within the sentimental tradition and contribute to new developments in science fiction, literary journalism, and realism? Authors include Harriet Beecher Stowe, Harriet Jacobs, Maria Ruiz de Burton, Sojourner Truth, Susan B. Anthony, Zitkala-Sa, and Sarah Winnemucca.

Lori Harrison-Kaban

ENGL4012 The Novel in English (Spring: 3)

A survey of major novels in English from 1719 to 2000 focusing on detailed textual readings: of narrative modes, voice, and focalization; style; the creation of characters and manipulation of sympathy; the structuring of plot. Developing our receptivity, in different registers and in different scales of attention, to the many, sometimes contradictory, effects of these texts, we will also ask questions about the genre over time: about its coherence as a tradition; how it represents (or doesn’t) interiority, desire, and embodied experience; how it understands (and perhaps shapes) domesticity, the public sphere, and various forms of affiliation and self-definition.

Kevin Ohi

ENGL4013 Solitary Geniuses: Writing Communities in the Transatlantic Nineteenth Century (Spring: 3)
Fulfills the pre-1900 requirement

Emma Hammack

ENGL4014 Apocalyptic Modernism (Fall: 3)

The concept of apocalypse signifies both a thinking of “the end” and an uncovering, an unveiling, or revelation. Apocalypse, then, marks both the end and the beginning of... what? Focusing on modernist texts of the interwar period (1919–1939), this course explores the apocalyptic tone that permeates the philosophy, fiction, and poetry of the years following World War I and leading up to World War II. How does this tone shift from the post-war 1920s, to the pre-war 1930s? Writers may include Yeats, Eliot, Woolf, Benjamin, and Freud.

Nell Wasserstrom

ENGL4015 Women in Irish Literature Before 1900 (Fall: 3)

Long before Joyce, there was Sydney Owenson—a writer with as much wit and even more audacity. This course explores pre-1900 Irish literature and culture from the unique perspective of the Irish woman. Women came in all shapes and forms in early Irish and English writing: queens, faeries, hags, vampires, and, most importantly, writers themselves. We will study how women formulated the Irish novel, asking questions like, what is the relationship between history and sexuality, imperialism and literature, myth and reality, the “wild” native

woman and the Landlord? Selected authors include: Sydney Owenson, Maria Edgeworth, W.B. Yeats, Elizabeth Gaskell, as well as Irish language poets.

Colleen Taylor

ENGL4020 Fake News: What's It Good For? (Fall: 3)
Cross listed with JOUR2243

Angela Ards

ENGL4114 Modernism and Visual Culture (Spring: 3)

In 1897, Joseph Conrad wrote that the task of the modern novelist is, “by the power of the written word, to make you hear, to make you feel—it is, before all, to make you see.” In this class we will concern ourselves with the relationship between literature and the visual arts as it unfolded over (roughly) the last century and a half—from 1863 (when Édouard Manet exhibited his scandalous *Luncheon on the Grass* at the “Salon of the Refused” in Paris) to the present. We will likely attend to works of painting (Manet, Picasso, Pollock, Twombly); literature (Conrad, Lewis, H. D., Woolf); film (Eisenstein, Vertov, Godard); and criticism (Fry, Greenberg, Jameson, Fried).

Robert Lehman

ENGL4404 Literary Boston 1790–1860 (Spring: 3)
Fulfills the Pre-1900 requirement

Walk the streets of Old Boston in this course that explores familiar and forgotten chapters of literary history. Spend a night at the Federal Street Theatre during the 1790s. Search early Boston magazines for forgotten treasures. Meet the poet buried on Boston Common. Find out why Edgar Allan Poe called members of the Boston literati “Frog-Pondians.” And watch the American Renaissance flower. Authors studied will include Judith Sargent Murray, Lydia Maria Child, Charles Sprague, Henry Wadsworth Longfellow, Nathaniel Hawthorne, and Poe—Bostonians all! Visits to literary sites and explorations of online archival materials will help transport us back in time.

Paul Lewis

ENGL4408 Towards the New Woman in British and Irish Victorian Fiction (Spring: 3)

The late nineteenth century saw the flowering of the “New Woman” movement in fiction. It coincided to a degree with First-Wave feminism and the struggle for women’s suffrage. It had literary debts to contemporary writers such as the Norwegian playwright Henrik Ibsen but also to women writers over the previous century from Maria Edgeworth to George Eliot. This course explores those roots while also attending to the work of some of the seminal New-Woman novelists themselves who came from Irish as well as British backgrounds. They include Olive Schreiner, Sarah Grand, Iota, Mona Caird and George Egerton.

James Murphy

ENGL4412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

The Department

ENGL4424 Middle English Alliterative Poetry (Spring: 3)

Fulfills the Pre-1700 Requirement

No prior knowledge of Middle English required.

In the fourteenth century, there were two ways of writing poetry in English. Chaucer’s rhyming, syllable-counting iambic pentameter exemplifies one tradition. This course makes a survey of the other tradition, known today as alliterative poetry. Among the poems we will read are tales of King Arthur’s court, the story of a resurrected corpse discovered in London, and a wild allegorical dream-vision starring such characters as Bribery and Truth. We ask how this poetry is formally organized, where this form of writing comes from, and why medieval English writers chose to use it.

Eric Weiskott

ENGL4447 The Poetics of Rap (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course investigates the relationships between rap and traditional poetry, not only in terms of their historical and cultural significance but also for their aesthetic value, as art forms involved in storytelling, music, and performance. Close analysis of poetry from oral and written traditions will offer new insight into rap’s dominant—and divisive—issues: free speech, consumerism, criminality, urban identity, regionalism, intellectual property, and the politics of race, gender, and sexuality. Readings include Tricia Rose’s *Black Noise* and *The Hip Hop Wars*, Jeff Chang’s *Can’t Stop Won’t Stop*, and Adam Bradley’s *Book of Rhymes*, among others.

Allison Adair

ENGL4480 Convents, Covens, and Crusaders: Reading Groups of Women (Fall: 3)

Fulfills the Pre-1700 Requirement

From the virgin martyrs to the legendary Amazons to the witches of *Macbeth*, female groups play a central role in literary and non-literary texts. At their worst, they kill men, cast spells, and try to hurt other women; at their best, they confide in, instruct, and heal one another. The goal of this class is to examine the patterns of these portrayals in medieval and Renaissance writings and to ask why they carried (and, in some cases, continue to carry) the meanings that they did.

Caroline Bicks

ENGL4532 Advanced Creative Non-fiction: Text and Image (Fall: 3)

Through the reading and writing of creative non-fiction essays which employ both text and image, we will explore the creative tension between eye and ear that takes place in such works, as well as the implications for us as consumers of the constructed image and utterance. Students will construct four shorter essays and two longer ones. Shorter essays will focus on research and reflection concerning a single set of photographs, paintings, current political events, or steps on a pilgrimage, as suggested in texts by W.G. Sebald, Lawrence Weschler, John Berger, or Susan Sontag.

Kimberly Garcia

ARTS AND SCIENCES

ENGL4533 ACNF: Writing About Place (Spring; 3)

Enrollment by permission of instructor. Interested students should have taken a previous college level writing workshop (beyond FWS). To request admission to the course, e-mail Professor Graver (graver@bc.edu). Include a list of relevant coursework and writing experience and a 7 page (double-spaced) writing sample (preferably creative non-fiction, but fiction acceptable too. Sample may be a fragment of a longer piece). Students will be notified about admission by the first day of pre-registration.

Through the reading and writing of creative non-fiction essays, we will explore, chart, interrogate and depict various places in the natural and built world. Students will write and revise three ambitious, sustained essays over the course of the semester: the first about a place in nature; the second about a place with strong personal associations; and the third—a reported piece of immersion journalism—about a community or subculture in the Boston area. Readings will include work by Annie Dillard, Wendall Berry, Joy Williams, John McPhee, Joan Didion, Jamaica Kincaid and Viet Thanh Nguyen, who will visit campus this term.

Elizabeth Graver

ENGL4539 Advanced Creative Nonfiction: Writing the Past (Spring; 3)

For the purposes of this course, we will define “the past” as at least 50 years ago. We will look into writing about family history, writing about an historical figure, and writing about an era by exploring a particular historic moment. Along the way, we will entertain practical questions involved in writing about the past as well as some of the more difficult philosophical ones. When, for instance, is it permissible to invent “facts”? How can we render “real” people fairly, whether they are relatives or public figures? And is it possible to avoid judging past events by present standards?

Suzanne Berne

ENGL4550 Advanced Nonfiction Workshop: Writing for Magazines (Spring; 3)

Permission of instructor required for admission.

Students in this course will be selected on the basis of manuscript submission. Please submit up to 10 double-spaced pages of writing, which can be an entire piece, part of a longer piece, or a compilation of shorter ones. You can explain the nature of what you have submitted in an accompanying note. Be sure to include your name and e-mail address. Materials should be submitted to Carlo Rotella via e-mail (rotellca@bc.edu) as soon as possible. Students will be notified by e-mail as to whether they have been admitted to the course.

Carlo Rotella

ENGL4560 Making it Weird: Twentieth Century Experiments in Literature and the Arts (Spring; 3)

This course will examine radical experimentation in the arts in the twentieth century. We will pair early and late works to measure how far challenges to tradition can be taken: Samuel Beckett’s *Waiting for Godot* and *Rockabye*; Gertrude Stein’s *Autobiography of Alice B. Toklas* and *Tender Buttons*; William Burroughs’ *Naked Lunch* and *The Soft Machine*. We will also study a cluster of avant-garde practitioners who worked collaboratively in the latter part of the century: the artist Marcel Duchamp, the composer John Cage, and the choreographer Merce Cunningham, all of whom used elements of chance in their work.

Robin Lydenberg

ENGL4577 Writing Workshop: Poetry (Fall/Spring; 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other’s drafts in group discussion.

Allison Adair

Kim Garcia

ENGL4579 Writing Workshop: Fiction (Fall/Spring; 3) Enrollment limited to 15.

Students in this course will study and practice elements of fiction writing: character development, point of view, voice, setting, imagery, sentence design, plot, pacing, and the use of time in a narrative. Enrollment in the course commits students to intensive writing, both in class and out, and full participation in the workshop editing process. Class time will be used for discussion of models from our anthology, in-class writing exercises, and group workshop focused on student writing. In addition to the feedback writers receive in workshop, they will meet with the instructor for editing conferences throughout the semester. Students will submit a final portfolio of polished, revised fiction.

Suzanne Matson

ENGL4599 Undergraduate Reading and Research (Fall/Spring; 3) *The Department*

ENGL4628 Capstone: Five Heroic Americans (Spring; 3)

Prerequisite: Seniors only.

Cross listed with UNCP5567

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. We will read: Thoreau’s journals; poems by Emily Dickinson and Robert Frost; essays by Emerson; and selections from Mary Rowlandson’s account of her capture by the Quabog Indians. Students will discuss their observations in light of the Capstone program: relationships; work; civic responsibility; and spirituality.

Fr. Robert Farrell, S.J.

ENGL4637 Capstone: Vision Quest: A Multicultural Approach (Fall; 3)

Cross listed with UNCP5544

Satisfies Cultural Diversity Core Requirement

You can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students’ four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality and relationships, and have prepared them to face the great mystery of life ahead. The main texts include *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter’s Daughter*, and *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*. Personal reflection papers and class participation are a main component of this course.

Dorothy Miller

ENGL4661 American Studies Honors Thesis (Spring; 3)

The Department

ENGL4670 Capstone: Into the Woods (Fall: 3)

Cross listed with UNCP5541

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

Bonnie Rudner

ENGL4671 Magazine Production and Publishing (Fall: 3)

This course will explore magazine publishing from both a critical standpoint and a practical one. We'll conduct a comprehensive study of the medium and learn basic industry skills; these will include fundamentals of writing and editing, entry-level design concepts and principles of new media. ENGL4671 is taught in conjunction with *Post Road Magazine* (postroadmag.com), so special emphasis will be placed on literary journals. Students will work as interns at *Post Road* for the duration of the course, thereby gaining real-world publishing experience and putting their new skills to the test.

Christopher Boucher

ENGL4696 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with THEO5559, PHIL5508, and ITAL5526

Conducted in English. Elective for Italian major or minor.

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by “the chief imagination of Christendom” (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

ENGL4915 Advanced Fiction Writing Workshop (Spring: 3)

Prerequisite: Permission of instructor required

This course is open to sophomores, juniors and seniors (not freshmen), who will be selected on the basis of manuscript submission. Students should submit up to 8 double-spaced pages of writing (your submission may be part of a larger piece; if so, indicate this on the manuscript), along with a paragraph explaining your interest in the course and a list of other college level writing workshops you have taken, with instructors and grades. Ideally, the writing sample will be fiction, but if your strongest writing is in creative non-fiction or poetry or drama, that is also acceptable, though prose is encouraged. Include your e-mail address. Materials should be submitted via e-mail to Christopher Boucher by no later than November 1 at 5 p.m. Students will be notified by e-mail by November 9, 2017 as to whether or not they have been admitted to the course.

Christopher Boucher

ENGL4917 Advanced Poetry Workshop (Spring: 3)

No application process or prerequisite is required, but previous workshop experience is advised.

This is a workshop for those who already have some experience writing poetry and who wish to work intensively on matters of craft and revision. Students will produce roughly two poems a week, responding to each other's drafts in workshop discussion. Though the bulk of class discussion will be about student writing, some class time will be devoted to a discussion of useful models and what they can teach us about strategy and craft. Short in-class exercises will be given weekly as prompts to begin the writing process. In ongoing consultation with the instructor about which poets might interest them most, students will devise their own reading list of contemporary poets and keep a response journal. In at least two half-hour conferences over the semester, each student will be given individual feedback on a packet of revisions. The final project will be a chapbook of at least twelve revised poems produced over the semester, culled from around 25 drafts produced in and out of class.

Suzanne Matson

ENGL5001 ATS: Reading Like a Victorian (Fall: 3)

Fulfills the pre-1900 requirement

In this course, we will read “like Victorians” by reading four Victorian novels in their original serial installments: Wilkie Collins's thriller *The Woman in White*, Anthony Trollope's delightful *Framley Parsonage*, Charles Dickens's classic *Our Mutual Friend*, and Charlotte Yonge's moralistic *The Clever Woman of the Family*. Each was published monthly or weekly between 1859 and 1865. As we experiment with serial and simultaneous reading, we will consider these texts as they were first produced and consumed, analyzing their accompanying illustrations, articles, and advertisements. Along the way, we will imagine the experience of reading in a world new to mass literacy.

Maia McAlevey

ENGL5002 ATS: Virtual Joyce (Spring: 3)

One astonishing book, one unforgettable experience, one seminar a week. Intermittently baffling, always fascinating, frequently hilarious, Joyce presents a challenge that no serious devotee of literature (not just English majors) should refuse. Along our intimate journey through the greatest novel of the Modernist movement, we'll employ a few modern digital tools to help ask great humanistic questions. Eagerness, curiosity, and a sense of humor are the only prerequisites. “The demand that I make of my reader,” Joyce wrote, “is that he should devote his whole life to reading my works.” Don't wait. Start now.

Joseph Nugent

ENGL5004 ATS: Enslaved Africans (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Fulfills the pre-1900 requirement

This class will consider canonical eighteenth-century novels, plays, and visual and musical texts to explore how they have been revisited and revised in the twentieth and twenty-first centuries. What themes seem most alive and relevant from the eighteenth-century novels and works? How have more recent authors responded to earlier themes and adapted them to serve a more modern context? What happens not only to well-known characters, but also to form, genre, and narrative technique when modern writers take up the earlier stories? What does it mean to read a literary work in its historical context? Out of its context? How do actual readers, embodied and embedded in a particular historical moment, relate to characters and their stories from long ago?

ARTS AND SCIENCES

How do we process and make sense of the very idea of the literary period? Texts include: *Oroonoko*; *Robinson Crusoe*, *Foe*, *Castaway*, *The Martian*; *The Harlot's Progress*, *Slammerkin*; *The Rake's Progress*; *The Beggar's*, *Three Penny Opera*; and *Mansfield Park*.

Elizabeth Wallace

ENGL5513 American Studies Senior Seminar (Spring: 3)

Where in the world is American Studies? That is the central question we will take up in this seminar, and we will attempt to answer it by exploring different accounts of Americans traveling and living abroad as sailors, exiles, soldiers, expatriates, and tourists. Through a selection of readings and films, we will consider the ways in which American identities and cultures from the nineteenth to the mid-twentieth centuries take shape and transform through different global encounters.

Adam Lewis

ENGL5517 Capstone: Love and Indoctrination: A Foundation for the Rest of Your Life (Spring: 3)

Cross listed with UNCP5517

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

In our world of political spin and fake news, the surveillance state and social media, the pressure to separate what's real and valuable from what's fake and mere propaganda (another way of saying "lies") is paramount, and critical for figuring out how to live, practically, spiritually, intellectually, and psychologically. In George Orwell's *1984*, the affair of Winston Smith and Julia threatens the entire structure of Big Brother. Why? What is it about love that threatens large systems based on indoctrination? In this course we will explore and develop working definitions of both *love* and *indoctrination* in order to differentiate them.

Thomas Kaplan-Maxfield

ENGL6002 Experimental Writing for Scholars (Fall: 3)

Scholarly work doesn't always have to lead to the usual scholarly papers, articles, and books. The range of forms of writing available to us to present our research and the knowledge available in our fields extends well beyond these standard options. In this graduate-undergraduate course, we analyze and try out for ourselves a variety of alternatives presented to us by journalism, the essay, and other traditions: profile, op-ed, explainer piece, personal essay, review essay, in memoriam, anecdote, memoir, humor, and more. Our objective is to expand our repertoire of ways to write about what we learn and to expand the audience we reach. This is primarily a writing workshop, rather than a research-intensive course. In addition to writing and workshoping every week, we will read published examples of each of the genres we study and have class visits from experts who offer their own perspective on the rich variety of forms available to the scholarly writer.

Carlo Rotella

ENGL6003 American Modernisms (Spring: 3)

This seminar will explore strategies employed by American writers between the first and second world wars to construct the modern subject in a world threatened by literal and metaphorical violence. We will focus on issues including trauma, sexuality, domestic space, technology, popular culture, race, bodies and objects. Along the way we will explore: 13 ways of looking at a blackbird; how to build a coffin in 13 steps; how Chanel No. 5 relates to Wallace Stevens's poems; the "dream dump" of Hollywood culture; the dark landscapes of modernism (gangsters, waste

lands, and warehouses); racial homelessness and exile; the trauma of modern warfare (or, how to get blown up while eating cheese); pregnancy, childbirth and abortion; dirt and desire.

Laura Tanner

ENGL6004 Environmental Humanities (Spring: 3)

There has been growing scholarly interest within the humanities in thinking in a sustained and systematic way about the environment. This interest emerges from an active engagement with the present, when ecological concerns increasingly demand urgent attention, and with movements within the humanities itself for new accounts about our ability to know the physical world. This course charts the development of this interest and considers how it intersects with concerns that have been long-standing preoccupations for the humanities. Race in particular will remain an important feature of our discussions. Readings will include scholarly writings alongside important nonfictional and fictional works.

Min Song

ENGL6600 Honors Thesis (Fall: 3)

Amy Boesky

ENGL6675 The Art and Craft of Literary Translation: A Seminar (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level

Cross listed with RLRL8899, LING4327, and SLAV4061

Permission of instructor required for undergraduates and for languages beyond those in the course description.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop.

Maxim D. Shroyer

Environmental Studies

Contacts

- Director: Noah Snyder, 617-552-0839, noah.snyder@bc.edu
- Associate Director: Tara Pisani-Gareau, 617-552-0843, tara.pisanigareau@bc.edu
- www.bc.edu/envstudies

Undergraduate Program Description

Learning Outcomes

The Environmental Studies Program offers an interdisciplinary curriculum to students interested in perspectives on sustainability from faculty and courses across the university. Both a major and a minor are available to qualified students. The goals of the major are to provide students with:

- the knowledge and perspective to cultivate rewarding lives as responsible citizens of the planet;
- a deep understanding of the scientific, political, and cultural aspects of the world's environmental challenges;
- the tools and creativity necessary to envision and implement paths to sustainable solutions; and
- a solid background for environmentally related graduate programs and/or careers in business, education, law, policy, planning, government, or research.

Applying for the Environmental Studies Major

Students are accepted into the Environmental Studies major by application only. Admission to the major is by competitive application at the end of freshman year. Approximately 15 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Steering Committee of the Environmental Studies Program, which includes faculty drawn from many departments and an associate dean from the Morrissey College of Arts and Sciences. Criteria for admission include academic achievement and a personal statement.

The deadline for submitting applications is early May, at the end of your first year. The application form may be found here: <http://www.bc.edu/schools/cas/envstudies/major/apply-major.html>.

Major Requirements

The ES major consists of a minimum of 43 credits, equivalent to at least 14 full-semester courses, as detailed below. ES students may choose more than one major, but at least 27 credits for the ES major must not be used to fulfill requirements for another major or minor (i.e., 16 credits can be shared). ES major students can choose an additional major, but may count no more than one course toward both majors, or one course toward a major and minor.

A. Environmental Studies introductory seminar ENV51100 (1 credit)

This seminar is offered in the fall semester for the new cohort of ES majors (sophomores). It involves readings of classic texts in environmental studies, and is similar in structure to Cornerstone courses.

B. Eight credits of Environmental Systems courses: EESC2201 Environmental Systems: The Human Footprint plus three of the following courses (and labs EESC 2211–2218):

- EESC2202 Environmental Systems: Ecosystems,
- EESC2203 Environmental Systems: Water Resources,
- EESC2204 Environmental Systems: The Critical Zone,
- EESC2205 Environmental Systems: Climate Change,
- EESC2206 Environmental Systems: Oceans,
- EESC2207 Environmental Systems: Earthquakes, or
- EESC2208 Environmental Systems: Quantitative Methods

These are a series of two-credit half-semester courses that introduce students to the basic concepts of environmental science from a variety of perspectives and professors, with the specific goal of providing students with a foundation for further interdisciplinary study of environmental issues. Students can take one or more of these courses in any given semester. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC1174 or EESC1505 for EESC2205, and EESC1157 for EESC2206.

C. Two foundation courses in environmental studies (6 credits; one must be at the 2000 level or higher):

- ECON2277 Environmental Economics and Policy or ECON2278 Environmental Economics
- HIST2503/SOCY1025 People and Nature
- HIST4703 Environmental Histories of Water
- MGMT2145 Environmental Management
- SOCY1031 Society and Environmental Transformations
- SOCY2200 Statistics (or a different statistics course)
- SOCY1501 Global Implications of Climate Change (available to freshmen only)
- SOCY5563 Environmental Sociology I
- ENV5/UNAS2256 Environmental Law and Policy

- PHIL5534 Environmental Ethics
- Core Courses Open Only to First Year Students:
PHIL1501 Science and Ethics of Climate Change
SOCY1501 Global Implications of Climate Change
SOCY1509 Planet in Peril: History and Future of Human Impacts

D. A concentration in a theme or discipline (6 courses, 18 or more credits)

Available themes include Food and Water Sustainability and Climate Change and Societal Adaptation. Available disciplines include Economics, History, Political Science and Sociology.

Themes

Food and Water Sustainability

This theme focuses on the interrelated challenges of providing water and food for the growing human population on a finite planet with unequal access to resources. Students will gain a firm foundation in hydrology and ecology as well as related historical and cultural perspectives.

- HIST2503/SOCY1025 People and Nature (counts toward requirement C) or HIST1505
- Planet in Peril: History and Future of Human Impacts (for freshmen only)
- EESC3310 Agroecology
- ENV53315 Sustainable Agriculture
- One of:
 - EESC1170 Rivers and the Environment
 - EESC2203 Environmental Systems: Water Resources (in addition to the B requirement above)
 - BIOL2010 Ecology and Evolution
- One of:
 - EESC2297 Environmental Hydrology
 - EESC3312 River Restoration and Management
 - EESC4400 Geomorphology and Landscape Change
 - EESC4457 Watershed Science
 - EESC5535 Coastal Processes
 - BIOL4420 Current Topics in Ecology
- Two of:
 - HIST2505 Feast or Famine; a History of Food and the Environment
 - HIST4254 Century of Famine
 - HIST4701 Ecological History of the Atlantic World
 - HIST4703 Environmental Histories of Water
 - HIST4042 China Regionalized: Environment, History and Culture
 - INTL2261 Indigenous Peoples and Natural Resources
 - PHIL5534 Environmental Ethics (in addition to the C requirement above)
 - SOCY5560 Consumption and Sustainability
 - THEO2231 The Bible and Ecology
 - THEO5429 Theology and Ecology

Climate Change and Societal Adaptation

This theme gives students a strong foundation in the science, policy and related challenges of global climate change, as societies learn to adapt to changes in sea level, biodiversity and the availability of energy and water.

- One of:
 - EESC1174 Climate Change and Society
 - EESC1501 Global Implications of Climate Change (for freshmen only)
 - EESC1505 Science and Ethics of Climate Change (for freshmen only)
 - EESC2205 Environmental Systems: Climate Change (in addition to the B requirement above)
 - PHIL1501 Science and Ethics of Climate Change (for freshmen only)
- One of: (counts toward requirement C)
 - SOCY1031 Society and Environmental Transformations
 - HIST2503/SOCY1025 People and Nature
 - SOCY1501 Global Implications of Climate Change (for freshmen only)
 - SOCY 1509 Planet in Peril (for freshmen only)
- Two of:
 - EESC3312 River Restoration and Management
 - EESC3318 Alternative Energy: Why Aren't We There Yet?
 - EESC4400 Geomorphology and Landscape Change
 - EESC4440 Global Biogeochemical Cycles
 - EESC4457 Watershed Science
 - EESC4462 Paleoclimate I
 - EESC4463 Paleoclimate II
 - EESC5535 Coastal Processes
 - EESC5599 Climate Change Debates
- Three of:
 - ECON3391 Economics of Energy and the Environment
 - INTL2260 International Environmental Science and Policy
 - POLI2531 Energy Politics in U.S., Comparative and Global Perspective
 - SOCY5562 Environmental Sociology I

Disciplines

Economics

- ECON1131 Principles of Economics I/Microeconomics
- ECON1132 Principles of Economics II/Macroeconomics
- ECON2201 Microeconomic Theory
- ECON1151 Statistics, or a different statistics course (can also count toward requirement C)
- ECON2228 Econometrics
- ECON2277 Environmental Economics and Policy or ECON2278 Environmental Economics (can also count toward requirement C)
- Two of:
 - ECON3386 Public Policy Analysis
 - ECON3391 Economics of Energy and the Environment
 - ECON3392 Quantitative Methods in Environmental Economics

History

- Two of:
 - HIST1031 Europe and the Modern World: An Environmental History I
 - HIST1032 Europe and the Modern World: An Environmental History II
 - HIST1505 Planet in Peril (for freshmen only)

HIST2503/SOCY1025 People and Nature (in addition to the C requirement above)
 HIST2505 Feast or Famine, a History of Food and the Environment
 several other environmental history courses TBA

- Four of:
 - HIST4042 China Regionalized: Environment, History, and Culture
 - HIST4043 Environment, Economy, and Politics in Medieval China
 - HIST4254 Century of Famine
 - HIST4701 Ecological History of the Atlantic World
 - HIST4703 Environmental Histories of Water

Political Science

- Fundamentals, one of:
 - POLI1042 Introduction to Modern Politics
 - POLI1061 Introduction to American Politics
 - POLI1091 Introduction to Comparative Politics
- American politics: POLI2301 Policy and Politics in the U.S., and one of POLI2305, POLI2309, POLI2317, POLI2322, POLI2334
- Comparative politics: one of POLI2415, POLI2422, or POLI2460
- International politics: POLI2531 Energy Politics in U.S., Comparative and Global Perspective, and one of POLI3521, POLI2522 or POLI2525

Sociology

- SOCY1001 Introductory Sociology
- SOCY1025 People and Nature or SOCY1031 Society and Environmental Transformations or SOCY1509 Planet in Peril (counts toward requirement C)
- SOCY2200 Statistics (in addition to the C requirement above)
- SOCY2210 Research Methods
- Three of:
 - SOCY3349 Environmental Studies: Selected Topics
 - SOCY3375 American Economic Crisis and Social Change
 - SOCY5560 Consumption and Sustainability
 - SOCY5562 Environmental Sociology I (in addition to requirement C)
 - SOCY5572 Sociology of Science and Technology

E. At least 6 credits (two or more courses) of environmental studies electives

At least 3 credits must be from courses numbered 3000 and above. Please see our current elective offerings, which include all Earth and Environmental Sciences courses, as well as more than 30 other options.

F. Senior research seminar (ENVS4941–ENVS4942; 4 credits; 2 credits per semester for both semesters)

The senior seminar involves a combination of discussions of key readings in ES, guest speakers, team research projects focused on solving real environmental problems, and engagement with communities beyond the BC campus. Alternatively, students can request to fulfill this requirement via a two-semester (6 credits) senior thesis.

Information for First Year Students

First-year students who are considering applying to become Environmental Studies majors should consider taking the following courses:

- Environmental Systems: The Human Footprint (EESC2201 and lab EESC2211), as well as one or more of other the Environmental Systems courses (EESC2202–EESC2208 and labs EESC 2212–EESC 2218).
- One or more of the foundation courses (requirement C above), several of which also fulfill University Core requirements.

Information for Study Abroad

ES majors are encouraged to take advantage of study abroad opportunities. Studying outside of the U.S. provides a global perspective on environmental and sustainability issues, and educational opportunities not available at BC. ES students are allowed four credits per semester abroad to count toward the major (or minor) requirements, or eight credits in unusual circumstances.

For further information contact ES Program Director Noah Snyder, see the program website at www.bc.edu/envstudies, or stop by the program office in Devlin 213.

Course Offerings

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

ENVS1100 Environmental Studies Introductory Seminar (Fall: 1)

Environmental studies connects the scientific, political, and cultural aspects of the world's environmental challenges. This twelve-week, one-credit seminar is an orientation and introduction to interdisciplinary scholarship for the cohort of new sophomore Environmental Studies majors each fall. The course will include reading and discussions of classic texts in environmental studies, planning of individual pathways through the major (including selection of thematic or disciplinary concentrations), and several writing assignments. Collaborative and cross-disciplinary work is emphasized throughout. The course ends at Thanksgiving.

Noah Snyder

ENVS2256 Environmental Law and Policy (Spring: 3)

Cross listed with UNAS2256

This course is intended for undergraduates interested in environmental law, legal process, and environmental policy. For pre-law and non-pre-law students. The course is team-taught under the supervision of BC Law Professor Zygmunt Plater.

The course introduces students to the structure, doctrines, and logic of environmental law and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, and ethics and policy issues.

Zygmunt Plater

ENVS3315 Sustainable Agriculture (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Over the past 50 years, the industrial agriculture complex has led to amazing increases in grain yields which has met the basic calorie needs of much of the world's population. However intensive production practices have come at a high environmental and social cost and climate change now presents many new challenges to farmers. A new

approach to food production is needed—one that not only restores the ecosystem services on farmland and reduces fossil fuel inputs, but also one that supports farm families, builds communities of cooperation, and promotes human health. This course explores the historical basis of agriculture, the concept of sustainability, the agricultural practices that lead to improved ecosystem services, and alternative marketing approaches and cultural relationships. Students will come away from this course with an in-depth understanding of what sustainable agriculture is and how it can be applied to various situations in the world.

Tara Pisani-Gareau

ENVS3320 Urban Agriculture in Detroit (Summer: 3)

Cross listed with SOCY3320

With more than 1400 farms and gardens, Detroit has become a global leader in urban agriculture and symbol of urban sustainability. In this course we will investigate the contemporary urban condition through the eyes of Detroit farmers and gardeners who are creating more equitable communities and sustainable relationships with the land. Daily urban agricultural fieldwork, class discussions, environmental media, and workshops with community partners will facilitate our engagement with Detroit as we reflect on our own relationship to food, ecology, and cities. Course themes include urban planning and racial politics, problems and possibilities of deindustrialization, rise of the environmental justice movement, and community-based strategies for urban transformation.

Michael Cermak

Matthew Delsesto

ENVS3340 Alternative Energy (Fall: 3)

A story of energy in the twenty-first century is the replacement of non-renewable sources (such as oil, natural gas, coal and nuclear) with renewable sources (such as solar, wind, tidal and geothermal). This course will explore the science and policy of this transition. A more complete description of this course will be available in summer 2017.

Noah Snyder

ENVS3345 Environmental and Public Health (Spring: 3)

This course will explore the relationships between human health and environmental issues, from a global perspective. A more complete description of this course will be available in fall 2017.

Noah Snyder

ENVS3356 Seminar in Environmental Law (Fall: 3)

Prerequisite: Must have successfully completed ENVS/UNAS2256 Environmental Law and Policy.

Will count as an elective for Environmental Studies majors and minors. Will count toward the Food and Water Sustainability concentration in the Environmental Studies major.

Topics to be covered include: (1) the Clean Water Act and the Boston Harbor cleanup; (2) the RCRA hazardous waste regulations; (3) contaminated (brownfield) site cleanups; and (4) the Flint water crisis, so as to understand how environmental protection still can fail and how more still needs to be done. This course will emphasize the practical aspects of environmental law and policy, including by having several written exercises and a term paper. This course will be useful both for pre-law students and also for any student with a serious interest in environmental policy. This seminar is for juniors and seniors, and sophomores with permission of the instructor.

Jeffrey Fowley

ENVS4921 Advanced Independent Research (Fall/Spring: 6)

Independent study in the Environmental Studies Department under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

Noah Snyder

ENVS4941 ENVS: Senior Research Seminar I (Fall: 2)

For ENVS majors and seniors only.

This is a year-long course continued by ENVS4942.

This year-long seminar is for seniors who are majors in the Environmental Studies Program. To assist with the transition from college to the next stage of one's career, the seminar focuses on the further development of applied multidisciplinary research, accessible writing, project coordination, and public speaking skills. Students spend the first semester engaging with scholarly materials and developing a proposal for a research project, and during the second semester the students complete their research project, potentially collaborating with a campus or community organization to address an environmental problem.

Andrew Jorgenson

ENVS4942 ENVS: Senior Research Seminar II (Spring: 2)

For ENVS majors and seniors only. This is the second-half of a year-long course.

This year-long seminar is for seniors who are majors in the Environmental Studies Program. To assist with the transition from college to the next stage of one's career, the seminar focuses on the further development of applied multidisciplinary research, accessible writing, project coordination, and public speaking skills. Students spend the first semester engaging with scholarly materials and developing a proposal for a research project, and during the second semester the students complete their research project, potentially collaborating with a campus or community organization to address an environmental problem.

Andrew Jorgenson

ENVS4943 Environmental Seminar (Spring: 3)

This seminar is for seniors who are minors in the Environmental Studies Program. With the goal to serve as a bridge between the college experience and the next stage of one's career, students fine-tune their critical writing, research, project coordination, facilitation, and public speaking skills. We investigate, actively discuss, and write about contemporary environmental issues and solutions with the aid of weekly reading assignments and the knowledge and experiences each student brings to class. Students also engage in a semester-long research project, collaborating with a campus or community mentor organization to address a specific environmental problem.

The Department

ENVS4951 Senior Thesis I (Fall: 3)

Students interested in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encouraged to contact individual faculty members about their topic.

Noah Snyder

ENVS4952 Senior Thesis II (Spring: 3)

Students interested in writing a senior thesis may do so over two semesters (Fall and Spring) in their senior year.

Noah Snyder

ENVS4961 Senior Honors Thesis I (Fall: 3)

David Deese

ENVS4962 Senior Honors Thesis II (Spring: 3)

David Deese

German Studies

Faculty

Michael Resler, *Professor; Chairperson of the Department*; A.B., College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Associate Professor*; B.A., Wayne State University; M.A., Washington University; Ph.D., Harvard University

Daniel Bowles, *Assistant Professor*; B.S., Vanderbilt University; A.M., Ph.D., Harvard University

Geraldine Grimm, *Lecturer*; B.A., M.A., Trinity College Dublin,

Ireland; M.A., Tufts University; Ph.D., Harvard University

Ursula Mangoubi, *Lecturer*; M.A., Westfälische Wilhelms Universität Münster, Germany

Hanni Myers, *Lecturer*; B.A., Radcliffe College at Harvard University; M.M. (Vocal Pedagogy) New England Conservatory of Music

Ruth Sondermann, *Lecturer*; M.A., M.B.A., The Pennsylvania State University; M.A., Westfälische Wilhelms Universität Münster, Germany

Contacts

- Administrative Assistant: Martha Kraft, 617-552-3740, kraftma@bc.edu
- german.studies@bc.edu
- www.bc.edu/german

Undergraduate Program Description

The German Studies department offers a Major and Minor in German as well as an Interdisciplinary Minor in German Studies. These programs give students an opportunity to learn the language, culture and history of Germany. Students may also choose to take Business German (GERM1175) and German Business & Trends in Europe (GERM3320) in order to learn that field as well.

Students who have performed well in German (minimum 3.3 GPA) may apply for the Honors program.

German Studies Requirements: Major in German

The German major is designed to give the student an active command of the German language, an insight into German literature and culture; to provide the linguistic foundation for a career that is augmented by proficiency in German; to prepare students for graduate study in the field. Students majoring in German Studies are required to complete a total of 30 credits or ten courses within the following curriculum:

- Two (GERM2201 and 2202) Composition and Conversation I and II
- Two (GERM2210 and 2211) History of German Literature
- Six semester courses in German literature or culture
Notes for Majors with Transfer Credits

Of the 30 credits or ten semester courses, a minimum of 12 credits or four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad must be conducted in German to be counted toward the German Studies major.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GERM1001, GERM1050, or GERM2201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 1000 and above—or 30 credits at that level—are required to complete the major.

Minor in German

The minor in German is for students seriously interested in learning German and in creating ties with the German-speaking world. The program allows students to combine an interest in German with other academic and professional goals, without the burden of a double major. The foremost goal of the program is to encourage more students to adopt an international focus, whatever their major may be, and to motivate more students to study abroad.

Students wishing to minor in German are required to complete 18 credits or six one-semester courses, including an introductory sequence,

- GERM1051 Intermediate German II and
- GERM2201–2202 German Conversation and Composition I and II

The remaining required courses are:

- GERM2290 Advanced Reading in German
- Two additional upper-level courses may include Business German GERM1175, and one course may be conducted in English translation

Planning and fulfilling the minor in German requires the final approval of the Director of the minor. Students are encouraged to consult with the Director concerning opportunities for study abroad during their junior year at a German or Austrian university. Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor. Interested students are asked to contact the Director of the minor, Asst. Professor Daniel Bowles, Lyons Hall 201F, bowlesd@bc.edu.

Minor in German Studies

The German Studies Minor promotes the interdisciplinary study of German culture.

Requirements:

- German Divided & Reunited (GERM2242), or History course
- Two upper level courses in German Studies, one of which must be conducted in German
- Three electives or 9 credits from at least two other departments

The three non-German courses may be chosen, in consultation with the Director of the minor, from the relevant offerings of at least two of the following departments: History, Music, Theology, Art, Art History, and Film, and Philosophy. Such courses should focus upon subjects related to German culture. Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement.

Students who are already pursuing a double major will not be accepted to the German Studies minor. Planning and fulfilling the minor in German Studies requires the final approval of the Director of the minor. Students are encouraged to consult with the Director concerning opportunities for study abroad during their junior year at a German or Austrian university.

Interested students are asked to contact and consult with Prof. Daniel Bowles, Lyons Hall 201F, or via e-mail at bowlesd@bc.edu.

German Studies Business Track

The Business Track concentration allows students to combine a dual interest in business and German in a program of study that prepares them for an international career. Business German (GERM1175) can be taken as part of a German major or minor or as an individual course. The prerequisite for Business German is four college-level semester courses of German or the equivalent.

Business German is an outgrowth of the overall globalization of business, in particular between Germany and the United States. The thriving German economy makes Central and Eastern Europe a strong market for American products and has enabled German companies to open branches in the United States. The Business Track has been developed in conjunction with the Boston College Carroll School of Management.

Business German (GERM1175) will usually be offered in the fall semester to enable students to take German Business & Trends in Europe (GERM3320) in the Spring semester and to spend the following summer in a one-credit internship program in a German-speaking country (GERM5501). Students are also encouraged to spend a year or a semester at the Ingolstadt School of Management affiliated with our partner university, the Catholic University of Eichstätt-Ingolstadt, or at the WU (Vienna University of Economics & Business).

Students can attain a Certificate in Business German by completing 16 credits:

- GERM1175 Business German,
- GERM2290 Advanced Reading in German,
- GERM2242 Germany Divided & Reunited,
- GERM3320 German Business & Trends in Europe,
- and one additional upper-level German course
- as well as GERM5501 German Studies Internship* with a satisfactory report from the internship provider.

These courses may count simultaneously toward the German major or either of the German Studies minors.

*GERM5501—German Studies Internship: Application process starts at the beginning of the fall semester. Please consult with Ursula Mangoubi at Lyons 201G or via e-mail at mangoubi@bc.edu.

Information for Study Abroad

All students are encouraged to study in a German-speaking country, for a year or a semester, with recommended programs in Eichstätt, Berlin, Heidelberg, and Vienna. It is preferable that students study abroad during their junior year. Students should consult German Studies faculty in addition to the Office of International Programs to learn about the requirements for each specific program.

Prior to study abroad, German majors must complete the second semester of Intermediate German (GERM1051) or its equivalent. Non-majors may study abroad without intermediate level German proficiency.

Nearly all courses taken abroad in German will be accorded major (or minor) credit; however, of the ten semester courses (30 credits) needed for the German Studies major, a minimum of four courses (12 credits) beyond Composition and Conversation (GERM2202) must be taken with the German Studies Department at Boston College.

ARTS AND SCIENCES

Course Offerings

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

GERM1001 German A (Elementary I) (Fall: 3)

Students are encouraged to sign up for GERM1003.

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background.

The Department

GERM1002 German A (Elementary II) (Spring: 3)

Prerequisite: Must have successfully completed GERM1001

Students who need additional review and reinforcement should enroll in GERM1004 concurrently.

This course is a continuation of GERM1001. Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. Intended for those with one semester of college-level German or at least three years of high school German.

The Department

GERM1003 Elementary German Practicum I (Fall/Spring: 1)

Corequisite: Must be concurrently enrolled in GERM1001

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GERM1001 through review and recycling of material. It is open to all students concurrently enrolled in GERM1001 that feel they need more “time on task.” This class is an excellent opportunity to practice conversation in a smaller, more informal group.

The Department

GERM1004 Elementary German Practicum II (Spring: 1)

Corequisite: Must be concurrently enrolled in GERM1002

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GERM1002 through review and recycling of material. It is open to all students concurrently enrolled in GERM1002 that feel they need more “time on task.” This class is an excellent opportunity to practice conversation in a smaller, more informal group.

The Department

GERM1050 Intermediate German I (Fall: 3)

Prerequisites: GERM1001–1002 or equivalent

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.

The Department

GERM1051 Intermediate German II (Spring: 3)

Prerequisite: GERM1050 or admission by placement test.

Conducted primarily in German. Counts toward German minor. Satisfies Foreign Language Proficiency core requirement.

This course is a continuation of GERM1050 Intermediate German I and provides further training in active use of the language, with emphasis on reading and conversation. The course includes

readings in twentieth-century German prose, fiction and non-fiction; German culture and society; grammar review; and discussion and composition.

The Department

GERM1175 Business German (Spring/Fall: 3)

Prerequisite: GERM1051 or the equivalent

Conducted in German. Counts toward German major, German minor, and German Studies minor.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context. Not suitable for native speakers of German.

Ruth Sonderrmann

GERM2201 German Composition and Conversation I (Fall: 3)

Prerequisites: GERM1050–1051 or their equivalent

Auditors must register. Required for German major and German minor.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions and compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading.

Daniel Bowles

GERM2202 German Composition and Conversation II (Spring: 3)

Prerequisite: GERM2201 or its equivalent

Auditors must register. Required for German major and German minor. Satisfies Foreign Language Proficiency core requirement.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Coursework includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading. This is not so much a course in which the student progresses from phase to phase as one in which continuous practice and frequent intensive exposure to the foreign language will lead to progress in overall proficiency.

Daniel Bowles

GERM2221 Madmen, Hysterics, and Criminals: Inventing Deviance (Spring: 3)

Cross listed with ENGL2210 and FREN3315

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English. Counts toward German major, German minor, and German Studies minor.

In this seminar we address three major questions, guided by a broad selection of readings from German, French, British, and American literature and theory from 1800 to the present: How do we as readers define the abnormal and the deviant? What aesthetic practices does

literature employ to represent these threshold experiences, and what is their history? How might we rethink our own notions of normality when faced with their artificiality? Literary, theoretical, and musical texts by Balzac, Bernhard, Büchner, Freud, Genet, Kracht, Plath, Stevenson, and others help us establish a history both of abnormality and our own cultural self-understanding.

Daniel Bowles

GERM2239 Knights, Castles, and Dragons (Spring: 3)

Cross listed with ENGL2282

Offered Biennially

Conducted in English with all texts in English translation. No knowledge of German is required. Counts toward German major, German minor, and German Studies minor.

A study of the masterpieces of the first great blossoming in German literature including *The Nibelungenlied*, *Tristan*, and Hartmann von Aue's *Erec*. Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

Michael Resler

GERM2250 Literature of Migration: Diaspora, Exile, and Home (Spring: 3)

Cross listed with ENGL2251

Conducted in English.

Students will analyze how the boundaries between these three ideas, which are at ostensible odds with each other, have collapsed during the ruptures of the twentieth century. How do authors in exile deal with the conflicting desires to return home to a country that does not want them, for example. Students will be introduced to post-colonial theory/-ies of transnationalism to offer entry points to texts across a variety of genres. Of specific interest is the way that fiction allows migrant and post-migrant authors to reflect and position their individual story within a universal framework. The historical scope of the course reaches back to Greek literary nostos (homecoming) and medieval literature to position modern literature from the Holocaust, African Diaspora, and Israeli-Palestinian conflict, with authors including Dante Alighieri, Frantz Fanon, Tony Morrison, Else Lasker-Schüler, Yoko Tawada, Bertolt Brecht, Ghassan Kanafani, Benedict Anderson, Homi Bhabha, and Edward Said.

The Department

GERM2290 Advanced Reading in German (Spring: 3)

Prerequisites: GERM1050–1051 or the equivalent

Conducted in German. Counts toward German major and German Studies minor. Required for German minor. Satisfies Foreign Language Proficiency core requirement.

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, and modern media. The course will facilitate vocabulary

development and offer an insight into the German *Geist*. It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language.

Hanni Myers

GERM2299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of the chairperson

By arrangement

The course includes supervised readings within specific areas for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

The Department

GERM3320 German Business and Trends in Europe (Spring/Fall: 3)

Prerequisite: GERM2202 (with a B- or better) or the equivalent

Offered Biennially

Conducted in German. Counts toward German major, German minor, and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

This advanced level German language course offers an insight into business practices, such as hiring and firing, labor laws, the developing entrepreneurship scene in Germany, and the ever changing role of the European Union. Aging population, immigration, a changing education system, and a reduced social benefit system are some of the trends that can be observed in many European countries; and businesses have to adapt to them. The opportunity of taking the Zertifikat Deutsch für den Beruf (ZDfB) and extensive practice for this test will be provided in the class.

Ruth Sonderrmann

GERM6601 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of the Morrissey College of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.

The Department

GERM6699 Honors Thesis (Fall/Spring: 3)

Prerequisite: Permission of the chairperson

By arrangement

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students may begin a six credit research project that will lead to a 60 to 80 page honors thesis completed during the fall and spring of their senior year. The thesis is a major scholarly enterprise entailing independent research and writing; the final product is an essay embodying the results of original research and substantiating a specific view of the subject matter. Interested students should initiate the preparatory planning during junior year.

The Department

History

Faculty

Roberta Manning, *Professor Emeritus*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor Emeritus*; B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor Emeritus*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H.L. Wu, *Professor Emeritus*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Paul Breines, *Associate Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

Ellen G. Friedman, *Associate Professor Emeritus*; B.A., New York University; Ph.D., C.U.N.Y. Graduate School

Mark I. Gelfand, *Associate Professor Emeritus*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Alan Lawson, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

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

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

Paul G. Spagnoli, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Frank Fonda Taylor, *Associate Professor Emeritus*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *University Professor*; Ph.D., St. John's University

Seth Jacobs, *Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor; Chairperson of the Department*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Patrick Maney, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland

James O'Toole, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Prasanna Parthasarathi, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

David Quigley, *Professor and Provost and Dean of Faculties*; B.A., Amherst College; M.A., Ph.D., New York University

Heather Cox Richardson, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

Alan Rogers, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

Sarah Ross, *Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

Conevery Valencius, *Professor*; B.A., Stanford University; Ph.D., Harvard University

Julian Bourg, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Charles R. Gallagher, S.J., *Associate Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London;

M.A., Binghamton University; Ph.D., Marquette University

Priya Lal, *Associate Professor*; B.A., Columbia University; Ph.D., New York University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Cynthia Lyerly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Robert A. Maryks, *Associate Professor*; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University

Arisa Oh, *Associate Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago

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

Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

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Franziska Seraphim, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Owen Stanwood, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

Martin Summers, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University

Ling Zhang, *Associate Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

Thomas W. Dodman, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago

Nicole Eaton, *Assistant Professor*; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley

Penelope Ismay, *Assistant Professor*; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley

Zachary Matus, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Yajun Mo, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz

Robert Savage, *Associate Professor of the Practice*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Karen Miller, *Assistant Professor of the Practice*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- History Department website: www.bc.edu/history

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester (six-credit) University Core sequence in modern history (selected from courses numbered HIST1001 through HIST1099), a History major is required to complete at least 30 additional credits in history, including the following: a 2-semester (6-credit) sequence in U.S. History (HIST2401–2402); three credits of HIST3300 The Study and Writing of History (selected from courses numbered HIST3301 through HIST3599 and preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 12 credits of upper-division electives (numbered 4001–4962). All students who are not writing a senior honors thesis in History must take three of their upper-division credits in the form of either a senior colloquium or seminar (HIST5001–5499). At least nine credits of the electives, including six credits of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at: www.bc.edu/schools/cas/history/undergrad/major.html.

Students planning to major in history are strongly encouraged to take the University History Core in their freshman year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester (6-credit) U.S. History requirement. [For students in the Class of 2018 and later: A History Major with a score of 4 or 5 on the American History Advanced Placement Examination may substitute 6 credits of U.S. History electives for the HIST2401–2402 sequence.]

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the thirty required major credits beyond the University Core. Likewise a maximum of six summer credits may be taken for major credit, but at least 18 credits, including HIST3300 The Study and Writing of History and six of the upper-division credits, must be taken at Boston College during the regular academic year.

Minor Requirements

The History minor requires six courses worth at least 18 credits. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 4001–4962) worth at least six credits. In between, students can choose two other courses (worth at least six credits) freely from among the Department's offerings. Because many Core courses emphasize Europe, students minoring

in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor requirements, but students who have fulfilled the History Core through advanced placement may substitute two electives (worth at least six credits) in order to complete the required six courses (and 18 credits).

Information for First Year Majors and Non-Majors

The University Core requirement is a two-semester sequence in history from late medieval times to the present. All history courses numbered between HIST1001–1099 fulfill this requirement. Every student must take two halves of a sequence: one first half class, which covers c. 1300–1800, and one second half class, which covers 1800 to the present. Although students are encouraged to take both halves in the same sequence, switching to a different sequence at mid-year is permitted.

History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past. Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives. Through the History Core, students will learn how to (1) use primary sources to interpret the past and (2) explain change over time.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for Core credit must get permission from the Core Moderator, and they are strongly urged to do so before going abroad. In order for a course taken abroad to fulfill the History Core requirement, it must cover the time periods outlined above (c. 1300–1800 for History Core I, and 1800 to the present for History Core II) and examine more than one country, surveying historical developments in a global or world-regional framework. Similar guidelines apply to summer classes and courses transferred from a previous institution. At least one of the Core courses must be taken at Boston College.

For further information about the History Core, please visit www.bc.edu/schools/cas/history/core/core_requirements.html.

Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses (12 credits) abroad for major credit (and a maximum of two courses—six credits—for upper-division credit), although six history courses (18 credits) beyond the Core, including The Study and Writing of History, must be taken at Boston College during the regular academic year. History minors may take as many as two courses (six credits) abroad for minor credit (including one upper-division course worth three credits).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of

Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the Study and Writing of History requirement before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in e-mail contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit www.bc.edu/schools/cas/history/undergrad/major/foreign_study.html.

For more information on the application of these guidelines to the history minor, please visit www.bc.edu/schools/cas/history/undergrad/minor.html.

If you have further questions about your study abroad or the History Honors Program, please contact Professor Mark Gelfand, Director of Undergraduate Studies, at 617-552-8451 or by e-mail at mark.gelfand@bc.edu.

Course Offerings

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

HIST1001 Europe in the World I (Fall: 3)

Satisfies History Core Requirement

Followed in spring semester by HIST1002.

The course focuses on Europe and the world from the Black Death through the Haitian Revolution. Topics covered in the course include the Black Death and Renaissance, European expansion across the Atlantic and Indian Oceans, Europe and the Ottoman Turks, religious reformation and warfare, early capitalism and transatlantic slavery, early modern science and the Enlightenment, and the French and Haitian Revolutions.

The Department

HIST1002 Europe in the World II (Spring: 3)

Satisfies History Core Requirement

Continuation of HIST1001.

The Department

HIST1011 Atlantic Worlds I (Fall: 3)

Corequisite: HIST1013 Discussion Group

Satisfies History Core Requirement

Followed in spring semester by HIST1012.

This course surveys the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new

social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals; notions of equality; and the emergence of a global system of trade.

The Department

HIST1012 Atlantic Worlds II (Spring: 3)

Corequisite: HIST1014 Discussion Group

Satisfies History Core Requirement

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society, politics and ecology. The readings and lectures will explore the dilemmas that industrial civilization created and the various responses to these problems. Our goal is to gain a better understanding of how these forces transformed “traditional” society into our “modern” world.

Charles Gallagher

HIST1055 Globalization I (Fall: 3)

Satisfies Cultural Diversity and History Core Requirements

Followed in the spring semester with HIST1056

“Globalization” is a fairly new term for the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world’s expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

The Department

HIST1056 Globalization II (Spring: 3)

Satisfies Cultural Diversity and History Core Requirements

The continuation of HIST1055.

The Department

HIST1078 Globalization II (Spring: 3)

Satisfies Cultural Diversity and History Core Requirements

Continuation of HIST1077.

The Department

HIST1083 Globalization I (Fall: 3)

Satisfies Cultural Diversity and History Core Requirements

“Globalization” is a fairly new term for the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world’s expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

The Department

HIST1084 Globalization II (Spring: 3)

Satisfies Cultural Diversity and History Core Requirements

The continuation of HIST1083.

The Department

HIST1093 Modern History I (Spring: 3)

Satisfies History Core Requirement

This course is the first half of the History Core. Offered in the spring semester of the academic year.

This course covers several centuries of time (prior to 1800) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department***HIST1094 Modern History II (Fall: 3)**

Satisfies History Core Requirement

This course is the second half of the History core. Offered in the fall semester of the academic year.

This course covers several centuries of time (1800 and after) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department***HIST1113 The African Diaspora and the World I (Fall: 3)**

Satisfies Cultural Diversity and History Core Requirements

This course is the first of a two-course sequence that explores the African diaspora and its relationship to the world. By African diaspora, we are referring to both the continent and the communities of people of African descent that have formed in the Americas, in Europe, and in Asia as the result of forced and voluntary migrations over the last five hundred years. The course seeks to foster a fuller understanding of the African diaspora's role in the development of the modern world and the experiences of African-descended peoples from a global perspective.

*Priya Lal***HIST1114 The African Diaspora and the World II (Spring: 3)**

Satisfies Cultural Diversity and History Core Requirements

The continuation of HIST1113.

*Martin Summers***HIST1503 Understanding Race, Gender and Violence (Fall: 6)***Corequisite:* HIST1503

Cross listed with SOCY1503

Satisfies History and Social Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.

This course explores pressing problems of modern race and gender-based violence across the globe, including domestic violence, youth gangs, police violence, sexual assault, and genocide. Using both historical and sociological perspectives, we will examine the roots of such violence, the ways in which it has been expressed, the meanings attached to it, and its implications for society—particularly for racial/ethnic minorities, women, and LGBT people. The lab for the course will involve students in collaborative work with local anti-violence projects and organizations in the Boston area.

*Marilynn Johnson**Shawn McGuffey***HIST1511 Science and Technology in American Society (Fall: 6)**

Cross listed with BIOL1503

Satisfies History and Natural Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.**Students must also register for a lab section (HIST1512 or BIOL1502)**

What roles do science, technology, engineering, and mathematics (STEM) play in advanced, knowledge-dependent societies? This course examines our institutional and cultural relationship to innovation: hopes and fears about STEM, views of science and religion, conceptions of democracy's cultural requirements, the emergence of DIY and geek culture, and more. And it explores ethical questions around STEM, including debates over biotechnology, pharmaceuticals, climate change, and mass extinction. The course gives students the basic technical background to address these questions and an opportunity to imagine a technological application of their own for addressing the complex problems of the twenty-first century.

*Andrew Jewett**Christopher Kenaley***HIST1821 Core Topics: Odysseys in the Western and Islamic Traditions (Fall: 3)**

Satisfies History Core Requirement

Students taking this course may earn History Core I credit.

Bridging the traditional divide between "East" and "West," "Christendom" and "Islamdom" and viewing cultural production as rooted in the human experience, this course focuses upon similar literary and intellectual trajectories across Europe and the Middle East from antiquity to the late eighteenth century. We will examine a series of parallel texts that span the genres of epic, poetry, biography, autobiography and travel narrative. Students will be asked to read these texts in two ways: as an individual perspective (male or female) and as an odyssey—a literary repository of sociocultural transformation and exchange.

*Sarah Ross**Dana Sajdi***HIST2020 Japanese Cultural Icons through Modern Times (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

Fulfills the Non-Western Requirement for the History Major.

This course surveys Japanese history from 1600 to the present. Each week focuses on a cultural icon that dominated public culture at the time or came to be identified as such later. Examples include the samurai warrior, the courtesan, the "men of high purpose" in the Meiji Revolution, the war general, the modern girl, the emperor, the postwar salaryman, etc. Some are anti-heroes, but all have found a firm place in Japan's cultural history. Lectures place these figures in historical context, while readings examine their cultural meanings through literature, biography, scholarly texts, visual images, and film.

*Franziska Seraphim***HIST2041 China From Antiquity to the Middle Ages (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

Fulfills Non-Western Requirement for History Majors

This survey offers a basic understanding of the historical transitions of Chinese society, politics, and culture. Among the topics covered are: the historical discourse of the emergence of early China; archaeological representations of early kingdoms and their path toward the formation of empire; territorial expansion versus the growth of a

ARTS AND SCIENCES

Chinese identity vis-à-vis non-Chinese ethnic groups; Confucianism as political and ethical philosophy; the Medieval Economic Revolution; and maritime China and its early encounters with the West.

Ling Zhang

HIST2045 A Material and Cultural History of Food in China (Spring: 3)

Fulfills the Non-Western Requirement for History Majors

This course studies historical continuity and changes of dietary traditions and culinary practices in China. We will examine how certain foods gave possibilities to and conditioned China's cultural formation and, in return, how food and ways of eating are culturally, socially, and politically constructed. The course's themes include food and religion in early China, food and Chinese medicine in the early medieval, food exchanges with central Asia, food and urbanization during the "Medieval Economic Revolution," the New World food in late imperial China, regional culinary and cultural diversities, and eating in globalized, modern China.

Ling Zhang

HIST2180 Africa Since 1850 (Spring: 3)

Fulfills the Non-Western Requirement for the History Major

This course provides an overview of the recent history of sub-Saharan Africa. It begins by examining colonization and the dynamics of colonialism, then traces the development of anti-colonialism and nationalism, and concludes by surveying the trajectories of post-colonial states and societies. Throughout the semester we will think about popular experiences in addition to institutional or elite narratives, ask questions about the changing position of Africa in the world, and contemplate the stakes of conceptualizing African history in the present. Materials will include a range of academic literature, fiction and non-fiction works by African intellectuals, and visual media.

Priya Lal

HIST2202 Greeks and Barbarians (Spring: 3)

Cross listed with CLAS2207

In "Greeks and Barbarians," we'll use a combination of written sources, archaeological evidence, and even visual art to investigate the fascinating history of relationships and conflicts between Greeks, Persians, Egyptians, Carthaginians, and more. We'll read a variety of literature in English, such as the histories of Herodotus and Xenophon, the tragedies of Aeschylus and Euripides, and more, to help us figure out what Greeks really thought about barbarians—and about themselves.

Mark Thatcher

HIST2230 Science before the Scientific Revolution (Spring: 3)

The advent of modern science in the Western world was never a necessary outcome of Western intellectual activity. Yet histories of science frequently spin a tale of intellectual progress leading inexorably to scientific thinking (and hint at brighter futures to come). This course examines the technologies and philosophical tools that would give rise to science, but with an eye to their historical contexts and their many non-scientific aspects. We especially will focus on how pre-modern medicine, astronomy, and alchemy relate, or do not, to their modern counterparts.

Zachary Matus

HIST2240 Irish History: An Introduction (Spring: 3)

Covering the broad sweep of Irish history from ancient Celtic times until the present; no prior knowledge is presumed. Topics include: the coming of Christianity; the various invasions by the Danes,

and the Normans; relations between the various groups in Ireland in the high Middle Ages; the Reformation; the movement from Lordship to Kingship; and the attempts to impose Protestantism on the country. We will examine the role of Cromwell and William III, the Penal Laws, rebellion, Ireland's position in the United Kingdom, partition, sectarianism and the most recent Troubles ending with the Good Friday Agreement and the Celtic Tiger.

Oliver Rafferty

HIST2251 The Credit Nexus: The Secret History of the Economy in Britain, 1600s–1900s (Spring: 3)

In his *Wealth of Nations*, Adam Smith pointed to the shift from barter to cash as the critical turning point from a feudal to a modern economy in Britain. Unlike barter, cash was capable of facilitating anonymous exchange between strangers, greatly increasing the scope for economic growth. Recently, however, scholars have discovered that the vast majority of economic exchanges in Britain in Smith's era were conducted on the basis of credit rather than cash. And this credit was largely personal, connecting thousands of individuals in networks of trust. This course will examine this new social history of the British economy.

Penelope Ismay

HIST2254 A Social History of Money in the World (Fall: 3)

Money, they say, makes the world go round. But what is it? How does it acquire value? Who or what says how much it is worth? This question has been answered in very different ways throughout time and throughout the world. Even today the meaning of money varies greatly. This course will explore the meaning of money mostly in ancient, medieval, modern Europe and America but we will also explore the meaning of money in non-Western parts of the world, as well.

Penelope Ismay

HIST2256 The Melancholy of War (Fall: 3)

What was it like to go "over the top," to experience "shell shock," to witness mass slaughter? This course explores the history of wartime emotions and, in particular, of soldiers' combat trauma. First, we will cover medical thinking about the psychological harm induced by combat from Antiquity to post-traumatic stress disorder. Second, we will use soldiers' narratives, literature, artwork, and film to ground this medical discourse within military and civilian wartime experiences. Throughout, our premise will be that war isn't merely a geopolitical or a strategic question, but a social fact and a cultural act.

Thomas Dodman

HIST2269 World War II (Fall: 3)

This course analyzes the global history of the Second World War, from its origins in the 1930s to its aftermath in the late 1940s. The emphasis will be as much on the broad social and political war as much as on the strict military history.

Devin Pendas

HIST2401 U.S. History I (Fall: 3)

Prerequisites: The History Core, Parts I and II

Followed in spring semester by HIST2402

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past but seeks to go beyond narrative and to provide analytical insights

into the institutions, society, economy, and ideas upon which American civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

Heather Richardson

HIST2402 U.S. History II (Spring: 3)

Prerequisites: History Core, Parts I and II

Continuation of HIST2401.

Patrick Maney

HIST2406 “This Land is Your Land”: U.S. Environmental History (Spring: 3)

How have different environments, places, and resources shaped American history? We will survey main themes and events in the environmental history of the United States. We move from colonial-era differences in land use through contemporary environmental debates. We ask how American communities have used, defined, and fought over places and natural resources, from bison herds to nuclear stockpiles. We investigate intriguing aspects of our local Massachusetts environment: the Emerald Necklace of parks, the brass hoof prints of Harvard Square, even our nearby reservoir. No background in history is necessary to thrive in this class. Students in the sciences are welcome.

Conevery Bolton Valencius

HIST2411 U.S. Civil War and Reconstruction (Spring: 3)

A hundred and fifty years ago, one part of the United States declared its independence as a separate nation. It almost succeeded. Why did Southern whites seek to secede and how did other Americans resist? What were the legacies of war, emancipation, and Reconstruction? We will investigate how agriculture, racial slavery, economics, environments, foreign relations, naval war, field tactics, and free and enslaved Americans shaped this wrenching upheaval. Through historical accounts, images, music, and discussion, we will explore the causes of the Civil War of 1861–1865, its military and social course, and its consequences for a bloodied and re-made Union.

Conevery Bolton Valencius

HIST2431 Leeches to Lasers: Medicine and Health in the United States (Fall: 3)

This course surveys key moments in the history of American medicine, from pre-contact indigenous medical systems through debates over Obamacare. We study the rise of institutional and professional structures in response to health needs and disease. We also examine cultural responses to epidemics, illness, and changing norms of well-being in American history. Our work and discussions will help participants read and evaluate diverse sources, construct solid arguments, and write effectively. Students intending to enter the health professions and science majors are welcome.

Conevery Valencius

HIST2450 Spies, Spying, and the Presidency (Spring: 3)

This survey course will examine the relationship between U.S. intelligence agencies and their impact on presidential decision-making. We will examine the history of intelligence and the presidency from the period of the American War for Independence through the present U.S. war actions in Iraq and Afghanistan. The course aims not only to provide a discussion of U.S. political history, but also incorporates elements of the relationship between intelligence studies and literature,

philosophy, and religion. Questions of civil liberties, legal history, the role of Congress, and moral and ethical questions surrounding the gathering and effectuation of intelligence will be under study.

Charles Gallagher, S.J.

HIST2455 American Fascisms (Fall: 3)

Our goal is to understand the nature and role of the political right, right-wing extremism, and fascism in the U.S. from its European importation to the present. Beginning in the late nineteenth century, the course will address right-wing ideology in religion, politics, and culture both in Europe and the U.S. Topics will be connected to the theoretical underpinnings of European Fascism, its adaptation to the American landscape, and its persistence in modern discourse. The course will begin with a discussion of allegations of Trumpian fascism in the U.S. press in 2016.

Charles Gallagher

HIST2475 America’s War in Vietnam (Fall: 3)

This course will examine America’s thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both “hawks” and “doves” receiving their day in court. Lectures will include the origins of the Cold War; the Eisenhower, Kennedy, Johnson, and Nixon presidencies; antiwar activism and other Vietnam era movements; and American soldiers’ experience during and after service in Vietnam.

Seth Jacobs

HIST2476 The Cold War in the Third World (Spring: 3)

The half-century conflict between the United States of America and the Soviet Union began in the mid- to late 1940s when the two superpowers established spheres of influence in Europe. Thereafter, unable to make much headway on the Continent, Washington and Moscow jockeyed for influence in the so-called “third world” of developing, decolonizing, and predominantly nonwhite areas in Africa, Asia, and Latin America. This course examines America’s campaign to win the third world to its side, and the often tragic consequences of that effort, as U.S. policymakers frequently wound up simplifying local and regional developments, equating nationalism with communism, aligning America with unstable and unrepresentative regimes, and wedding American interests to the status quo in places experiencing massive social, political, and economic upheaval.

Seth Jacobs

HIST2481 African-American History I (Fall: 3)

Cross listed with AADS1104

Satisfies Cultural Diversity Core Requirement

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War’s end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, and civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

ARTS AND SCIENCES

HIST2482 African American History II (Spring: 3)

Cross listed with AADS1105

Satisfies Cultural Diversity Core Requirement

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, development of Black institutions, and emergence of the protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

HIST2487 Race and Identity in African American History

(Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course examines and engages readings that reflect a variety of approaches to questions of racial identity and "American-ness" over time. Textual materials have been selected to illustrate both historical and literary treatments of "race" and "identity" within the context of the United States. How do individuals become conscious of themselves as "racial" beings and as national citizens? How do racial identities comport with other identities? How does racial identity influence or color one's sense of self and relations with others within and outside of one's race? How, ultimately, does race impact the study and writing of history over time?

Karen Miller

HIST2507 Black Robe: Representations of the Jesuits in Film

(Spring: 3)

The Jesuits, for better or worse, were involved in virtually every facet of modern culture, sciences, and politics around the globe. They were, for instance, theologians, polemicists, political theorists, astronomers, dramatists, pharmacists, architects, engineers of city fortifications, governors of Amerindian settlements, cartographers, musicians, and, above all, missionaries and schoolmasters. Almost from the moment the Jesuits were founded in 1540 they suffered from misunderstanding, some positive, much of it negative, which has been expressed in a variety of ways until today. This course examines contrasting representations of the Jesuits in contemporary film.

Robert Maryks

HIST2829 American Political Thought from the Constitution to

Trump (Spring: 3)

This course explores the shifting categories and frameworks through which Americans have understood their shared political world since the founding period. Topics include the influence on the Constitution of republicanism, Enlightenment thought, and Christianity; the nineteenth-century emergence of liberalism and socialism; the contours of pro-slavery and anti-slavery arguments; the effects of the Civil War and Reconstruction; the political battles of the Gilded Age and Progressive Era; the rise of New Deal liberalism; the influence of the Cold War; the upheavals of the 1960s; and the recent ascendance of conservatism.

Andrew Jewett

HIST2830 Boston Neighborhoods (Summer: 3)

An historical look at Boston explores parts of its "neighborhoods," including the old West End, the South End, the North End, South Boston, East Boston, Charlestown, Dorchester, Roxbury, Jamaica Plain, Mattapan, Hyde Park, and West Roxbury. Walking and bus tours are planned during the regular class meetings.

The Department

HIST2851 Food, Power, and Politics (Summer: 3)

Cross listed with POLI2251 and INTL2251

This course will seek to provide an intellectual and analytical-driven framework around the question of food as an integral part of any human experience, but particularly our experience with food through across cultures. We each have a unique opportunity to understand better the role of food in each of our lives as we move through this summer program by examining our own cultural and political assumptions and those of others from a new point of view. We can appreciate the lenses brought by other individuals, cultures and places to the acts of eating and producing food. Finally, we can express the human experience of food in ways that represent our understandings, experiences and vision for a healthy, just and pleasurable relationship to food in ways that can be shared and appreciated by others. In eating and producing food, we exist simultaneously in a deeply personal and communal place, a place of the present, past and future in which we are never more and less than human.

Hiroshi Nakazato

HIST3270 Study and Writing of History: History of Emotions

(Fall: 3)

Prerequisites: History Core, Parts I and II; History Major Standing;

Not open to graduate students

Do fear, anger, love, and sadness have a past? And if so, is it possible to write their history? This writing-intensive course provides an introduction to an exciting new field of historical inquiry: the passions of the past. It looks at the ways in which historians and other social scientists have sought to grasp emotions and how they may use these to shed light on broader historical questions across different times and cultures. The course functions as a methodological reflection on the tools and skills of the historian, and leads to the production of a scholarly research essay.

Thomas Dodman

HIST3279 Study and Writing of History: Russian Revolutions

(Fall: 3)

Prerequisites: History Core, Parts I and II; History Major Standing;

Not open to graduate students

The cataclysmic transformations occurring in the Russian Empire and the Soviet Union from the late 1860s through the 1930s encompassed revolutionary ideas about transforming human beings and society in the realms of art, urban space, gender relations, and the sciences. Approaches to the study of revolutions will be combined with a focus on the personal voices of those who participated in and witnessed them. Students will produce a 25-page paper using primary and secondary sources on topics such as late Imperial Russian workers' autobiographies, new attitudes on gender and sexuality, Soviet science fiction utopias, and avant-garde visual arts, including cinema.

Nicole Eaton

HIST3451 Study and Writing of History: Abraham Lincoln (Fall: 3)

Prerequisites: History Core I and II; History Major Standing; Not open to graduate students

This course will consider the life and thought of America's most influential president. Students will write a major research paper on one theme or topic concerning Lincoln and U.S. history, with options including slavery and antislavery, immigration and nativism, economic policy, the foundations of democracy, military leadership, plans for Reconstruction, and historical memory. Students will work very closely with the instructor and with their peers in locating sources, using these sources as evidence for historical arguments, and learning how historians write and interpret the past.

Kevin Kenny

HIST3467 Study and Writing of History: U.S. Bill of Rights (Spring: 3)

Prerequisites: History Core, Parts I and II; History Major Standing; Not open to graduate students

This course challenges you to produce a major research paper focusing on the legal and constitutional history of a case(s) that illustrates how the Bill of Rights protects peoples' rights to liberty and equality. We will focus on four major issues: religion, speech, discrimination, and privacy.

Alan Rogers

HIST3472 Study and Writing of History: Race, Gender, and American Empire (Spring: 3)

Prerequisites: History Core, Parts I and II; History Major Standing; Graduate students are not permitted

This course explores histories of race, gender, sexuality, and US empire during the nineteenth and twentieth centuries. How did ideologies of race and gender/sexuality intersect and shape how the US acted as an imperial power and how American citizens and colonized subjects understood those actions? Rather than examining geopolitical or diplomatic history, we will examine how high politics manifested in the everyday lives, social interactions, and cultures of US empire, formal and informal, at home and abroad. At the same time, we will pay attention to history "from the bottom up" to see how ordinary people influenced politics and policy making.

Arianna Oh

HIST3479 Study and Writing of History: Gender and Violence in American History (Spring: 3)

Prerequisites: History Core, Parts I and II; History Major Standing; Not open to graduate students

Gender-based violence has a long history in the United States, one that has been shaped by changing gender norms, racial ideologies, and class relations. This course will look at the history of rape and sexual violence in the nineteenth and twentieth centuries to understand how definitions of those offenses have changed over time. By examining several key historical cases, we will explore the experiences of accusers, assailants, and third parties, while assessing the impact of feminism, nativism, and white supremacy in the outcomes. During the course of the semester, students will use primary sources to write a major research paper analyzing a historical case or topic of their own choosing.

Marilynn Johnson

HIST3491 Study and Writing of History: The Clinton Presidency (Fall: 3)

Prerequisites: History Core, Parts I and II; History Major Standing; Graduate students not permitted

The first two-term Democratic president since FDR and only the second president to be impeached, Bill Clinton ranks among the most controversial chief executives in modern American history. Even today, twenty-four years after Clinton assumed office, his presidency sparks sharply differing assessments. Is it either a model to be emulated, especially in economic matters, or a legacy to blame for the polarization that has a stranglehold on our politics today? This course examines the major events, policies, and personalities, including Hillary Clinton, of the Clinton years. It also gives students an opportunity to learn the historian's craft by researching and writing an original paper on a specific aspect of the Clinton presidency.

Patrick Maney

HIST4008 Listen to the Voices of the Dead: World War II in Asia (Fall: 3)

Prerequisites: History Core, Parts I and II

We will collect, read, contextualize, and analyze a variety of first-hand accounts by ordinary and extraordinary people in Japan, China, Korea, Southeast Asia, the Pacific Islands, and America who lived through the Asia-Pacific War (1931–1945) and its aftermath. Focused on reading, class discussion, and short writing, we engage with textual, oral, and visual sources from grassroots as well as elite perspectives, civilian and military, women and men within a cross-national and comparative framework. The course involves students in a digital humanities project that contributes valuably to scholarship and gives students agency in the interpretation of this war.

Franziska Seraphim

HIST4090 Introduction to Modern South Asia (Spring: 3)

Prerequisites: History Core, Parts I and II

**Satisfies Cultural Diversity Core Requirement
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

HIST4130 Islam and Christendom: Renaissance and Revolution, 1400–1800 (Spring: 3)

Prerequisites: History Core, Parts I and II

Despite the assumption of an abiding abyss between Islam and the so-called West, the civilizations of Christendom and the Islamic world have developed paradoxically in close albeit, at times, conflicting parallel. This was particularly true in the Mediterranean world during the early modern period. This course demonstrates that the major historical developments from this period such as the Renaissance, Exploration, Expansion, Exploitation, the Reformations, state-building, and the Enlightenment can best be understood if they are set in the widest cultural context. It concentrates on how the intertwining of Christians, Muslims, and Jews shaped this era.

Benjamin Braude

HIST4133 Mid-East Nationalisms Compared: Arab-Turkish-Jewish (Fall: 3)

Prerequisites: History Core, Parts I and II

Fulfills the Non-Western Requirement for History Majors

Nationalisms in the Middle East developed in a distinctive way. In contrast to Europe, religion was more important than language. In contrast to Africa, they emerged prior to the rise of anti-colonialism. Although nationalisms in the Middle East have spawned conflicts within themselves and with each other, they have displayed remarkable similarities to each other. One consistent similarity is their fraught attempts to distinguish the so-called nation from the religious traditions out of which it emerged. This course will address these questions through comparing Arab, Jewish and Turkish nationalism in the nineteenth and twentieth centuries.

Benjamin Braude

HIST4134 The Ottoman Empire, 1300–1924 (Fall: 3)

Prerequisites: History Core, Parts I and II

Fulfills the Non-Western Requirement for History Majors

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

HIST4140 The Middle East in the Twentieth Century (Spring: 3)

Prerequisites: History Core, Part I and II

Satisfies Cultural Diversity Core Requirement**Fulfills Non-Western Requirement for History Majors**

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

Benjamin Braude

HIST4150 History of Modern Iran (Fall: 3)

Prerequisites: History Core, Parts I and II and history major standing or permission of instructor

Satisfies Cultural Diversity Core Requirement**Fulfills Non-Western Requirement for History Majors**

This course will analyze the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society, social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's post-revolutionary experience as an Islamic Republic.

Ali Banuazizi

HIST4190 Decolonization and the Cold War in Africa (Fall: 3)

Prerequisites: History Core, Parts I and II

Cross listed with AADS4190**Fulfills Non-Western Requirement for History Majors**

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

Priya Lal

HIST4201 Greek History (Fall: 3)**Cross listed with CLAS2205**

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the fourth century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological, and epigraphic.

Mark Thatcher

HIST4202 The Culture of Athenian Democracy (Spring: 3)**Cross listed with CLAS2254**

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). Emphasis will be on integrating historical, literary, and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

Gail Hoffman

HIST4211 Roman Religion (Fall: 3)**Cross listed with CLAS2242 and THEO2241**

The Romans lived in a world full of gods; religion affected every part of Roman life, from politics to warfare to entertainment. Christianity took shape within this world, and Roman religion, especially the mystery cults, has often been regarded as a model for the early church. Yet the Roman concept of religion has very little in common with modern, Judeo-Christian-influenced notions. In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts, as well as in epigraphic and archaeological evidence. Themes include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

HIST4222 Animals (Spring: 3)

Prerequisites: History Core, Parts I and II

Animals—as pets, food, victims, endangered species or exhibits—traditionally have been defined by their relationship to human beings. Those relationships, however, change over time and do not always presuppose the animal's biological reality. Hence people put pigs on trial for murder, kept weasels to control the population of basilisks, and made a dog into a saint. This course examines the history of animals until the cusp of the modern age through four themes: the science of animals, the utility or danger of animals in agrarian life, laws pertaining to animals, and the religious symbolism and power of animals.

Zachary Matus

HIST4225 The Witch, the Church, and the Law (Spring: 3)

Prerequisites: History Core, Parts I and II; not open to graduate students

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe and in North America. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

Virginia Reinburg

HIST4254 Century of Famine: Nineteenth Century Social Crisis (Spring: 3)

Prerequisites: History Core, Parts I and II

The nineteenth century is often conceptualized as a century of progress, both technological and social. The cost of that progress is less often explored. This course traces the relationship between the rapid economic development of an Industrial and Imperial Europe and the crisis of survival faced by many rural societies. Particular subjects of inquiry include the relationship between globalization and food security, trans-Atlantic ecological exchange, demographic and agricultural interactions, and the social and political consequences of famine. The first half will cover the Great Irish Famine of 1845–1851; the second half will explore famine in China, India, and Brazil.

Kevin O'Neill

HIST4274 Eighteenth-Century Ireland (Fall: 3)

Prerequisites: History Core, Parts I and II

Ireland experienced dramatic and often violent social, economic and political changes as its place within the British political system and Atlantic culture emerged. These global changes coincided both with the emergence of a vibrant colonial culture represented by figures such as Jonathan Swift, Richard Brinsley Sheridan and Edmund Burke, and a persistent indigenous culture, outside the view of Anglo culture. This course will explore the interaction of Anglo and Gaelic Irish and the major historical events of the period: the emergence of the Penal system, colonial nationalism, republicanism, the Revolution of 1798 and the Act of Union.

Kevin O'Neill

HIST4276 The Politics and Literature of the Irish Nation, 1800–1922 (Spring: 3)

Prerequisites: History Core, Parts I and II

Cross listed with ENGL4417

This course explores Irish literature and history during a century of turbulent social and political change as Ireland moved from Union with Great Britain (1800) to rebellion and independence (1921). By studying some key works of fiction, poetry and drama, we will examine contesting visions of national identity as well as evidence about Ireland's material culture. We will also explore the connections between literary works and the political rhetoric and actions of a rapidly changing society. Whenever appropriate, we will look at the cultural evidence of visual art as well.

Kevin O'Neill

HIST4279 Ireland Since the Famine (Spring: 3)

Prerequisites: The History Core, Parts I and II

This course will explore the complex political, cultural, and social history of Ireland since the Great Famine. Topics considered will include the Irish Famine, the emergence of the Irish Republican Brotherhood, Parnell and the Land War, Unionism, and the Crisis of Home Rule. We will also address the Gaelic and literary revival, woman's suffrage, the struggle for independence, Civil War and the partition of the island, economic development, The Troubles, and the emergence of the Celtic Tiger that has transformed Ireland over the past decade.

Oliver Rafferty, S.J.

HIST4281 Film, Media and Modern Ireland (Spring: 3)

Prerequisites: History Core, Parts I and II

This course will use a variety of sources, including feature and documentary film, to address the transformation of twentieth century Irish society. Students will work with an array of primary and secondary sources to consider how the development of an indigenous film industry and an electronic media challenged and ultimately undermined a conservative political, cultural, and religious consensus that dominated life in post-independence Ireland.

Robert Savage

HIST4282 History of Northern Ireland, 1912 to the Present (Spring: 3)

Prerequisites: History Core, Parts I and II

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark Good Friday Agreement will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

Robert Savage

HIST4292 War and Genocide (Spring: 3)

Prerequisites: History Core, Parts I and II

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 postcolonial 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

HIST4295 The End of History (Fall: 3)

Prerequisites: History Core, Parts I and II

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about “the end of history.” This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

James Cronin

HIST4372 Memoir of Latin America (Spring: 3)

Prerequisites: History Core, Parts I and II

This course considers the history of Latin America, from the colonial period to the twentieth century, through memoir. The course has two themes: identity and evidence. Memoirs allow us to examine how authors construct their individual identities, but they also offer opportunities to reflect on how authors imagine and construct the national/imperial identity. Memoirs also give us the opportunity to think about methodology, in particular questions relating to evidence. How do authors remember the past? How do they change it when they write about it? To what extent are memoir writers more or less reliable as authors of history?

Sylvia Sellers-Garcia

HIST4412 American Revolution, 1760–1805 (Spring: 3)

Prerequisites: History Core, Parts I and II

The revolutionary crisis in British America started small—as an arcane debate over parliamentary taxation—but by the end of the eighteenth century had helped to create a new world order. It created a new nation, divided what had been a remarkably cohesive British Empire, and provided a salient example to other people fighting against arbitrary power in such diverse locales as France, Ireland, and St. Domingue. This class will examine the causes, course, and outcomes of the Revolution—not just in the future United States, but from Europe to the Caribbean and the North American interior.

Owen Stanwood

HIST4422 Race, Riots, and Rodeos: U.S., 1865–1900 (Spring: 3)

Prerequisites: History Core, Parts I and II

In this course we will study the years from the end of the Civil War to the beginning of the twentieth century. While these decades often seem confusing in texts that treat them topically, they are, in fact, some of the most exciting and coherent years in American history. We will look at Reconstruction, urbanization, cowboys, industrialists, laborers, Indians, immigrants, and so on, to see how Americans made sense of the dramatic changes of the post-Civil War years.

Heather Cox Richardson

HIST4423 The Plains Indians (Spring: 3)

Prerequisites: History Core, Parts I and II

This course will examine the changing experience of Plains Indians, primarily the Lakota, Cheyenne, Kiowa, Comanche, and

Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.

Heather Cox Richardson

HIST4449 United States, 1929–1960 (Fall: 3)

Prerequisites: History Core, Parts I and II

Course not open to students who have taken HIST4849.

This course will explore the significant political, economic, and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century’s two World Wars.

Patrick Maney

HIST4450 The U.S. Since 1960 (Spring: 3)

Prerequisites: History Core, Parts I and II

Course not open to students who have taken HIST4850

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Patrick Maney

HIST4451 Church and State in America (Fall: 3)

Prerequisites: The History Core, Parts I and II

This course will explore the intersections of religion and law in American history. After initial lectures and readings about the origins of the American religious “settlement” as expressed in the First Amendment to the Constitution, it will examine both the legal and the religious issues involved in such controversial subjects as abortion, marriage, assisted suicide, and individual religious expression.

James O’Toole

Alan Rogers

HIST4453 Gender in American History (Spring: 3)

Prerequisites: History Core, Parts I and II

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men’s and women’s experiences in America.

Cynthia Lynn Lyerly

HIST4458 Nannies, Maids, and Mail Order Brides: Gender and Migration in U.S. History (Fall: 3)

Prerequisites: History Core, Parts I and II

Not open to students who have taken HIST4457

How does gender shape immigration and migration? How does it influence the lived experiences of migrants in the workplaces, families and communities? How does it shape migrants’ perceptions and assimilation into U.S. society? How does it intersect with transnational practices and imaginaries? We will consider these questions through a study of migration to and within the United States from the late-nineteenth-century to

the present. The class considers a broad range of racial and ethnic groups while also attending to certain categories of migrants in an effort to understand the role of gender, race, and class in migration.

Arisa Oh

HIST4461 U.S. Constitutional History I (Spring: 3)

Prerequisites: History Core, Parts I and II

This course focuses on U.S. Constitutional history from the birth of the republic to the Civil War.

The Department

HIST4471 Boston: History, Literature and Culture I (Spring: 3)

Prerequisites: History Core, Parts I and II

Covering the period from the arrival of the Winthrop Fleet in 1630 through the Civil War, this is the first half of a two-semester, interdisciplinary course on Boston's history, literature and culture broadly defined. Team-taught by a history and an English professor, and drawing on experts in the other areas (including music and visual arts), the class reads poetry, drama, fiction and nonfiction connected to Boston in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

Paul Lewis

Owen Stanwood

HIST4476 Social Action in America (Spring: 3)

Prerequisites: History Core, Parts I and II

Cross listed with AADS5570

Satisfies Cultural Diversity Core Requirement

This service-learning course examines the history of social action in twentieth-century America. In an effort to understand how systems of power have shaped race, class, and gender relations, fostered inequality, and spurred activism, we will conduct case studies of several liberal and radical social movements including settlement houses, the labor movement, Alinsky-style community organizing, southern civil rights, and the War on Poverty. Students in the class must also participate in a local community service/action project for at least 3 hours per week, the functions and history of which will be the subject of classroom discussion, service reflection, and research.

Marilynn Johnson

HIST4482 Ghana and the U.S.: Historical and Cultural Connections (Fall: 3)

Prerequisites: The History Core, Parts I and II.

Cross listed with AADS4482

Satisfies Cultural Diversity Core Requirement

Satisfies AADS Minor Requirements.

This course examines selected historical and cultural intersections between Ghana, West Africa and the United States. We explore "African" and "American" components of African American identity through course readings, film and lectures that focus on four connected areas: slavery/slave trade, civil rights/independence movements, emigration/immigration, and identity/cultural exchange. Ghana is uniquely situated for such comparative study because of its recurring presence in the unfolding of African American history, including its roles as inspiration to Martin Luther King, home to scholar W.E.B. Du Bois, haven to African American emigrants, and producer of the kente cloth many wear.

Karen Miller

HIST4484 Gender and Sexuality in African American History

(Fall: 3)

Prerequisite: History Core

Cross listed with AADS3340

Satisfies Cultural Diversity Requirement

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.

Martin Summers

HIST4492 American Immigration II: (from 1924) (Spring: 3)

Prerequisites: History Core, Parts I and II

This is the second half of a two-semester lecture course on American immigration. The first half covers the period up to 1924 and the second from 1924 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 Immigration Restriction Act of 1924, 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.

The Department

HIST4495 U.S. Foreign Policy I (Fall: 3)

Prerequisites: History Core, Parts I and II

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.

Seth Jacobs

HIST4496 U.S. Foreign Policy II, 1945–Present (Spring: 3)

Prerequisites: History Core, Parts I and II

The continuation of HIST4495.

Seth Jacobs

HIST4497 Terrorism in America (Spring: 3)

Prerequisites: History Core, Parts I and II

The aim of this course is to show how terror and violence have affected the United States from the late nineteenth century up to 9/11 and through the current U.S. military operations in Iraq and Afghanistan. It aims to show that while differing in scope and human loss, the latter events, including the so-called Global War on Terror, have certain antecedents in the U.S. experience. The course will concentrate on the theme of terror, both domestic and foreign, and examine the government response to terror and subversive groups aiming to overthrow the government or inflict harm upon its citizens.

Charles Gallagher, S.J.

ARTS AND SCIENCES

HIST4498 The American Pacific (Fall: 3)

Prerequisites: History Core, Parts I and II

This course explores the U.S.' role in constructing and perpetuating an American Pacific. How have Americans imagined, understood and interacted with the people and nations in and around the Pacific Ocean? How have relations with the nations of the Pacific Rim influenced Americans' view of themselves? How have economic, cultural and military activities contributed to America's rise as an imperialist power in this region? Rather than focusing on high politics and diplomacy, we will examine the American Pacific as a cultural, gendered, racial, military and political project, and explore themes such as empire, migration, race, sex and war.

Arissa Oh

HIST4551 American Hate (Spring: 3)

Prerequisites: History Core, Parts I and II

Satisfies Cultural Diversity Core Requirement

Racism is, unfortunately, as American as apple pie and baseball. This course explores the roots of racial hatred and the changes in American racism over time. In addition to studying the ideas that buttress racism, this course will examine case studies of racism in practice, such as the Tuskegee syphilis experiment, convict leasing, segregated recreation, the Trail of Tears and Japanese internment.

Cynthia Lynn Lyerly

HIST4552 Race, Rights and the Law (Fall: 3)

Prerequisites: History Core, Parts I and II

Satisfies Cultural Diversity Requirement

This course is organized around a question recently raised by Supreme Court Justice Sonia Sotomayor: What role should the long dark history and the contemporary reality of racism in the United States play in the Court's decision making? Students will explore the checkered relationship between race, rights—both civil and criminal—and the law, beginning with slavery and culminating with the so-called Ferguson effect. Students will read, discuss and write about major Court decisions, look behind the law for evidence of cultural and political bias, and note how American politicians and jurists have “played the race card.”

Alan Rogers

HIST4601 Capstone: Boston College/Your Life (Spring: 3)

Cross listed with UNCP5532

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

J. Joseph Burns

HIST4701 Ecological History of the Atlantic World (Fall: 3)

Prerequisites: History Core, Parts I and II

This course will explore several major themes of environmental history in an Atlantic context. Major topics will include: the settlement of North America, the development of the plantation system, the Industrial Revolution, and the development of a world market in environmental resources. Our goal is to gain both an understanding of the historical process of ecological change, and the way in which historians and others have tried to understand these changes. Readings will include both pioneering historical works and recent works that have brought this field into more of a popular historical discourse.

Kevin O'Neill

HIST4703 Environmental Histories of Water (Spring: 3)

Prerequisites: History Core, Parts I and II

This course introduces students to the practice of environmental history with a thematic focus on water. While offering students a basic theoretical and methodological training of environmental history, the course guides students through intensive reading about various water bodies and water-related issues (ecological, political, social, economic, cultural, conceptual, etc.) in different parts of the world during both pre-modern and modern eras. In addition to lectures, readings, and discussion, each student will identify a specific water body or water issue as his or her research topic and carry out an individual project.

Ling Zhang

HIST4865 Ireland and Empire (Spring: 3)

Prerequisites: History Core, Parts I and II

Study of the interactions between Ireland and various world empires. The major emphasis will be Irish interaction with the British Empire, but there will also be discussion of Ireland's interaction with other global empires. Topics will include Ireland's place in the early modern Atlantic World; the role of Irish missionaries, soldiers, and civil servants in the British Empire; Irish resistance to Empire; and Irish-Indian connections.

Jason Knirck

HIST4891 Science and Religion in American History (Spring: 3)

Prerequisites: History Core, Parts I and II

This course explores the complex interactions of science and religion in the United States, with a particular focus on their roles in democratic politics. Beginning with the Scopes trial of 1925, it looks back to the nineteenth century's “pan-Protestant establishment” and Darwinian controversies, and then proceeds forward through the twentieth century to contemporary debates on issues such as biotechnology and climate change. Students read a wide range of primary sources and examine visual material.

Andrew Jewett

HIST4901 Readings and Research: Independent Study

(Fall/Spring: 3)

Prerequisites: Permission of professor and Director of Undergraduate Studies; History Core, Parts I and II

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

The Department

HIST4921 Advanced Independent Research (Fall: 3)

Prerequisite: Approval through the Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the Office of the Dean of the Morrissey College of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HIST4922 Advanced Independent Research (Spring: 6)

Prerequisite: Approval through the Honors Committee

See course description under HIST4921.

The Department

HIST4961 Honors Seminar (Fall: 3)

Prerequisite: Approval through the Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

The Department

HIST4962 Honors Thesis (Spring: 3)

Prerequisite: Approval through the Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.

The Department

HIST5110 Senior Colloquium: Cities of the Islamic Mediterranean (Spring: 3)

Prerequisite: Senior History Major Status

Islamic culture has often been described as decidedly urban. While this view is colored by an evident bias deriving from the extant sources, Islamic urban history remains one of the richest subfields. In addition, given their location in the heartland of the Old World, and their status as major trading centers, many cities of the Islamic Mediterranean constituted living testaments of entangled histories. This colloquium offers a history of the cities of the Islamic Eastern Mediterranean, on the one hand, and examines and juxtaposes different approaches to the study of the city, on the other.

Dana Sajdi

HIST5191 Senior Colloquium: The University in the Modern World (Spring: 3)

Prerequisite: Senior History Major Standing

This course explores the diverse and changing intellectual, institutional, social, and political cultures of universities across the modern world. Our inquiry will be global and comparative in scope; we will examine a wide range of case studies with particular attention to twentieth-century and non-Western contexts. Themes covered will include student activism, the politics of intellectual labor, the role of higher education in colonial and national development, knowledge production and social movements, the racial and gendered dimensions of university life, and debates about academic obligations and freedoms.

Priya Lal

HIST5192 Senior Colloquium: Environmental History (Fall: 3)

Prerequisite: Senior History Major Standing

Ling Zhang

HIST5230 Senior Colloquium: Fighting Sexism and Racism in the Renaissance (Spring: 3)

Prerequisite: Senior History Major Status

Sarah Ross

HIST5270 Senior Colloquium: A History of Social Trust: Revolution and Society in Modern Europe (Spring: 3)

Prerequisite: Senior History Major Status

Social trust is absolutely critical to the functioning of any society. And yet the history of trust is rarely considered. In this course, we will examine three discrete historical episodes where the basis for trust was significantly altered—Britain during the Scientific and Financial Revolutions, Revolutionary France, and post-Revolution Soviet Union. In each episode, contemporaries were faced with unfamiliar sources of authority, with competing systems for determining truth, and with increasingly illegible indicators of trustworthiness. We will focus on how trust broke down and what kinds of cultural resources were drawn on in the effort to rebuild it.

Penelope Ismay

HIST5279 Senior Colloquium: Intellectual History of Capitalism (Fall: 3)

Prerequisite: Senior History Major Standing

What is capitalism? The answer may seem obvious; it's an economic system involving private property, markets, free enterprise, and the profit motive. Yet intellectuals have debated the nature and essence of capitalism for at least the last 250 years. Is it a beneficial system that produces general prosperity? A system of exploitation in which only the rich benefit? Does it produce wealth at the cost of beauty and spirituality? Can it be managed, or must it be given free rein? We will encounter answers to these and other questions from Adam Smith, Karl Marx, J.M. Keynes, Milton Friedman and others.

Devin Pendas

HIST5290 Senior Colloquium: Reagan and Thatcher: Together Against the World (Fall: 3)

Prerequisite: Senior History Major Standing

Margaret Thatcher came to office in May, 1979; Ronald Reagan in January 1981. They each confronted serious crises at home and abroad. The two leaders shared a similar vision of the world: a strong belief in the market and an equally intense anti-communism. On both counts they represented a break with the prevailing consensus and had to fight hard for their ideas. Their alliance and friendship was a major resource in winning or losing the battles they chose. The course will provide an opportunity for students to examine the context in which these two leaders came to office, their ideas and their relationship.

James Cronin

HIST5404 Senior Colloquium: U.S. Energy History (Fall: 3)

Prerequisite: Senior History Major Standing

Daily lives depend on oil, gas, and electricity, and yet many of us know little of how our energy arrives at homes and businesses or why our energy systems function as they do. This Senior Colloquium focuses on the companies that produce American energy, the networks that transport it, the cities that use it, and the citizens and companies that buy it and fight over it. Students will read books and articles,

discuss them critically, write several short analysis papers, and write a research analysis. Main skills to be honed: keen writing, sharp analysis, clear oral presentation, sensible research.

Conevery Valencius

HIST5506 Making History Public: Jesuits on Race and Religion (Fall: 3)

Students will work together to produce an exhibition to document some of the successes, failures, and misunderstandings of Jesuit discourse on the intrinsic relationship between race and religion. Using textual, documentary, visual, and other resources in Burns Library and elsewhere, students will identify themes in Jesuit relations with various religious, ethnic, and social groups, and the sources that illustrate those themes. Students will select the items to be exhibited, prepare explanatory materials, and consider how best to display the results of their research. The exhibition will be displayed in the public spaces of the History Department in Stokes Hall.

Robert Maryks

The Honors Program

Contacts

- Chairperson: Michael Martin, 617-552-3315
- Administrative Assistant: Gail Rider, 617-552-3315
- E-mail: cashp@bc.edu
- Web address: www.bc.edu/schools/cas/honors

The Structure of the Honors Program

Freshman and Sophomore Year

In their first two years, students take a 4-semester sequence of 6-credit courses titled The Western Cultural Tradition taught in the seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science.

Though individual instructors vary their reading lists, there is broad agreement about the central texts in the first two years of the Honors Program. The first year deals with the classical tradition beginning with Greek and Latin literature including the Homeric epics, the Greek tragedies and the philosophy of Socrates, Plato, and Aristotle. First year continues with the Hebrew Bible and the New Testament, the literary and philosophical texts of the late Roman Empire early Christianity such as Virgil's *Aeneid* and St. Augustine's *Confessions*, and medieval works such the *Summas* of St. Thomas and generally culminates with Dante's *The Divine Comedy*. The second year begins with Renaissance authors such as Montaigne and Shakespeare, continues with the religious, political, and philosophical writers of the seventeenth century and of the eighteenth century Enlightenment, the English and continental Romantics, the major nineteenth-century writers including Kierkegaard, Darwin, Marx, Nietzsche, and Freud and ends with nineteenth and early twentieth century novelists such as Dostoevsky, Woolf, and Mann.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary cultural tradition.

Junior Year

In the junior year, students take a 2-semester, 3-credit seminar titled the Twentieth Century and the Tradition, drawing on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, globalization, and the development of digital information technology, in order to examine how the twentieth and early twenty first centuries have absorbed, criticized, or reinterpreted the Western Cultural Tradition. Thus by considering the interplay between the Western Cultural Tradition and the significant critical currents of our century such as Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture, the junior year course aims to equip Honors students to live thoughtfully and responsibly in contemporary culture. (See below for provisions for those Honors Program students studying abroad as juniors.)

Senior Year

In their final year, students may choose either of two ways to finish the Honors curriculum. They may either write a senior thesis—normally a 6-credit enterprise, spread over two semesters—or take two, advanced seminars.

A thesis may be an extended research or analytic paper written either in the student's major discipline or in the Honors Program; it may also be a creative project involving performance in an artistic medium. Honors students have written on topics as diverse as personalism in the *summas* of St. Thomas, grace and freedom in Dostoevsky, the role of Buddhism in the works of Jack Kerouac, the political organization of the European Community, the influence of alcoholic fathers on their sons, superconductivity, and original cancer research; they have produced novels, dramas, operas, and electronic performance pieces.

In the integrative, advanced seminars students re-consider texts they may have studied years earlier such as Dante's *The Divine Comedy* or the novels of Dostoevsky with the aim rising above the specialization of their particular majors, to critically comprehend the relationship between contemporary ways of thinking and the cultural values of the tradition.

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they complete the freshman, sophomore, and junior courses, a senior thesis and/or two of the advanced seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad. Depending on the student's situation, the Honors Program will defer part or all of the junior year Twentieth Century and Tradition sequence to senior year. In certain cases (a full year abroad, and a senior thesis in the offing) the Honors Program will drop the requirement altogether.

Course Offerings

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

HONR1101 Western Cultural Tradition I (Fall: 3)

Corequisite: HONR1102

All students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in MCAS (about nine percent of the

freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HONR1102 Western Cultural Tradition II (Fall: 3)

Corequisite: HONR1101

See course description under HONR1101.

The Department

HONR1103 Western Cultural Tradition III (Spring: 3)

Corequisite: HONR1104

Students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in MCAS (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HONR1104 Western Cultural Tradition IV (Spring: 3)

Corequisite: HONR1103

See course description under HONR1101.

The Department

HONR1131 Being Religious I (Fall: 3)

Satisfies Philosophy Core Requirement

By many social scientific estimates, Americans are becoming less religious—more and more adults claim that religion is not important in their lives. But even though more and more people would deny being “religious,” few would deny being “spiritual.” And, indeed, the individual and communal needs once served by traditional religion have not gone away. Most people cannot help but wonder at the universe and their place in it; just about everyone wants a life of purpose and spiritual well-being; and communities need shared symbols and common values in order to thrive. In this year-long course we will investigate how being religious in the modern world compares with being religious in the pre-modern world. In the first semester our focus will be on the ways that some of the traditions and counter-traditions of the pre-modern West met the needs of the spirit.

Christopher Conzas

HONR1132 Being Religious II (Spring: 3)

Satisfies Writing Core Requirement

Our investigation into the phenomena of religion and being religious continues with a focus on the modern rise of secularism and atheism. How can the needs of the spirit be met in a post-religious, post-traditional, disenchanted world? What is religion after the “death of God”? If God does not exist, is everything permitted? What is a church without a state? How is a state like a church? How are natural science and religion related? How can one be “spiritual” without being “religious”?

Christopher Conzas

HONR1141 God and Politics I (Fall: 3)

Corequisite: Must be concurrently enrolled in HONR1131

Satisfies Philosophy Core Requirement

Political scientists, like sociologists and economists, study human beings above all as members of communities, that is, in their relations

to others. We are curious about the varieties of communities, about the diversity of these relations, and about the tension that always seems to exist between the individual and the community; since the relations of human beings, unlike those of any other social animal, are established to an important extent by laws, we are especially interested in the phenomena of law and the question of its sources and status.

Alice Behnegar

HONR1142 God and Politics II (Spring: 3)

Corequisite: Must be concurrently enrolled in HONR1132

Satisfies Literature Core Requirement

In traditional communities, one way or another the gods stand behind the laws—religion and politics are united—but in the modern West, in modern liberal democracies, the gods are in principle banished from the public square—religion and politics are (more or less) separated. In this course, then, we will take religion as our point of entry into politics. Why do religion and politics tend to be entangled? How do they get disentangled? What are the foundations, practices, and challenges, of both kinds of states? What’s at stake in the controversies that arise around this issue?

Alice Behnegar

HONR1201 Western Cultural Tradition V (Fall: 3)

Corequisite: HONR1202

See course description under HONR1101.

The Department

HONR1202 Western Cultural Tradition VI (Fall: 3)

Corequisite: HONR1201

See course description under HONR1101.

The Department

HONR1203 Western Cultural Tradition VII (Spring: 3)

Corequisite: HONR1204

See course description under HONR1101.

The Department

HONR1204 Western Cultural Tradition VIII (Spring: 3)

Corequisite: HONR1203

See course description under HONR1101.

The Department

HONR2174 Utopia Dystopia Soviet and Surreal (Fall: 3)

Cross listed with SLAV2174

Lectures and readings in English, with optional readings in Russian. This course looks at literary responses to the experience of Soviet life: from futuristic nightmare to irony and the grotesque; from resistance to reconciliation.

The Department

HONR3301 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

The Department

HONR3302 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under

the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

The Department

HONR4464 Russian Cinema (Spring: 3)

Cross listed with SLAV2164

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as to connections between filmic and literary texts. The course examines works by leading directors along with a consideration of Russian contributions to film theory.

Thomas Epstein

HONR4932 Americans, Ugly or Beautiful (Spring: 3)

Martha Bayles

HONR4933 Autobiographical Novel/Memoir (Fall: 3)

This seminar will focus upon the genre of autobiography, its origins and evolution and the resulting variations that have emerged from the traditional concept, as established with Augustine's *Confessions*. Moving from the fundamentals of the genre, as defined in Gusdorf's essay on the pact between author and reader, our pattern will be a comparative study of texts such as Brontë's *Wuthering Heights*, Svevo's *The Conscience of Zeno*, Goethe's *Sorrows of Young Werther*, and Akhmatova's *Requiem* as well as more contemporary texts including Dubus and Munro. In addition to careful analysis of selected texts, we will explore Olney's essays on autobiography.

Susan Michalczuk

HONR4940 Do the Virtues Have Gender? (Fall: 3)

Cross listed with POLI1249

Open to all BC undergraduates who have completed the Core requirements in humanities and social sciences.

The question of virtue lies at the heart of every civilization. So does the question of gender. Historically in the West, some virtues, such as bodily strength, courage in battle, self-control, rational intellect, and leadership, have been seen as masculine and superior to other virtues seen as feminine, such as modesty, industry, frugality, nurturing, and obedience. Is this view natural, rooted in biological sex; or is it conventional, part of a socially constructed system of gender roles? Further, how does the Western debate over these questions compare with the one currently raging in the Islamic world? These questions will be addressed through a wide range of readings, as well as films and other media, from both traditions.

Martha Bayles

HONR4961 Senior Honors Thesis (Fall/Spring: 3)

Alice Behnegar

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Maloney Hall, Room 394, 617-552-3688, murphyro@bc.edu
- Associate Director: Assistant Professor of the Practice Hiroshi Nakazato, Carney 247, 617-552-4892, nakazato@bc.edu
Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-2800, mclauggp@bc.edu
- www.bc.edu/isp

Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the Morrissey College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Admission to the major is by competitive application at the end of freshman year. Approximately 105 students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies Program, which includes faculty drawn from many departments and an associate dean from the Morrissey College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), student's personal statement, and foreign language proficiency.

Language Requirement

The Academic Advisory Board of the International Studies Program has approved a policy change that all students completing the IS major, regardless of school, must demonstrate advanced proficiency in one modern foreign language or intermediate proficiency in two modern foreign languages. Advanced proficiency will be met by taking at least two courses beyond the intermediate level of a modern foreign language. This policy affects all students entering the major starting in Fall 2017. Students entering the major before Fall 2017 must demonstrate intermediate-level proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences.

The deadline for submitting applications is early May, at the end of a student's freshman year. The application form and further details about the program are available online at www.bc.edu/isp.

Major Requirements

At least 43 credits as described below. As an Interdisciplinary major, students may choose more than one major, but in each major the students must fulfill the minimum requirements set by the department and the school. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.

International Studies Core: At least 22 credits in at least 7 courses as described below.

- INTL2500 Introduction to International Studies (4 credits)
- ECON1131 Principles of Microeconomics (3 credits)
- ECON1132 Principles of Macroeconomics (3 credits)

- One Comparative Politics (POLIx4xx) Course (3 credits)
General principle: courses focusing on domestic politics of other states are comparative.
e.g., POLI 2401, Politics of India: Challenges of Dem & Dev., POLI 2414, Politics and Society in Central Eurasia, POLI 2469 Politics of Japan/Republic of Korea.
For non-POLI track IS majors, the POLI1091, Intro to Comparative Politics is fine.
 - INTL/THEO5563 Ethics, Religion and International Politics (3 credits)
Two of the following History, Culture & Society courses (6 credits):
AADS1101 Africa Since 1850
COMM2262/INTL2262 Online Communication & Global Society
ENGL4503/INTL5503 Global Englishes
HIST1005–1006 Asia in the World I and II
HIST1019–1020 Democracy, Rights & Empire
HIST1023–1024 Eurasia in the World I
HIST1055–1056 Globalization I and II (HIST 1077/78, 1083/84, 1087/88)
HIST1059–1060 Islam and Global Modernities I and II
HIST1063–1064 Latin America in the World I and II
HIST4496 U.S. Foreign Policy II 1945–present
SOCY1003 Introductory Anthropology
SOCY1040 Global Sociology
THEO1161–1162 The Religious Quest
Upper-division History, Social Science, or Humanities courses that are approved by the International Studies Director or Associate Director.
Disciplinary Base: At least 18 credits in at least 6 courses as described below.
Choose a Disciplinary Base in Economics, Political Science, Ethics and International Social Justice, or Global Cultural Studies.
Economics Base:
 - ECON2201 or ECON2203 Microeconomic Theory (3 credits)
 - ECON2202 or ECON2204 Macroeconomic Theory (3 credits)
 - ECON1151 or ECON1157 Statistics (4 credits)
 - ECON2228 Econometrics (4 credits) or ECON3308 Game Theory in Economics (3 credits)
 - Two electives chosen from (6 credits):
ECON2207 The Global Economy
ECON2273 Development Economics
ECON2275 Economic Development: The Experience of El Salvador
ECON3302 Topics in the Economics of Gender
ECON3371 International Trade
ECON3372 International Finance
INTL3374/ECON3374 Development Economics and Policy
ECON3375 Economic Growth and Development
ECON3376 International Economic Relations
ECON3377 The World Economy: From the Gold Standard to Globalization**Political Science Base:**
 - POLI1041–1042 Fundamental Concepts of Politics and Introduction to Modern Politics (6 credits)
 - Students with AP Government may substitute another POLI course for POLI1042.
POLI1021 How to Rule the World may be substituted for POLI1041 or any POLIx6xx course may be substituted
POLI1061 Introduction to American Politics may be substituted for POLI1042 or any POLIx3xx course may be substituted
 - INTL3540 Research Methods in International Studies or another methods course, e.g., POLI2415 Models of Politics or statistics taught in other departments (ECON, SOCY, PSYC (not MATH stats)), or similar courses offered abroad (3 credits)
 - Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 24xx–44xx and 25xx–45xx level) (9 credits)
Ethics and International Social Justice Base:
Foundational courses—one in each of the following two areas:
Foundations in Moral Philosophy, Religious Ethics, or Political Theory
 - Choose one of the following (3 credits):
PHIL1160/THEO2160 The Challenge of Justice
PHIL3377 Ethical Theory
PHIL4440 Historical Introduction to Western Moral Theory
PHIL5500 Philosophy of Law
PHIL5524 Ethics: An Introduction
POLI2606 Intro to Modern Political Philosophy
POLI2631 Ethics and Politics
POLI2649 Liberty and Order
THEO3557 Catholicism and Social Responsibility
THEO4405 Christianity and Politics
THEO4496 The Moral Dimensions of the Christian Life
Foundations in the Social Sciences (providing an introduction to this approach)
 - Choose one of the following (3 credits):
INTL3540 Research Methods in International Studies
ECON2234 Economics and Catholic Social Teaching
ECON3376 International Economic Relations
POLI2415 Models of Politics
POLI2422 Comparative Social Movements
SOCY1002 Intro to Sociology Healthcare (w/ relevant concentration, Global Health)
SOCY1003 Introduction to Anthropology
SOCY1087 Social Movements
SOCY1093 Comparative Social Change
SOCY2210 Research Methods
SOCY2215 Social Theory
SOCY3318 What's in a Number? Literacy in Social Statistics
SOCY5518 The Craft of Ethnography
NURS1210 Public Health, (with relevant concentration)
- Electives—select electives according to one of the following options:
Select four electives of at least 12 credits in the area of normative philosophical, theological, or political approaches to international affairs. Students wishing to follow the Ethics and International Social

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Justice track MUST choose electives according to the “clusters” outlined on our website. Courses not listed and independent clusters **must be pre-approved**. The twelve credits of electives should be from one cluster.

The International Normative Ethics cluster draws mostly from Philosophy, Theology, and related courses in other departments. The other thematic clusters draw mostly from the Social Sciences, including History.

Global Cultural Studies Base

Foundational Courses

- Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas:
- Choose one of the following (3 credits):
 - ARTH1109 Clues to Seeing
 - COMM/INTL2262 Online Communication and Global Society
 - ENGL3230 Literature and Social Change
 - ENGL/INTL4503 Global Englishes
 - ENGL4551 Contemporary Literature and Cultural Theory
 - FILM3312 World Cinema
 - FILM3382 Film Criticism and Theory
 - SOCY1003 Introductory Anthropology
 - SOCY1093 Comparative Social Change

Research Strategies and Methods for the Study of Culture

- Choose one of the following (3 credits):
 - INTL3540 Research Methods in International Studies
 - ENGL2123 Language and Ethnicity (also LING 2379 or SOCY 2275)
 - SOCY2210 Research Methods
 - SOCY2215 Social Theory
 - SOCY3318 What’s in a Number? Literacy in Social Statistics
 - SOCY5509 Feminist Approaches to Theory and Methodology
 - SOCY5511 Ethnography and Field Research
 - SOCY5518 The Craft of Ethnography
- Electives—Select according to one of the following options:
 - Global Culture and the Humanities Option.** Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts (12 credits). Pre-approved thematic clusters are available (e.g., “Comparative Literature Studies”); courses not listed and independent clusters must be pre-approved. The four electives of at least 12 credits should be from one cluster.
 - Global Culture, History, and the Social Sciences Option.** Four electives in the Social Sciences, History, and/or Communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context (12 credits). Pre-approved thematic clusters are available (e.g., “Global Media Studies”); courses not listed and independent clusters must be pre-approved. The four electives of at least 12 credits should be from one cluster.
 - Area Option.** Four electives focusing on the study of culture in one geographic region (12 credits). Specific

geographic regions have been pre-identified; students may also select courses from a narrower sub-region (e.g., in Western Europe, students may choose to focus only on Spain and France). The four electives of at least 12 credits should be from one cluster.

Senior Year Requirements: 3 or 6 credits

- INTL4941 International Studies Seminar (3 credits) or
- Senior Thesis:
 - INTL4951 Senior Thesis I (3 credits)
 - and
 - INTL4952 Senior Thesis II (3 credits)

Note: INTL4951 may count as an elective toward a student’s disciplinary base.

Minor Requirements

The minor is open to students who submit an acceptable course of study. Eligible students wishing to declare an IS minor must do so by the first semester of their junior year, no later than the last day of drop in early October. Note, this date changes from year to year. Check the academic calendar for the specific date (on or about October 3). Enrollment forms and instructions can be found on our website at www.bc.edu/isp. The IS minor requires at least 18 credits in at least 6 courses as described below.

Language Proficiency, IS minor: The Academic Advisory Board of the International Studies Program, following a recommendation by the deans of the Morrissey College of Arts and Sciences, has approved a policy change that all students completing the IS minor, **regardless of school**, must demonstrate intermediate-level proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

The International Studies minor consists of 18 credits (in at least 6 courses). Students enrolling in the minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict (ICC)
- International Political Economy (IPE)
- Development Studies (DS)
- Ethics and International Social Justice* (EISJ)
- Global Cultural Studies** (GCS)

Foundation Course I:

INTL3510/POLI 3510 Globalization (3 credits),

NB: This is not the same as the History Core sequences of the same name.

INTL2546 World Politics—Students who have already taken INTL2500 or POLI 1081 will not be able to take this as their Foundation I course.

POLI1081 Introduction to International Politics—NB: This course is only for POLI majors; it may be a double-count for IS minor purpose only. It cannot be taken by IS minors with other majors (e.g., a HIST major/IS minor or may not take POLI1081).

POLI1501 International Politics (open to freshmen and sophomores only) (3 credits)—NB: This course is only for POLI majors; it may be a double-count for IS minor purposes only. It cannot be taken by IS minors with other majors (e.g., a HIST major/IS minor may not take POLI1501).

Choose one of the above; required of all minors.

- **Foundation Course II:** Students select one course from the list of courses approved for the student's chosen Thematic Concentration (3 credits).
- **Thematic Concentration Electives:** Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration (12 credits).

*NB: Students wishing to follow Ethics and International Social Justice track must choose electives according to the "Clusters" outlined on our course list.

NB: Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options: Global Culture and the Humanities option; Global Culture, History and the Social Sciences option; or Area Studies option. **Please note: In addition, there are "Suitable Clusters" within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

In selecting electives, students must bear in mind the University's requirement that the *six courses for the minor must come from at least three different academic departments*. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program. For a list of courses, visit the International Studies website at www.bc.edu/isp.

In order to earn an interdisciplinary minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or Core requirement.

Our current UIS system does not always properly credit degree audits with courses that should count for the IS minor. If you have an appropriate course that counts toward your minor and is not showing correctly on your degree audit; you must fill out a Degree Substitution form in order to have the course(s) properly credited to your degree audit. Be sure to indicate on the form what the course is counting for (i.e., elective) as well as your Thematic Concentration (and cluster if GCS or EISJ).

BC's degree audit system is not currently robust enough to completely monitor compliance with the co-count rules. Therefore, a second major or a minor could be incorrectly marked on an audit as complete when it in fact is not due to unrecognized excessive co-counting. Ordinarily such excessive co-counting is corrected manually during a final graduation check by Student Services. Students with a second major or one or more minors should carefully monitor their course selection to insure compliance with the co-count limitation. Additional information about the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp.

Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their Social Science University Core requirement and to fulfill the Core requirement in Economics for the International Studies major:

- ECON1131 Principles of Microeconomics
- ECON1132 Principles of Macroeconomics

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for Political Science track for the International Studies major as well as Social Science requirements of the University Core.

- POLI1041 and POLI1042 Fundamentals Concepts of Politics and Intro to Modern Politics
To enroll in POLI1041 or POLI1042 students need to declare a Political Science major.

Although the following courses are not required, they provide excellent background for the major in International Studies, some fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies Core requirement in History, Culture, and Society:

- AADS1101 Africa Since 1850
- COMM2262/INTL2262 Online Communication & Global Society
- ENGL4503/INTL4503 Global Englishes
- HIST1005–1006 Asia in the World I and II
- HIST1019–1020 Democracy, Rights, and Empire I and II
- HIST1023–1024 Eurasia in the World I and II
- HIST1055–1056 Globalization I and II
- HIST1059–1060 Islam and Global Modernities I and II
- HIST1063–1064 Latin America in the World I and II
- HIST4496 U.S. Foreign Policy II 1945–present
- SOCY1003 Introductory Anthropology
- SOCY1040 Global Sociology
- THEO1161–1162 The Religious Quest
- Upper-division History, Social Science, or Humanities courses that are approved by the International Studies Director or Associate Director

Information for Study Abroad

Many International Studies majors benefit from studying abroad. **International Studies major** students can transfer up to eight (8) credits for one semester abroad and up to twelve (12) credits total for two semesters that they spend studying abroad. **International Studies minors** may transfer a maximum of eight (8) credits toward their International Studies minor.

Students who are contemplating writing a senior thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Patricia McLaughlin, International Studies Program Administrator at mclauggp@bc.edu or 617-552-2800.

Course Offerings

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

INTL1221 Reflections on Being Abroad (Fall: 2)

Prerequisite: Open to Students studying abroad during the current semester.

Students wishing to take this course should e-mail Ms. Patricia McLaughlin at mclauggp@bc.edu. We will register students later in the semester once we have verified your abroad status (you must be studying at a BC sponsored program). We will keep a spreadsheet of students who wish to take this course, once your abroad status has been verified, we will let you know if you have been granted a spot in the course.

This on-line course is designed for students of all majors who are currently abroad and are committed to reflecting more deeply on

their study abroad experience. The course permits students to consider where they are in life, what they hope to gain from their time abroad, and how their current experiences may shape their future personal, academic, and professional trajectories. The course also trains students to observe and document the culture(s) in which they are studying, and in turn to produce an interactive, mixed media presentation, which captures one aspect of their host setting. From the course, students will gain valuable insight and skills which will benefit them well beyond their study abroad experience.

Nick Gozik

INTL1226 Religion, Racial Justice, and Reconciliation in South Africa (Summer: 3)

The course requirements and evaluations are based on the following: daily journal and reflection pieces; class participation; and a final paper. For the duration of the program, the class will meet from 9:00 a.m. to approximately 1:00 p.m. in the arranged classroom followed by lunch and an afternoon excursion.

We will begin the course in Cape Town and then move to Pretoria for the remainder of the course. We will cover the following topics: key points in the history of South Africa; religious perspectives on apartheid; intellectual and armed conflict; fifty years of American foreign policy toward South Africa; Desmond Tutu and the Truth and Reconciliation Commission; reparations, forgiveness, trauma and healing; economic empowerment, gender, justice and religion; refugees, migrants, and xenophobia; HIV/AIDS; Christians-Jews-Muslims in South Africa; community organizing and economic justice

Erik Owens

Stephen Pope

INTL2207 The Global Economy (Spring: 3)

Prerequisites: Must have successfully completed all courses from ECON1131, ECON1132

Cross listed with ECON2207

This course aims to deepen your understanding of real world economic issues, while providing you with a stronger analytical base. We will focus on international trade theory and policy, and issues in international finance.

Can Erbil

INTL2251 Food, Power, and Politics (Summer: 3)

Cross listed with POLI2251 and HIST2851

This course will seek to provide an intellectual and analytical-driven framework around the question of food as an integral part of any human experience, but particularly our experience with food through across cultures. We each have a unique opportunity to understand better the role of food in each of our lives as we move through this summer program by examining our own cultural and political assumptions and those of others from a new point of view. We can appreciate the lenses brought by other individuals, cultures and places to the acts of eating and producing food. Finally, we can express the human experience of food in ways that represent our understandings, experiences and vision for a healthy, just and pleasurable relationship to food in ways that can be shared and appreciated by others. In eating and producing food, we exist simultaneously in a deeply personal and communal place, a place of the present, past and future in which we are never more and less than human.

Hiroshi Nakazato

INTL2260 International Environmental Science and Policy (Fall: 3)
While no specific science classes are required as prerequisites, students should be familiar with basic scientific methods and principles.

This course examines both the science underlying today's international environmental problems and the policy decisions that drive human actions and responses. The natural environment underlies every other human system: economic, political, cultural/religious, etc., and when it is perturbed, every system above it feels the effects. We will study the science behind climate change, deforestation, ocean/wildlife issues, and food security and look at how U.S. domestic laws, international treaties and conventions, international organizations like UNEP, and NGOs shape the way humanity deals with these problems.

The Department

INTL2262 Online Communication and Global Society (Fall: 3)

This course offers a critical look at the history of the Internet and the ways in which online communication technologies are shaping our world. Merging conceptual approaches from the disciplines of Cultural Studies, Globalization theory and International Relations, the class will consider the role that new media is playing in shaping the art, entertainment, politics and economics of the new century. Case studies will include close looks at websites such as Twitter, Facebook, World of Warcraft, Match.com and Alibaba.com, as well as considerations of social movements such as Occupy Wall St. and the Arab Spring.

The Department

INTL2274 Development Economics (Spring: 3)

Prerequisites: ECON1131, ECON1132, and ECON1151

Cross listed with ECON2273

Satisfies Cultural Diversity Core Requirement

Not open to students who have completed ECON3374 or ECON3375.

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences and will discuss aid and international institutions.

Anant Nyshadham

INTL2500 Introduction to International Studies (Spring: 4)

Corequisite: INTL2505

This course provides an introduction to international studies. It is required for international studies majors and assumes no prior coursework in related disciplines. The course lays the theoretical and empirical groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures and the consequences for global conflict and cooperation.

The Department

INTL2531 Politics of Energy in U.S., Comparative and Global Perspective (Spring: 3)
Cross listed with POLI2531

Why is energy policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy, including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; and analyze how energy policy and politics shapes global security, climate change and sustainability. Class members will also simulate a severe international energy crisis and use the extensive resources and contacts developed from 2008–2011 BC summer course in Kuwait-Oil and Politics in The Gulf.

David A. Deese

INTL2533 Global Climate Politics (Spring: 3)

This course will examine the regime to address climate change using theoretical approaches from both comparative politics and international relations. The course will first look at the history and structure of the system that governs climate change internationally, examining the core of the regime—the UN Framework Convention on Climate Change (UNFCCC), and its Kyoto Protocol and Paris Agreement—as well as additional regimes that have been designed to address individual types of emissions by sector or gas, regional issues, and bilateral approaches. Themes include top-down versus bottom-up approaches to global governance, polycentric regimes, the roles of epistemic communities and civil society, and regime effectiveness. The second part of the semester will examine how the regime addresses specific climate change-related issues, such as adaptation, mitigation and climate finance.

Anna Schulz

INTL2546 World Politics: Conflict and Cooperation (Spring: 3)
Satisfies Foundation I requirements for the International Studies minor. Course may be used as an elective for certain IS minor concentrations (ICC, IPE, EISJ). Students with INTL2500 Introduction to International Studies may not take the class.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order.

The Department

INTL3371 International Trade (Spring: 3)

Prerequisite: ECON2201 or ECON2203

Cross listed with ECON3371

Not open to students who have taken ECON2271

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

INTL3372 International Finance (Fall/Spring: 3)

Prerequisites: ECON2201 and ECON2202

Cross listed with ECON3372

Not open to students who have taken ECON2271

International financial markets, international trade and balance of payments issues will be studied by using analytical models of the open economy. Topics of particular interests are exchange rate determination, capital flows, trade flows, and other international linkages between economies. The course will apply the analytical tools of international economics to address macroeconomic aspects of current policy issues such as the global impact of the financial crisis, exchange rate policy, sovereign debt crises, and persistent trade deficits and international indebtedness.

Rosen Valchev

INTL3374 Development Economics and Policy (Fall: 3)

Prerequisites: ECON2201 and ECON1151

Cross listed with ECON3374

Satisfies Cultural Diversity Core Requirement

Enrollment limited: significant writing/research component.

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to decipher what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments. We will examine different empirical methods to evaluate the effects of a policy or program, and what we do, and do not, know about poverty. Students will write a paper which considers the research and economic reasoning for a particular program to help the poor by a government giving foreign aid, a developing country government, or an NGO. This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.

Fnu Anukriti

INTL3510 Globalization (Fall/Spring: 3)

Cross listed with POLI3510

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty, democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

Paul Christensen

INTL3521 International Law (Fall: 3)

Cross listed with POLI3521

This course examines the role of international public law (the “law of nations”) in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including

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the connection between domestic and international law and the laws on territory, jurisdiction, human rights, and security, as well as other relevant topics.

Hiroshi Nakazato

INTL3540 Research Methods in International Studies (Fall: 3)

This course is designed specifically for students in the Political Science and the History, Culture, and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here. This course complements and supplements INTL4951, but the two courses are independent.

Hiroshi Nakazato

INTL4429 Globalization and the Media (Fall: 3)

Cross listed with COMM4429

Satisfies one of two writing intensive courses required within the Communication major

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism; the role of the United Nations in regulating cultural products; the latest transnational media mergers; the strategies of global television programmers such as CNN, MTV, or Discovery; the increasing commercialization of media systems around the world; and the role of media in relation to war and terrorism. This writing-intensive seminar is open to juniors and seniors.

Marcus Breen

Matt Sienkiewicz

INTL4454 Global Mediated Public Spheres (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Cross listed with COMM4454

This course considers the relationship between communication technology and rational debate from the creation of the printing press to advent of Twitter. Beginning with the ideas of Jurgen Habermas and his critics, the course takes a theoretical and historical look at the concept of the public sphere, considering the roles played by advancing forms of media. The course ultimately considers the extent to which new technologies such as social media and mobile devices may serve to both help and hinder the expression and evaluation of well-considered ideas at a global level.

Matt Sienkiewicz

INTL4911 Independent Study (Fall/Spring: 3)

Prerequisite: Department permission required

By Arrangement

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

Hiroshi Nakazato

INTL4941 International Studies Senior Seminar (Fall/Spring: 3)

Cross listed with SOCY4942

Open only to Seniors majoring in International Studies

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment politically, economically,

and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions, and research in an atmosphere of mutual respect and trust.

The Department

INTL4951 Senior Honors Research (Fall: 3)

By arrangement.

Weekly seminar/workshop for IS seniors writing a senior thesis.

Hiroshi Nakazato

INTL4952 Senior Honors Thesis (Spring: 3)

By Arrangement.

Hiroshi Nakazato

INTL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)

Corequisite: Must be concurrently enrolled in either INTL5562 or INTL5564. Your discussion group must match with the professor teaching your course.

Cross listed with PHIL5563 and THEO5563

Major Restricted for International Studies.

See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

The Department

INTL5601 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Department permission required

By Arrangement

Hiroshi Nakazato

Islamic Civilization and Societies

Contacts

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Associate Professor of the Practice, Political Science, McGuinn 529, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 104, 617-552-9139, susan.leonard.1@bc.edu
- www.bc.edu/ics

Undergraduate Program Description

The interdisciplinary major in Islamic Civilization and Societies encompasses faculty and courses from across the university. The program prepares students for careers in diplomacy, journalism, business, government, social service, as well as graduate academic or professional study. Students who complete the major will attain proficiency in Arabic or another language related to the region, along with valuable skills and broader horizons that only an interdisciplinary major can provide.

Major Requirements

The major consists of ten required courses (30 credits) plus language proficiency (four semesters of a relevant language or native speaking ability).

Islamic Civilization and Societies Core: One Course

Integrative and multidisciplinary, this course is designed as an introduction to the field. It explores rich culture produced in the regions where Islam was the predominant religion during the past 1,400 years. The course is offered in the fall semester, is open to non-majors, and fulfills the Cultural Diversity Core requirement.

Disciplinary Base: Four Courses

Choose a Disciplinary Base in History, Political Science, Theology, Art, Art History, and Film, or Slavic and Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at www.bc.edu/ics for the list of approved courses.

Departmental Foundation Courses: Two courses

- Political Science: POLI1041/1042 Fundamentals of Politics I and II
- Art, Art History, and Film: ARTH1101/1102 Art from Prehistoric Times to High Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HIST1001–1094 sequence: HIST1059 Islam and Global Modernities preferred
- Theology: Any of the two-semester University Core requirements: THEO1161 Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: NELC2061 Language and Identity in the Middle East, NELC2062 States and Minorities in the Middle East, NELC2161 Modern Middle Eastern and Arabic Literature, NELC2063 Near Eastern Civilization

Base Discipline Electives: Two Courses**Political Science:**

POLI2363 Muslims in U.S. Society and Politics
 POLI2403 Rise and Rule of Islamic States
 POLI2414 Politics and Society in Central Eurasia
 POLI3444 Intellectuals & Politics in the Middle East
 POLI/INTL2475 Kuwait: Politics & Oil in the Gulf
 POLI2502 U.S.-Iran Relations since World War II
 POLI3527 Terrorism and Political Violence
 POLI2528 International Relations of The Middle East
 POLI2615 Islam and Liberal Democracy
 POLI2638 Islamic Political Philosophy
 POLI7700 Muslims & American Institutions
 POLI7806 Political Cultures of the Middle East
 POLI7812 State-Church Relations in Modern Europe
 POLI7813 Islam in Europe

History:

HIST4140 Middle East in the Twentieth Century
 HIST4150 Modern Iran
 HIST4370 Byzantium and Islam
 HIST4131 Rise and Fall of the Ottoman Empire
 HIST4135 History & Historiography of Arab Israeli Conflict
 HIST4122 Odysseys in the Western and Islamic Traditions
 HIST4090 Modern South Asia
 HIST4497 Terror and the American Century

Theology:

THEO3116 Medieval Religions & Thought
 THEO1225/ICSP2225 Exploring the Religious Worlds of Istanbul and Anatolia
 THEO5351 Faith Elements in Conflict
 THEO5352 Israelis and Palestinians
 THEO5441 Ibn 'Arabi & The Islamic Humanities: Islamic Philosophy & Theology
 THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith
 THEO5554 Encountering the Qur'an: Contexts and Approaches
 THEO5566 Mystical Poetry in the Islamic Humanities

Art, Art History, and Film:

ARTH2213 Introduction to Islamic Architecture
 ARTH2226 Islamic Spain/al-Andalus: Word, Monument, and Image
 ARTH2280 Masterpieces of Islamic Art
 ARTH3350 The Art of the Object/Islamic Art
 ARTH4409 The Art of the Islamic Book
 ARTH4412 Cairo: City of 1001 Nights
 FILM3314 Cinema of the Greater Middle East
Slavic and Eastern Languages and Literatures:
 NELC1211/1212 Modern Hebrew I and II
 NELC1251/THEO5582 Biblical Hebrew
 NELC1431/1432 Turkish for Scholars I and II
 SLAV2069 Literature of the Other Europe in Translation
 SLAV2067 Gender and War in Eastern Europe
 SLAV2066 Conversion, Islam, and Politics in the Balkans
 NELC4121/4122 Advanced Arabic I and II
 SLAV2071 War and Peace in Yugoslavia
 SLAV2065/SOCY2280 Society/National Identity in the Balkans
 SLAV2062 Exile and Literature
 NELC2063 Near Eastern Civilizations
 NELC2331 Advanced Readings in Persian Texts
 LING3359 The Structure of Biblical Hebrew
 NELC3162 Business Arabic
 NELC4190 Advanced Tutorial Arabic

Electives: Three Courses

Majors choose three elective courses from an approved list found on our website at www.bc.edu/ics. Electives must be distributed among at least two other departments in addition to the disciplinary base.

Senior Seminar and Research Project/Honors Thesis: Two Courses

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

Language Requirement: Four Courses

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Persian, or Urdu. In some cases, French, Russian, Chinese or

other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Egypt, Jordan, and at the School of Oriental and African Studies at the University of London (SOAS) during the regular academic year and in the summer. Our students have also studied during the summer months at Middlebury, Harvard and Columbia to accelerate their language skills, and several have won U.S. State Department Critical Language Scholarships and Flagship Fellowships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, B.U., Brandeis, and Tufts in particular, offer additional languages such as Persian, Turkish and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

Minor Requirements

Students seeking to earn an Islamic Civilization and Societies minor must submit a proposed plan of study to the Associate Director, listing the courses that will be taken to fulfill the requirements. In general, proposed plans of study for the minor should be submitted no later than the second semester of the sophomore year. The Associate Director will review the proposed plan of study, in consultation with the student and Program Director, and if accepted, the Committee will grant approval for the student.

Fill out and e-mail the proposed plan of study form before scheduling an appointment with the Associate Director. Whenever possible, the Associate Director will arrange for each student to receive continuing academic advisement from a faculty member in the student's academic major who is affiliated with the Islamic Civilization and Societies Program. Students will be expected to consult with the Associate Director at each semester registration period to update their plan of study.

Requirements for the Islamic Civilization and Societies Minor

- Six courses from the approved course list
- Selected courses must be from three different academic departments
- Required multidisciplinary foundation course ICSP1199 (fall semester)
- Two courses in Arabic or an equivalent language, at the intermediate level or above

Requirements for the Arabic Studies Minor

- The Department of Slavic and Eastern Languages and Literature offers a minor in Arabic Studies, which covers areas of Modern Standard Arabic and Modern Hebrew, Modern Middle Eastern Literature and Cultural History, and Near Eastern Civilizations.
- Six approved one-semester courses
- Two in Modern Standard Arabic, above the intermediate level
- Four in Middle Eastern languages, cultures, literatures and civilizations. May include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations

For additional information see Slavic and Eastern Languages and Literatures.

Course Offerings

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

ICSP1199 Islamic Civilization (Fall: 3)

Cross listed with HIST2101 and THEO1174

Satisfies Cultural Diversity Core Requirement

This course introduces the varieties of Islamic civilization from the seventh century to the modern world. It explores not only the tenets of faith and practice, and political, social, theological, and economic history, but also considers Muslim cultural and intellectual contributions, including by women, from Indonesia to Morocco and in the Western world. Students will read primary sources, listen to recordings, and view films. The course will emphasize the variety of experiences of Muslims and their contributions to the world.

David M. DiPasquale

ICSP1610 Middle Eastern Musical Languages, Choir and Ensemble —I (Fall: 1)

This course is an ensemble dedicated to learning how to sing and play music from cultures of the Middle East. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Students will learn songs in the languages of the region and the cultural context behind music making in the Arabic, Persian and Turkish-speaking world. No prior experience with this music required. Continued by ICSP1611 in Spring.

Nizar Ballout

Ann Lucas

ICSP1611 Middle Eastern Musical Languages, Choir and Ensemble —II (Spring: 1)

This course is a continuation of ICSP1610 from fall. This course is an ensemble dedicated to learning how to sing and play music from cultures of the Middle East. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Students will learn songs in the languages of the region and the cultural context behind music making in the Arabic, Persian and Turkish-speaking world. No prior experience with this music required.

Nizar Ballout

Ann Lucas

ICSP2226 Inside the Kingdom: Conversations with Saudi Women (Fall: 1)

This course is a collaborative project with Taibah University in Medinah, Saudi Arabia. The course focuses on women in Saudi Arabia, including political rights, education, economic and social roles, as well as the influences of religion and culture in their lives. We will speak twice a month with students from Taibah University by videoconference to discuss these issues. A variety of sources will be used in the course including biographies, fiction and films.

Kathleen Bailey

ICSP2309 Music and Culture in the Middle East (Spring: 3)

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.

Ann Lucas

ICSP2309 Music and Culture in the Middle East (Fall: 3)

Cross listed with MUSA2309

Satisfies Cultural Diversity Core Requirement

Cross-cultural course

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.

*Ann Lucas***ICSP2450 Kuwait: Intercultural Dialogue and Diplomacy**

(Spring: 1)

Course acceptance by approved application only. See web page:

<https://www.bc.edu/schools/cas/ics/kuwait.html>

Students will travel to Kuwait to improve their understanding of Middle Eastern cultures through face-to-face dialogue, an essential tool for bridge-building between people who inhabit different social and cultural environments and realities. Planned activities and conversations will attempt to address the challenges faced by each side in dealing with issues of citizenship, religion in public life, pluralism, peace, poverty, protection of the natural environment, and security. Selected is by competitive application to travel to Kuwait (March 3–13) to engage with counterparts at Kuwait University and American University of Kuwait. Site visits include U.S. Embassy, Embassy of Bhutan, Kuwait Diplomatic Institute, Grand Mosque, Kuwait Investment Authority, Parliament, and cultural and historical sites. Participants are required to meet several times before departure and after returning from Kuwait to discuss assigned readings, and to prepare for Kuwaiti students reciprocal visit.

*Kathleen Bailey***ICSP2615 Islam and Liberal Democracy (Fall: 3)**

Cross listed with POLI2615

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

*David M. DiPasquale***ICSP2638 Islamic Political Philosophy (Spring: 3)**

Cross listed with POLI2638

This course is restricted to sophomores, juniors, and seniors, only.

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular west in late modernity.

*David M. DiPasquale***ICSP3310 Women and Gender in Islam (Spring: 3)**

Cross listed with THEO5500

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas***ICSP4901 Readings and Research (Fall/Spring: 3)**

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*David M. DiPasquale***ICSP4941 ICS Senior Seminar (Fall: 3)**

Prerequisite: Seniors Only. Department permission required.

Seniors only

*Kathleen Bailey***ICSP4952 ICS Senior Thesis (Spring: 3)**

Prerequisite: Department permission.

*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**Avner Ash**, *Professor*; A.B., Ph.D., Harvard University**Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University**Martin J. Bridgeman**, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University**Solomon Friedberg**, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago**Joshua E. Greene**, *Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University**Julia Elisenda Grigsby**, *Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley**Benjamin Howard**, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University**Tao Li**, *Professor*; B.S., Peking University; Ph.D., California Institute of Technology**G. Robert Meyerhoff**, *Professor; Chairperson of the Department*; A.B., Brown University; Ph.D., Princeton University**Renato Mirollo**, *Professor*; B.A., Columbia College; Ph.D., Harvard University**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University**John A. Baldwin**, *Associate Professor*; A.B., Harvard University; Ph.D., Columbia University

ARTS AND SCIENCES

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

Dawei Chen, *Associate Professor*; B.S., Peking University; Ph.D., Harvard University

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

Maksym Fedorchuk, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

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

Dubi Kelmer, *Associate Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

David Treumann, *Associate Professor*; B.S., University of Minnesota; Ph.D., Princeton University

Ian Biringer, *Assistant Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago

Qile Chen, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University

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

Juliana V. Belding, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland

Marie Clote, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII

Ellen J. Goldstein, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University

Robert C. Reed, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Jamison Wolf, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Undergraduate Program Description

The Mathematics Department offers two undergraduate degree programs, leading to the Bachelor of Science and to the Bachelor of Arts.

Bachelor of Arts (B.A.)

The Bachelor of Arts program in Mathematics is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Students who succeed in the program make excellent candidates for law school and other professional schools.

Requirements for Mathematics B.A.

The Mathematics B.A. major requires completion of at least 33 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3310 Introduction to Abstract Algebra

- MATH3320 Introduction to Analysis
- Eighteen elective credits chosen from MATH courses numbered 4000 or higher

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MATH courses numbered 4000 or higher for each.

Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics is designed to give students a rigorous and thorough mathematical experience, one that includes connection to another area of scholarship in which mathematics is an essential tool. In particular, the program is strongly recommended for those who wish to pursue graduate study in mathematics.

Requirements for Mathematics B.S.

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3311–3312 Algebra I, II
- MATH3321–3322 Analysis I, II
- MATH4460 Complex Variables
- Twelve elective credits in mathematics numbered 4000 or above
- Twelve credits in natural science, computer science, or economics courses (listed below).

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MATH courses numbered 4000 or higher for each.

Corequisite Science Courses for B.S. in Mathematics

- BIOL2000 Molecules and Cells
- BIOL2010 Ecology and Evolution
- BIOL2020 Organisms and Populations
- BIOL3040 Cell Biology
- BIOL3190 Genetics & Genomics
- BIOL4200 Introduction to Bioinformatics
- CHEM1109 (1117)–1110 (1118) General (Modern) Chemistry I, II
- CHEM3351 Analytical Chemistry
- CHEM4475–4476 Physical Chemistry I, II
- CSCI1101–1102 Computer Science I, II
- Any upper division course for majors in Computer Science
- ECON2228 Econometric Methods
- ECON2229 Forecasting Techniques
- ECON3308 Game Theory in Economics
- ECON3311 Mathematics for Economists
- EESC1132–1134 Exploring the Earth I, II
- EESC3391 Introduction to Geophysics
- EESC4424 Environmental Geophysics
- EESC4455 Exploration Seismology
- PHYS2100/2110–2101/2111 Introduction to Physics (Calculus) I and II
- Any upper division course for majors in Physics

Additional Major Requirement (All Students)

A grade point average of at least 1.67 in the MATH courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MATH1102 Calculus I (Mathematics/Science Majors) and Calculus II (Mathematics/Science Majors), (numbered MATH1105 in the fall and MATH1103 in the spring) to prepare for the major. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section MATH2203, and should contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at www.bc.edu/mathadvise.

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

Department Honors

Candidates for either the Bachelor of Arts or the Bachelor of Science who meet the following requirements will be awarded Departmental Honors in Mathematics:

- Completion of the mathematics requirements for the B.S. degree.
- A grade point average of at least 3.3 in all mathematics courses numbered 300 and above.
- Completion, as one of the required electives, of an honors thesis course MATH4961; or an independent study course MATH4901 under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 8000 level.

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

The Minor in Mathematics

The Mathematics Department also offers a program for majors in other disciplines leading to the Minor in Mathematics.

Requirements for the Minor in Mathematics for the Class of 2017 and following:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- Twelve elective credits, chosen from:
 - MATH2216 Introduction to Abstract Mathematics
 - MATH3310 Introduction to Abstract Algebra
 - MATH3311–3312 Algebra I, II
 - MATH3320 Introduction to Analysis
 - MATH3321–3322 Analysis I, II
 - MATH major courses numbered 4000 or higher

No more than three credits may be accumulated toward the minor in courses granting fewer than three credits.

Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the spring semester of junior year, and careful planning of undergraduate

courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs and the Assistant Chair for Graduate Programs.

Information for Study Abroad

Normally, Mathematics majors should have completed MATH2202/3, MATH2210/1, and MATH2216 before going abroad. For students abroad in the second semester of junior year only, you should also complete at least one of MATH3310/MATH3311 or MATH3320/MATH3321 before leaving.

Students usually may take **no more than two** mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required 3000-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

For course approval, contact the Assistant Chair for Undergraduate Programs.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, Computer Science (B.S.), or Geological Sciences

Enroll in your first semester of freshman year in one of the Calculus courses MATH1102 (Calculus I/Math and Science), MATH1105 (Calculus II-AP/Math and Science), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus, MATH1105 is usually the most appropriate choice. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section of MATH2202, and should contact the Assistant Chair for Undergraduate Programs.

Majors in Biology, Computer Science (B.A.), or Environmental Geoscience; and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202.

ARTS AND SCIENCES

If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MATH1004 Finite Probability and Applications
- MATH1007 Ideas in Mathematics
- MATH1180 Principles of Statistics for the Health Sciences (CSON students)
- MATH1190 Fundamentals of Mathematics I (LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at www.bc.edu/mathadvise.

Course Offerings

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

MATH1002 Functions and Differential Calculus (Fall/Spring: 3)

Note: This course does not satisfy the University Core Requirement in Mathematics. Department permission is required. See the Assistant Chair for Undergraduates.

This course is intended for students who are required to take Calculus I (either MATH1100 or MATH1102) but whose backgrounds necessitate additional preparation. Topics include the real line and coordinate plane; linear and quadratic functions; higher degree polynomials and rational functions; trigonometry, emphasizing the trigonometric functions; and exponential and logarithmic functions.

MATH1003 Functions and Differential Calculus II (Spring: 3)

This course is a continuation of MATH1002.

MATH1004 Finite Probability and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MATH1007 Ideas in Mathematics (Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

MATH1034 Pre-Calculus for OTE (Fall: 3)

MATH1035 Intro to Probability and Statistics for OTE (Fall/Summer: 3)

MATH1036 Intro to Calculus for OTE (Fall: 3)

MATH1100 Calculus I (Fall/Spring: 4)

Prerequisite: Trigonometry

Corequisites: MATH1121, MATH1122, etc., depending on which section of MATH1100 taken

Satisfies Mathematics Core Requirement

MATH1100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in MATH1102.

MATH1100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials and trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

MATH1101 Calculus II (Fall/Spring: 4)

Prerequisite: MATH1100

Corequisites: MATH1141, MATH1142, etc., depending on section of MATH1101 taken.

Satisfies Mathematics Core Requirement

MATH1101 is not open to students who have completed MATH1103 or MATH1105. Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in either MATH1103 (Spring) or MATH1105 (Fall).

MATH1101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the Core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

MATH1102 Calculus I (Mathematics/Science Majors) (Fall: 4)*Prerequisite:* Trigonometry**Satisfies Mathematics Core Requirement****Not open to students who have completed a calculus course at the college level.**

MATH1102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MATH1100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

MATH1103 Calculus II (Mathematics/Science Majors) (Spring: 4)*Prerequisite:* MATH1102**Satisfies Mathematics Core Requirement****Not open to students who have completed MATH1105.**

MATH1103 is a continuation of MATH1102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MATH1105 Calculus II—AP (Mathematics/Science Majors)**(Fall: 3)****Not open to students who have completed MATH1103.**

MATH1105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, and Physics majors. It is designed for students who have completed either MATH1101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MATH2202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

MATH1180 Principles of Statistics for the Health Sciences**(Spring: 3)***Prerequisite:* Connell School of Nursing students only.**Satisfies Mathematics Core Requirement**

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy, and other areas of application.

MATH1190 Fundamentals of Mathematics I (Fall/Spring: 3)**Satisfies Mathematics Core Requirement****Restricted to Lynch School of Education students.**

MATH1190–1191 is a course sequence designed for those who plan to teach mathematics in grades K–8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K–8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.

MATH1191 Fundamentals of Mathematics II (Spring: 3)*Prerequisite:* MATH1190**Satisfies Mathematics Core Requirement****Restricted to Lynch School of Education students.**

As in MATH1190, the course emphasizes building conceptual understanding of the mathematics present in the emerging K–8 curriculum and on deepening the content knowledge. Topics drawn from geometry and measurement, data analysis, statistics, and probability will be developed. Problem solving and reasoning, applications, and making connections will be featured.

MATH1701 Understanding Mathematics: Its Philosophical Origins, Evolution, and Humanity (Fall: 3)*Corequisite:* Must be concurrently enrolled in PHIL1705**Satisfies Mathematics Core Requirement****Core Renewal Course: Enduring Questions. For freshmen only.**

The dynamic and constantly evolving field of mathematics is central to the advancement of human knowledge. Yet who decides what mathematics is? How has the discipline changed and why? This course follows the development of mathematics from the ancient to the contemporary, tracing the paths of some of its big ideas from their elementary roots to their modern-day forms. Students will examine the philosophical origins of familiar concepts and experience what it means to invent mathematics through studying the field's pioneers. By the end of the semester, students will decide for themselves what mathematics is. Non-math majors are encouraged to enroll.

MATH2202 Multivariable Calculus (Fall/Spring: 4)*Prerequisites:* MATH1101, MATH1103, MATH1105, or permission of instructor.**Satisfies Mathematics Core Requirement****This course is for students majoring in Chemistry, Computer Science/B.S., Geology, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.**

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

MATH2203 Multivariable Calculus (Honors) (Fall: 4)**MATH2210 Linear Algebra (Fall/Spring: 3)**

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n -dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors but is also suitable for students in the social sciences, natural sciences, and management.

MATH2211 Linear Algebra (Honors) (Fall: 3)*Prerequisite:* MATH2203 Multivariable Calculus (Honors)

This honors course in Linear Algebra is intended for students with strong preparation and high motivation. Topics covered include matrices, linear equations, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations, inner products, and canonical forms. The course will include significant work with proofs.

ARTS AND SCIENCES

MATH2216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MATH2291 Geometry for Teachers (Spring: 3)

Prerequisites: MATH1190–1191

Cross listed with EDUC2291

Offered Biennially

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MATH3310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisites: MATH2210 and MATH2216

Students may not take both MATH3310 and MATH3311.

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including sub-rings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MATH3311 Algebra I (Fall: 3)

Prerequisites: MATH2210 and MATH2216.

Students may not take both MATH3310 and MATH3311.

This course, with MATH3312, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MATH3312 Algebra II (Spring: 3)

Prerequisite: MATH3311. With the permission of the Assistant Chair for Undergraduates, students who have taken MATH3310 may be allowed to take MATH3312. However, they may need to do additional work on their own in order to make that transition.

This course, with MATH3311, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MATH3320 Introduction to Analysis (Fall/Spring: 3)

Prerequisites: MATH2202 and MATH2216

Students may not take both MATH3320 and MATH3321.

The purpose of this course is to give students the theoretical foundations for the topics taught in MATH1102–1103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MATH3321 Analysis I (Fall: 3)

Prerequisites: MATH2202 and MATH2216.

Students may not take both MATH3320 and MATH3321.

This course, with MATH3322, studies the basic structure of the real numbers. Topics include the least upper bound principle,

compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MATH3322 Analysis II (Spring: 3)

Prerequisite: MATH3321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MATH3320 may be allowed to take MATH3322. However, they may need to do additional work on their own in order to make that transition.

This course, with MATH3321, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MATH3353 Statistics (Fall: 4)

MATH4410 Differential Equations (Fall/Spring: 3)

Prerequisites: MATH2202 and MATH2210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MATH4412 Partial Differential Equations (Spring: 3)

Prerequisite: MATH4410

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.

The Department

MATH4414 Numerical Analysis (Spring: 3)

Prerequisites: MATH2202, MATH2210, 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.

MATH4426 Probability (Fall/Spring: 3)

Prerequisites: MATH2202, 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.

MATH4427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MATH4426 and familiarity with using a computer.

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MATH4430 Introduction to Number Theory (Fall: 3)

Prerequisite: MATH2216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MATH4435 Mathematical Programming (Fall: 3)

Prerequisite: MATH2210

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

MATH4440 Dynamical Systems (Spring: 3)

Prerequisites: MATH2202 and MATH4410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

MATH4445 Combinatorics (Spring: 3)

Prerequisite: MATH2216

Corequisite: MATH2210 (can also be taken concurrently)

Not open to students who have completed MATH2245 or MATH2248 or CSCI2245

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles, extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

MATH4451 Euclidean and Non-Euclidean Geometry (Fall: 3)

Prerequisite: MATH2216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate,

the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, and geometry and the study of physical space.

MATH4453 Euclid's *Elements* (Spring: 3)

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.

MATH4455 Mathematical Problem Solving (Fall: 3)

Prerequisites: MATH2202, MATH2210, MATH2216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

MATH4460 Complex Variables (Spring: 3)

Prerequisites: MATH2202 and MATH2210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, and the residue theorem and applications to definite integrals.

MATH4462 Topology (Fall: 3)

This course is an introduction to point-set topology. Topics include topological spaces, continuous functions, connectedness, compactness, metric spaces, the Urysohn Metrization Theorem, manifolds, the fundamental group, and the classification of surfaces. We will also discuss applications of these concepts to problems in science and engineering.

MATH4470 Mathematical Modeling (Spring: 3)

Prerequisites: MATH2202, MATH2210, and familiarity with using a computer

This course introduces students to methods of mathematical modeling. The emphasis is on ways to analytically represent and study today's complex modeling problems, with cases from the natural and social sciences. Topics include the model building process, mathematical models of systems, and modeling data to discover properties and hidden characteristics. The calculus of finite differences and solutions to classes of difference equations will serve as the core mathematical theory taught in this course. The dynamics of certain linear and nonlinear models will be explored from various domains (e.g., population

models, economic models, Markov models). The course will conclude with an introduction to mathematical graph theory and its application to modeling interacting and interdependent systems and networks.

MATH4480 Topics in Mathematics (Spring: 3)

Prerequisites: MATH4427 Mathematical Statistics and familiarity with using a computer to solve mathematics problems.

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MATH4901 Readings and Research (Fall/Spring: 3)

Prerequisite: Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Assistant Chair for Undergraduates.

MATH4961 Honors Thesis (Fall/Spring: 3)

This course may be taken to complete the requirements for Departmental Honors in Mathematics. Students must make arrangements with an individual faculty member, and receive permission from the Assistant Chair for Undergraduates.

MATH5500 Advanced Independent Research I (Fall: 3)

MATH5501 Advanced Independent Research II (Fall: 3)

Music

Faculty

Thomas Oboe Lee, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Michael Noone, *Professor; Chairperson of the Department*; B.A., M.A., University of Sydney; Ph.D., University of Cambridge

Ralf Yusuf Gawlick, *Associate Professor*; B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.M.A., New England Conservatory

Ann Lucas, *Assistant Professor*; B.M., Kansas State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

Daniel Callahan, *Assistant Professor*; B.A., New York University; Ph.D., Columbia University

Timothy R. Mangin, *Assistant Professor*; B.A., Bowdoin College; Ph.D., Columbia University

Jeremiah W. McGrann, *Associate Professor of the Practice*; B.A., Austin College; Ph.D., Harvard University

Sandra Hebert, *Assistant Professor of the Practice*; B.M., Boston University; M.M., Boston University; D.M.A., Boston University

John Finney, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Assistant: Eliana Diaz, 617-552-8720, musicdep@bc.edu
- Website: www.bc.edu/music
- Director of Undergraduate Studies: Jeremiah W. McGrann, 617-552-0712, mcgrann@bc.edu

Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance.

All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MUSA1100, MUSA1200, MUSA1300) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MUSA1100 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition and the Seminar in Composition. MUSA1200 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Modern Era), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Monteverdi). MUSA1300 History of Popular Music in the U.S. offers a socio-historical approach to the broad history and context of popular music; upper level cross-cultural courses deal with Western traditions (such as Irish Folk Music, Music in America, History of Jazz) and non-Western traditions. MUSA1320 Introduction to Musics of the World, MUSA2306 Musics of Africa, MUSA2307 Musics of Asia, and MUSA2309 Music and Culture in the Middle East satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, communications, arts administration, liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, ethnomusicologists, or educators. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

Performance

The Music Department offers individual instruction in voice and instruments either for credit (MUSP1925—one credit per semester) or not for credit (MUSP1920, 1910, 1900). Individual Instrumental Instruction, either credit or non-credit, requires an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles. Private lessons, when taken for credit, require a juried performance at the end of the semester. Students may use up to three credits of individual instruction toward graduation.

Major Requirements

(Minimum of 12 courses, 38 credits)

- *Theory, Analysis, and Composition Courses:* (12 credits total)
Prerequisite: MUSA1100 Fundamentals of Music Theory or equivalent
Required of all majors: MUSA2100 Harmony, MUSA3100

Chromatic Harmony, MUSA3106 Counterpoint
Choice of any one course: MUSA3110 Form and Analysis, MUSA3114 Jazz Harmony, MUSA3120 Composition Seminar, MUSA3126 Tonal Composition, MUSA3130 Orchestration

- *Historical Courses:* (nine credits total)
Required of all majors: MUSA2209 Music of the Modern Era
*Choice of any two:** MUSA2201 Medieval-Renaissance Music, MUSA2202 Music of the Renaissance, MUSA2203 Music of the Baroque, MUSA2205 Music of the Classic Era, MUSA2207 Music of the Romantic Era
 *With permission of the Director of the Undergraduate Program in Music, a composer or genre course may be substituted for a period course.

- *Cross-Cultural Courses:* (six credits total)
 Required of all majors, a choice of one from each of the following two groups:

Group I—Non-Western tradition

MUSA1320 Introduction to Musics of the World*
 MUSA2304 Musics of India
 MUSA2306 Musics of Africa*
 MUSA2307 Musics of Asia*
 MUSA2308 Music in the Medieval Islamic World
 MUSA2309 Music and Culture in the Middle East*
 *MUSA1320, MUSA2306, MUSA2307, and MUSA 2309 also satisfy the Core Cultural Diversity requirement

Group II—Western tradition

MUSA2320 Music and America
 MUSA2330 History of Jazz
 MUSA2334 Hip Hop in American Culture
 MUSA2340 Introduction to Irish Folk Music
 MUSA3350 The Beatles

- *Required Senior Seminar:* (one semester, three credits)
 The Senior Seminar (MUSA4941) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (six credits)
 The student will choose a minimum of two three-credit courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. Three semesters of private instruction for credit may be used as an elective only upon completion of the jury at the end of the third semester of lessons.
- *Performance Ensemble Experience:* (minimum of two semesters)
 Each major must have two semesters of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Voices of Imani, Liturgy Arts Group, student a cappella group,

BC bOp, Marching Band, Wind Ensemble, etc.), through more informal student groups (by consultation with the Director of the Undergraduate Program in Music), or through private lessons.

- *Cumulative Listening Competency*
 Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing:* (two credits)
 All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MUSA1090–2090 Ear-Training and Sight-Singing are two-credit classes designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses, 18 credits)

The Music Department has designed a minor in music as an alternative for students who are interested in music, but do not wish either to make music their career or to go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following (three credits): MUSA1100 Fundamentals of Music Theory (required if they do not have the background in music theory needed before entering MUSA2100 Harmony), or MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Students who can pass out of MUSA1100 should substitute an upper level course.
- Two additional music theory courses (six credits): MUSA2100 Harmony and MUSA3100 Chromatic Harmony.
- Three historical and cross-cultural electives (nine credits): One period course, one composer or genre course, one cross-cultural course.
- The choice of courses should be made in consultation with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department.

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the University, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MUSA4600 Senior Recital Preparation but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Art, Art History, and Film, Music, or Theatre). MUSA1200

ARTS AND SCIENCES

Introduction to Music, MUSA1100 Fundamentals of Music Theory, and MUSA1300 History of Popular Music in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the Recommended Course of Study below. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music, regarding appropriate upper-level courses. The department offers MUSA1320 Introduction to Musics of the World, MUSA2306 Musics of Africa, MUSA2307 Musics of Asia, and MUSA 2309 Music and Culture in the Middle East as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

For the Core: Students who wish to satisfy the Arts Core through Music while abroad should consult with the Director of the Undergraduate Program before their departure. Acceptable courses should be similar in scope and content to those offered at Boston College. Many abroad programs do not offer classes that fit these requirements.

For the major and minor: The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Music of the Modern Era and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as 12 credits fulfilled abroad.

Students should contact the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MUSA1100 Fundamentals of Music Theory. The theory courses (especially MUSA1100 Fundamentals and MUSA2100 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major. Those who can test out of MUSA1100 and who wish to fulfill the Arts Core requirement with a music course should take MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Arts Core courses in Art, Art History, and Film or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MUSA1090–2090 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Modern Era, or a composer or genre course) or one history course and one cross-cultural course should

be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Music Academic

Course Offerings

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

MUSA1080 Keyboard Skills (Fall/Spring: 0)

Corequisite: Must be concurrently enrolled in MUSA1100, MUSA2100, or MUSA3100

Theory corequisite

Keyboard Skills is a corequisite for each of the following theory courses: MUSA1100 Fundamentals of Music Theory, MUSA2100 Harmony, and MUSA3100 Chromatic Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Times to be determined once class begins. Students must be enrolled in MUSA1100, MUSA2100, or MUSA3100 to participate.

Leah Kosch

The Department

MUSA1090 Ear Training/Sight-Singing Lab (Fall/Spring: 1)

For music majors.

In meetings twice a week students learn to sing melodies by sight through a solfege system of drilling scales and intervals (sight-singing) and learn to notate melodic, rhythmic, and harmonic patterns (ear-training). The course principally helps students pass the Ear Training/Sight Singing requirement for the major but can benefit individuals in singing groups or those who wish to improve their practical musical skills. Preference given to majors and minors. Usually taken concurrently with MUSA2100 Harmony or MUSA3100 Chromatic Harmony.

Michael Burgo

MUSA1100 Fundamentals of Music Theory (Fall/Spring: 3)

Corequisite: Must be concurrently enrolled in MUSA1080

Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

The Department

MUSA1200 Introduction to Music (Fall/Spring: 3)**Satisfies Arts Core Requirement**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music, but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

Daniel M. Callahan

Alexander Ludwig

MUSA1300 History of Popular Music (Fall/Spring: 3)**Satisfies Arts Core Requirement**

From the blues to country, jazz to rock, our nation's political, social, and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America, with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music and acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts and as autonomous works of art.

Donald James

MUSA1320 Introduction to Musics of the World (Fall/Spring: 3)**Satisfies Cultural Diversity Core Requirement****Cross-cultural course within the major/minor.**

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; Western, Central, and Southern African; Arabic; Persian; Hindusthani; Karnatak; Javanese; and Japanese musics. Musical training and background are not required and are not presumed.

Douglass Dineen

Ann Lucas

MUSA1701 Aesthetic Exercises: Engagement, Empathy, Ethics

(Spring: 3)

Satisfies Arts Core Requirement**Core Renewal Course: Enduring Questions. For freshmen only.**

In this course you will hone your perceptual and critical faculties on a range of artworks and performances traversing media and frames, from ancient sculpture to contemporary sports. You will explore how differences between media and art forms affect representation, meaning, and reception. You will define and redefine "art." You will read aesthetic theorists from Plato to YouTube users. Most importantly, you will lavish attention on your own embodied experience to understand what constitutes aesthetic engagement, with whom or what you empathize in aesthetic experience, and how, if at all, aesthetic exercises better your life and the lives of others.

Daniel Callahan

MUSA1901 Music Internship (Fall: 1)

Jeremiah McGrann

MUSA2080 Keyboard Skills: Harmony (Fall/Spring: 0)

Corequisite: Must be concurrently enrolled in MUSA2100

Keyboard Skills: Harmony is a corequisite for MUSA 2100 Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA 2100 to participate.

Lindsay Albert

MUSA2085 Keyboard Skills: Chromatic Harmony (Fall/Spring: 0)

Corequisite: Must be concurrently enrolled in MUSA3100

Keyboard Skills: Chromatic Harmony is a corequisite for MUSA 3100 Chromatic Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions, and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA 3100 to participate.

Leah Kosch

MUSA2090 Advanced Ear Training/Sight-Singing Lab

(Fall/Spring: 1)

For music majors.

A continuation of MUSA1090. See description for MUSA1090.

Michael Burgo

MUSA2100 Harmony (Fall/Spring: 3)

Prerequisite: Must have successfully completed MUSA1100 or permission of Music required

Corequisite: MUSA2080 Keyboard Skills

Theory course. It is recommended that music majors take MUSA1090 Ear Training/Sight-Singing Lab.

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

Sandra Hebert

MUSA2201 Medieval/Renaissance (Spring: 3)**Historical Period**

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet,

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the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

Michael Noone

MUSA2203 Music of the Baroque (Fall: 3)

Historical period

This course includes music in the seventeenth and first half of the eighteenth centuries from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, and fugue.

T. Frank Kennedy, S.J.

MUSA2205 Music of the Classic Period (Fall: 3)

Historical Period

This course will consider the musical trends of the eighteenth and early nineteenth centuries (c. 1750–c. 1815) that are characterized by the movement towards simplicity in melody and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the two great composers who lived and worked in or around Vienna in the period 1780–1800: Haydn and Mozart.

Jeremiah W. McGrann

MUSA2209 Music of the Modern Era (Fall: 3)

Historical period.

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, and analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters, including: Debussy, Ravel, Stravinsky, and Schoenberg; nationalist composers like Bartok, Britten, and Copland; and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

Daniel M. Callahan

MUSA2304 Musics of India (Spring: 3)

There are no academic or music-skills prerequisites for this course.

This course will introduce students to the rich and varied musical arts of India. Students will delve into the ubiquitous songs of Bollywood and Tamil film, *karṇāṭak* and *hindustānī* art musics, temple musics, as well as the music (and dance) of *bharatanatyam*, *bhangra*, and other regional genres. Lectures will focus on situating Indian musics in their cultural and historic contexts while exploring issues of identity formation, regional and transnational movements, and the changing meanings of music and the arts in India. Students will also study performance practices—including basic exercises for South Indian melody (*rāga*), rhythm (*tāla*), and dance—which will provide engaged (and embodied) learning supplements to the lectures.

Douglass Dineen

MUSA2306 Musics of Africa (Spring: 3)

Cross listed with AADS2306

Satisfies Cultural Diversity Core Requirement

Cross-cultural course within the major/minor. The ability to read western European music notation is not required.

This course is a survey of the musical diversity and cosmopolitanism of one of the world's most populous continents. Drawing from

ethnographic studies of African musics, we will explore some of the political, economic, and historical circumstances out of which certain genres and styles of music emerge and at the ways in which these genres and styles circulate in global music and performance markets.

Sharon Kivenko

MUSA2307 Musics of Asia (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Cross-cultural course within the major/minor.

The ability to read Western music notation is not required.

This course offers an approach to Asian culture focusing on music and the performing arts. Case studies from India, Tibet, China, Japan, Korea, and Indonesia highlight the profound richness of musical experience seen throughout Asia while providing the foundation for a broader analysis of music-as-culture. Examining how music is deployed—in religious expression, political and social strategies, identity formation, and entertainment—reveals both continuities in musical uses/meanings and diversity in its cultural, social, and personal dimensions. This course locates contemporary Asian performing arts in their historical contexts, considers the transformations that take place as music flows across borders, and examines the interplay between global information networks and local forms and representations.

Douglass Dineen

MUSA2308 Music in the Medieval Islamic World (Fall/Spring: 3)

This course examines the nature of music in the medieval Islamic world and its relationships with cultural factors that shaped the history of the Arabic, Persian, and Turkish speaking worlds after the rise of Islam. The course will cover a period of history from the rise of the Ummayyad Caliphate (c. 660), through the Perso-Islamic empires of the thirteenth, fourteenth, and fifteenth centuries. Some aspects of music under the Safavid and Moghul Empires during the sixteenth century will also be addressed. Topics covered in this course include: the place of music in the context of Islamic philosophy, the function of music within the Islamic Caliphate, the use of music in Islamic mysticism, and musical changes that occurred in response to the changing nature of Islamic Empire.

Ann Lucas

MUSA2309 Music and Culture in the Middle East (Fall: 3)

Cross listed with ICSP2309

Satisfies Cultural Diversity Core Requirement

Cross-cultural course

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.

Ann Lucas

MUSA2330 History of Jazz (Fall: 3)

Offered Biennially

Cross-cultural course within the major/minor.

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots; its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age; its transformation into bebop, cool, third

stream, funk, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

Donald James

MUSA2334 Hip Hop in American Culture (Spring: 3)
Cross listed with AADS2334

This course is an historical and ethnomusicological review of hip hop. We will examine the roots of hip hop in African expressive culture, the emergence of the hip hop genre in the United States, and hip hop's impact in other places around the globe. The course requires active listening, readings, and use of multimedia.

Timothy Mangin

MUSA2340 Introduction to Irish Folk Music (Fall: 3)
Cross-cultural course.

An introduction to Irish music, including a historical examination of the music and its indigenous instruments and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former. Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.

Donald James

MUSA3100 Chromatic Harmony (Fall/Spring: 3)

Prerequisite: Must have successfully completed MUSA2100

Corequisite: Must be concurrently enrolled in MUSA2085

Theory course.

It is recommended that music majors take MUSA1090 Ear Training/Sight-Singing Lab or MUSA2090 Advanced Ear Training/Sight-Singing Lab.

This course covers the basic principles of chromatic progression. The proper use of secondary dominants, diminished seventh chords, and augmented triads precedes an in-depth study of the harmonization of Bach chorales, the concept of modulation using modal exchange, and the introduction of Neapolitan sixth and augmented sixth chords. We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

Ralf Gawlick

Thomas Oboe Lee

MUSA3106 Counterpoint I (Fall: 3)

Prerequisite: MUSA2100

Theory course

In this course we will study the fundamentals of two- and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions, first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon, and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony and analysis of contrapuntal compositions of the Baroque period.

Ralf Gawlick

MUSA3110 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)

Prerequisite: Must have successfully completed MUSA3100

Theory Course

The focus of this course is in two parts. In part one, we will look at large forms in the Romantic music repertory. We will study Robert Schumann's song cycle *Dichterliebe*, and Frederic Chopin's *Preludes, Op. 28*. In part two, we will study the techniques and methods behind some of the music of the twentieth century. For instance, the music of Arnold Schoenberg, Anton Webern, Milton Babbitt, Steve Reich, and others.

Thomas Oboe Lee

MUSA3114 Jazz Harmony, Improvisation, and Arranging (Fall: 3)

Prerequisite: Must have successfully completed MUSA3100

Theory course—students should have basic keyboard skills, but it is not essential.

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition, and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements; ii-V-I keyboard harmony, reharmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin; rhythm changes; and the blues.

Thomas Oboe Lee

MUSA3120 Seminar in Composition (Spring: 3)

Prerequisite: Must have successfully completed MUSA3100

Theory course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale music software, created by Coda Music Technology, Mac or PC version, is required for this course.

Ralf Gawlick

Thomas Oboe Lee

MUSA3126 Tonal Composition (Fall/Spring: 3)

Prerequisites: MUSA3100 and MUSA3106

Theory Course

Students enrolled in this course will complete three composition projects: (1) a three-part fugue in the Baroque style of J.S. Bach, (2) a Sonata-Allegro first movement in the Classical style of Haydn or Mozart, and (3) a Rondo or Scherzo movement in the Romantic style of Beethoven, Mendelssohn, Schubert, or Schumann. We will examine representative works of these composers in these genres to serve as models for the student compositions.

Ralf Gawlick

MUSA3226 Masterworks of Choral Music (Fall: 3)

Genre course.

A chronological examination of acknowledged masterpieces and lesser known works of the Western choral repertory in such genres as the

ARTS AND SCIENCES

Mass, motet, madrigal, oratorio, chorale, cantata, choral symphony, part songs, villancico, modern a capella music, and spirituals, among others. In addition to studying examples of each genre, we will look at the historical, social, and cultural contexts of this music and its performance.

Michael Noone

MUSA3270 Beethoven (Spring: 3)

Composer course

An introduction to Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiah W. McGrann

MUSA3275 Johannes Brahms (Fall: 3)

Composer course.

A second Beethoven, the last Romantic, a hidden source of Modernism—all these labels have been attached to Johannes Brahms (1833–1897). This course will look at the music of Brahms in light of various issues that defined the latter half of the nineteenth-century and that continue to influence the way we listen to his music today. We will consider ideas such as historicism, nationalism, and “conservative” versus “progressive” approaches to musical traditions. We will sample works in almost all of the genres for which Brahms wrote: symphonies, concertos, piano and chamber music, solo and choral songs.

Sandra Hebert

The Department

MUSA3342 Music and Ecstasy (Fall: 3)

Cross-cultural course

This course examines the many different contexts where music is used to attain an altered state of consciousness. Throughout the world, music is actively used to drastically alter the emotions, perceptions and actions of listeners in order to transport them into another state of being. This class deals with music’s relationship with specific practices of mysticism, shamanism, and magic; it also explores the specific musical structures associated with altered states of consciousness and analyzes general questions of music versus other factors in achieving an altered state of consciousness.

Ann Lucas

MUSA3350 The Beatles: From “Yesterday” to “Tomorrow Never Knows” (Spring: 3)

Restricted to Music Majors and Minors only.

Everyone loves the Beatles. In this class, we explore why that is the case. We will chart the rapidly changing idiom of popular music in the 1960s and outline its interaction with various social, political and cultural movements, such as “Beatlemania” and psychedelia. The primary source material for this class is the established canon of Beatles songs, albums and films, which we will supplement with secondary articles, reviews and interviews. This course will challenge you to listen critically to, and think deeply about, one of the most influential bands in the twentieth century.

Alexander Ludwig

MUSA4600 Senior Recital Preparation (Spring: 3)

Restricted for music majors. A course preparing for a 40-minute concert with research paper required.

The Department

MUSA4900 Readings and Research (Fall/Spring: 3)

The Department

MUSA4941 Senior Seminar (Fall: 4)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion, and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

Michael Noone

MUSA4961 Honors Thesis Preparation (Fall/Spring: 3)

The Department

Music Performance

Course Offerings

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

MUSP1615 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)

Prerequisite: MUSP1600

Performance course.

For students who have taken a full semester of Beginner Irish Fiddle (MUSP1600) or have at least one year’s experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

Sheila Falls-Keohane

MUSP1620 Traditional Irish Dance (Fall/Spring: 0)

This course will introduce students to the traditional dances of Ireland, including solo step dance footwork and group set and céilí dances. The class will include warm-ups, technique, and choreography, as well as occasional short readings, video viewings, and music listening exercises. Students will gain an understanding of Irish traditional musical rhythms, while physically embodying their intrinsic connection to the dance patterns. An uplifting and invigorating class. All levels welcome.

Kieran Jordan

MUSP1660 Middle Eastern Ensemble (Fall/Spring: 0)

Prerequisite: Permission of instructor required

Offered Biennially

This course is an ensemble dedicated to learning how to play music from cultures of the Middle East: the Arab World, Iran, Turkey, as well as parts of Central Asia. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Permission of instructor required for enrollment.

Ann Lucas

MUSP1750 Popular Styles Ensemble (Fall/Spring: 0)**Performance Course.**

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

Erik Kniffin

MUSP1760 Introduction to Improvisation (Fall/Spring: 1)**Performance course**

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

Erik Kniffin

MUSP1766 Intermediate Improvisation (Fall/Spring: 1)

Prerequisite: MUSP1760 or permission of instructor

Performance course

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

Erik Kniffin

MUSP1770 Gospel Workshop (Fall/Spring: 0)**Cross listed with AADS2290**

Performance course. No experience is required for membership, but a voice placement test is given to each student.

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MUSA2331 (AADS2266) and MUSA2332 (AADS2285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

Chauncey McGlathery

MUSP1800 Symphonic Band (Fall/Spring: 0)**Performance course.**

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.

David Healey

MUSP1840 The Boston College Flute Ensemble (Fall/Spring: 0)**Performance Course.**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.
Judy Grant

MUSP1900 Individual Vocal/Instrumental Instruction**(Fall/Spring: 0)**

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1910 Individual Vocal/Instrumental Instruction**(Fall/Spring: 0)**

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1920 Individual Instrumental/Vocal Instruction**(Fall/Spring: 0)****Performance Course. Fee required.**

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1925 Individual Instrumental/Vocal Instruction**(Fall/Spring: 1)****Performance Course. Fee required.**

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP2600 Irish Fiddle/Intermediate (Fall/Spring: 0)

Prerequisite: MUSP1615

Performance course.

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MUSP1615) and who the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing, and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Violin rentals are possible. A small portable recorder is required.

Sheila Falls-Keohane

MUSP2710 Advanced Improvisation (Fall/Spring: 1)

Prerequisite: MUSP1766 or permission of instructor

Performance course

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

Erik Kniffin

MUSP2720 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)**Performance course. Audition required.**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary

percussion, and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's and appeals to a wide range of musical tastes.

Sebastian Bonaiuto

JoJo David

MUSP2750 Musical Theater Performance (Fall/Spring: 0)

Cross listed with THTR2214

Performance Course.

Sandra Hebert

Pamela Murray

MUSP2800 University Wind Ensemble (Fall/Spring: 0)

Performance Course. Audition required.

The University Wind Ensemble is a select ensemble of 46 woodwind, brass and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.

Sebastian Bonaiuto

MUSP2820 Chamber Music Ensembles (Fall/Spring: 0)

Performance course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

The Department

MUSP2840 The Boston College Symphony Orchestra

(Fall/Spring: 0)

Prerequisite: Audition required.

Performance course.

The orchestra gives three full concerts each year plus the annual Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99*, Tchaikovsky's *Symphony No. 5*, and Copland's *Appalachian Spring*. The orchestra sponsors the annual Concerto/Aria Competition. Membership is by audition only.

John Finney

MUSP2850 Boston College Opera Workshop (Fall/Spring: 0)

Cross listed with THTR2215

Performance Course.

Opera Workshop is open by audition to all Boston College students seeking vocal and stage experience in opera, operetta and musical theater repertoire. Students have the opportunity to experience lead, supporting and ensemble roles, and occasionally will also present solo arias. OpShop presents performances in both Gasson Hall and as a part of the Arts Festival.

Sandra Hebert

Randy McGee

MUSP2852 Art Song Performance (Fall/Spring: 0)

Performance Course.

Lindsay Albert

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus*; Ph.D., University of Paris

Jacques M. Taminaux, *Professor Emeritus*; Doctor Juris, Ph.D.,

Maître-Agrégé, University of Louvain

James Bernauer, S.J., *Kraft Family 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 at Stony Brook

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L.,

Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., State

University of New York at Stony Brook

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale

University

Richard Kearney, *Charles 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., *Albert J. Fitzgibbons Professor*; A.B.,

Fordham University; A.M., Ph.D., University of Toronto; M.Div.,

S.T.B., Regis College, Toronto

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

A.M., Ph.D., University of Chicago

John Sallis, *Frederick J. Adelman, S.J., Professor*; B.A., University of

Arkansas; M.A., Ph.D., Tulane University

Eileen C. Sweeney, *Professor*; B.A., University of Dallas; M.A., Ph.D.,

University of Texas at Austin

Jeffrey Bloechl, *Associate Professor*; B.A., M.A., Catholic University of

America; Ph.D., Katholieke Universiteit te Leuven

Sarah Byers, *Associate Professor*; B.A., St. Joseph's University; M.A.,

Ph.D., University of Toronto

Gary Gurtler, S.J., *Associate Professor; Chairperson of the Department*;

B.A., St. John Fisher College; M.A., Ph.D., Fordham University;

M.Div., Weston School of Theology

Marina B. McCoy, *Associate Professor*; B.A., Earlham College; M.A.,

Ph.D., Boston University

Daniel McKaughan, *Associate Professor*; B.A., University of Oregon;

M. Div., Princeton Theological Seminary; M.A., Ph.D., University of

Notre Dame

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University;

Ph.D., Emory University

Jean-Luc Solère, *Associate Professor*; M.A., University of Paris-

Sorbonne; Ph.D., University of Poitiers

Andrea Staiti, *Associate Professor*; B.A., M.A., University of Milan;

Ph.D., Albert Ludwig University of Freiburg and University of Turin

Marius Stan, *Associate Professor*; M.A., University of Manchester;

Ph.D., Johns Hopkins University

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College;

M.Div., Weston College; Ph.D., University of Toronto

Richard Kenneth Atkins, *Assistant Professor*; B.A., Wheaton College

(IL); M.A., Graduate Theological Union; Ph.D., Fordham University

Aspen Brinton, *Assistant Professor*; B.A., Amherst College; M.A.,

Ph.D., Georgetown University

David Johnson, *Assistant Professor*; B.A., Emory University; Ph.D.,

Pennsylvania State University

Micah E. Lott, *Assistant Professor*; M.A., Fuller Theological Seminary; Ph.D., University of Chicago

Brian J. Braman, *Professor of the Practice*; *Director, Perspectives Program*; B.S., Central Michigan University; St.B., Gregorian

University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamain, *Associate Professor of the Practice*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Deborah DeChiara-Quenzer, *Assistant Professor of the Practice*; B.A., State University of New York at Stony Brook; M.A., Ph.D., Boston College

David E. Storey, *Assistant Professor of the Practice*; B.A., Boston College; Ph.D., Fordham University

Mary Troxell, *Assistant Professor of the Practice*; B.A., Amherst College; Ph.D., Boston University

Holly Vande Wall, *Assistant Professor of the Practice*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar*; B.A., Westmont College; Ph.D., Notre Dame

Contacts

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- Administrative and Graduate Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- www.bc.edu/philosophy

Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about humanity and our world.

Both as a Core requirement and as a major, philosophy is foundational in helping us appropriate our intellectual and spiritual heritage and develop self-understanding anew. Pierre Hadot reminds us, in *Philosophy as a Way of Life*, that philosophy was originally understood as a spiritual exercise. It had as its goal the transformation of the whole of one's life, intellectually, morally, and spiritually.

Philosophy has been central to the educational mission of Boston College since its founding. The prominence of philosophy in the curriculum reflects the Jesuit heritage of this university. From the beginning, Jesuit colleges placed heavy emphasis on the values of authentic Christian humanism, chief among which was respect for the power of human intelligence and the depth of human experience to seek the truth, and the mutual compatibility of faith and reason.

The study of philosophy remains among the most relevant and urgent of pursuits. Each human being desires answers to life's perennial questions—questions regarding the ultimate meaning of life, such as knowledge, truth, rationality, language, being, transcendence, God, faith, beauty, good, justice, humanity, friendship, love, sexuality, identity, power, and authenticity. Reflection on such questions remains the core of the study of philosophy. Answers to these questions proposed by philosophers of the past remain with us today, not only inscribed in books, but also embedded in the practices and institutions of our contemporary society. The mission of the Philosophy Department at Boston College is to provide an encouraging and supportive environment for the exploration of these questions, and for the critical examination of the pluralism of philosophical traditions that continue to inform our personal and corporate lives.

The Philosophy Department offers a broad spectrum of courses with a special focus on the history of philosophy, continental philosophy, and fundamental and contemporary problems in “practical philosophy.” Students who major in philosophy are asked to follow one of several different “tracks” in philosophy to guide and orient their study. These tracks are found on the departmental website and are regularly updated.

The department offers to qualified students the opportunity to participate in the departmental honors program. The honors program is by invitation only to students invited in their junior year. These students as seniors participate in a fall senior honors seminar and through the course of the entire senior year do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can be found in the Morrissey College of Arts and Sciences section.

A philosophy major prepares students for work in a variety of professional and academic fields, such as law, business, or medicine. Students with particular ability and who wish to be prepared for graduate study in Philosophy ought to pursue the systematic track in philosophy and consult with an advisor early in the course of their major.

Major Requirements

The Philosophy major consists of a total of 30 credits: six credits of Philosophy Core (two 3-credit courses), followed by 24 credits of philosophy electives (eight 3-credit courses). Students beginning with the class of 2018 are **required** to choose one of the departmental tracks in order to focus the major around a specific area of study. Please note that after track requirements are completed, a student may take any electives of his or her choice in order to complete the major. (That is, students are not limited to taking courses only within the chosen track.) Specific requirements for each track are located on the departmental website.

Students may also take up to two cognate courses from other departments toward the major. These courses should be philosophical in content and/or substantially contribute to the enhancement of the student's chosen major track and area of study. This course must be approved by the Director of Undergraduate Studies.

The two Philosophy Core courses must be drawn from one of the following five options:

- PHIL1070–1071 Philosophy of the Person (Fall/Spring: 6 credits)
- PHIL1088–1089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits) PULSE is primarily open to sophomores.
- PHIL1090–1091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring: 6 credits). This Perspectives course is primarily open to freshmen with one sophomore section offered annually.
- HONR1101–HONR1103 Western Cultural Tradition I–III (Honors Program) (Fall/Spring: 6 credits)
- PHIL1703–1704 Inquiring about Humans and Nature I and II (Fall/Spring: 6 credits)
- PHIL2281–2282 Philosophy of Human Existence (Fall/Spring: 6 credits; offered intermittently)

Students who participate in the new pilot Core courses will also be able to use these Core courses toward a philosophy major.

The Philosophy major serves students with different interests and career paths through **different concentrations or tracks** which have been designed to both give focus and direction to the Philosophy major while preserving the flexibility of the major:

1. **Systematic Philosophy** (designed for those who are considering graduate school in Philosophy)
2. **Science, Ethics, and Humanity** (intended especially for pre-meds, nursing students, biology, chemistry, physics, and psychology majors, environmental studies minors, students interested in public health, etc.)
3. **Pre-law/International Studies/Public Policy** (intended especially for those majoring or minoring in international studies, political science, and/or students interested in careers in law, public service, politics)
4. **Philosophy/Economics/Justice** (intended especially for students also studying economics, finance, and management)
5. **Philosophy and Religion** (intended for students with second majors or minors in theology and/or those interested in exploring a vocation in the priesthood/ministry)
6. **Faith, Peace, Justice** (intended for students in the Faith, Peace, and Justice minor who are also philosophy majors)
7. **Philosophy and the Arts** (intended especially for students involved in the arts or the study of literature)
8. **Perspectives Interdisciplinary Program** (for students who complete the four, full year-long, six credit courses in the Perspectives Program)

Philosophy Minor

The Philosophy minor consists of a total of 18 credits: six credits of Philosophy Core courses (two 3-credit courses) followed by 12 credits of philosophy electives (four 3-credit courses). Each student will design his or her own minor in consultation with a faculty advisor. Students may design their minor around one of areas in the major track or they may pursue another interest. Minors are encouraged to consult with faculty or the Director of Undergraduate Studies in shaping a coherent minor.

Core Requirement in Philosophy

The Core requirement for philosophy is six credits. The department offers students four basic options for fulfilling the University's 2-semester Core requirement in philosophy: Perspectives on Western Culture, PULSE, and Philosophy of the Person. Perspectives on Western Culture is primarily open to freshmen, PULSE to sophomores, Philosophy of the Person, and Inquiring about Humans and Nature (Perspectives and PULSE also fulfill the Theology Core requirement.)

The Philosophy Department offers Core courses in Philosophy, as a two semester sequence: two interdisciplinary options which as six course blocks each of two consecutive semesters fulfilling Philosophy and Theology core: Perspectives on Western Culture, I and II, and Person and Social Responsibility I and II, and a two semester, three credit per semester Philosophy only Core, Philosophy of the Person I and II. Philosophy and literature and fine arts Core can be fulfilled by taking Perspectives II: Modernism and the Arts, Philosophy and the social sciences Core, by taking Perspectives III: Horizons of the Social Sciences, Philosophy and science and mathematics Core, by taking Perspectives IV: New Scientific Visions.

Perspectives Program I–IV (Open to Both Honors and Non-Honors Students)

The Perspectives Program at Boston College is a 4-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PHIL1090–1091 (THEO1090–1091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For freshmen only.

Perspectives II

UNAS1104–1105/UNAS1106–1107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

Perspectives III

UNAS1109–1110/UNAS1111–1112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

Perspectives IV

UNAS1119–1120/UNAS1121–1122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

The PULSE Program for Service Learning

With its mission to educate Boston College students about social injustice, the PULSE Program for Service Learning educates more than 400 undergraduates each year through the integration of community-based social service and social advocacy fieldwork with the study of theology and philosophy. The PULSE Program offers not only its signature Core course, Person and Social Responsibility, but also electives. For a full description of the program, please visit the PULSE website at www.bc.edu/pulse.

The Honors Program in Philosophy

Admission to the Philosophy Honors Programs

Students will be nominated for membership in the Honors Programs in fall of the junior year. Ordinarily, students in the top 15% of Philosophy GPA's will be nominated. In addition, members of the Philosophy faculty may nominate students whom they deem to be especially worthy. Invitations to the Perspectives Honors track will be extended by the Director of the Perspectives Program and to the History of Philosophy Honors track by the Director of Undergraduate Studies, both in consultation with the Philosophy Department's Undergraduate Program Committee. The two honors programs are as follows:

Honors Program

Honors students will participate in the Senior Philosophy Honors seminar in the fall semester of senior year, and register for a Philosophy Honors Thesis course with an advisor in the spring semester. Students will be expected to complete a thesis of approximately 50–75 pages by the end of the senior year. Seminar meetings and social events also provide intellectual community for honors program participants.

Perspectives Honors Program

Students in the Perspectives Honors Major track are drawn from Perspectives majors who complete all four of the 2-semester Perspectives courses:

- Perspectives I Perspectives on Western Culture
- Perspectives II Modernism and the Arts
- Perspectives III Horizons of the Social Sciences
- Perspectives IV New Scientific Visions

In addition, Perspectives Honors students will participate in the Senior Perspectives Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with an advisor in the spring semester of the senior year. Such a senior thesis will ordinarily consist of original research in the field, in close work with a faculty advisor, culminating in the production of a 50–70 page senior thesis.

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Course Offerings

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

PHIL1070 Philosophy of the Person I (Fall/Spring: 3)

Satisfies Philosophy Core Requirement

Two-semester, six credit course

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and the problems of social justice.

The Department

PHIL1071 Philosophy of the Person II (Spring: 3)

Prerequisite: Must have successfully completed PHIL1070

Satisfies Philosophy Core Requirement

Two-semester, six-credit course. Students must have successfully completed PHIL1070 before taking PHIL1071.

See description under PHIL1070.

The Department

PHIL1086 Ethical Identities and Personhood (Summer: 3)

This course explores contemporary approaches to personhood, including philosophical, theological, and scientific contributions to concepts such as uniqueness and particularity, subjectivity and desire, relationality and communion, and freedom and ethical responsibility. In the second half of this course, we address the implications of our investigations to specific contemporary issues, including the influence of technology (e.g., social media, artificial intelligence), market economies, and consumerism on our self-understanding as persons and ethical beings. Throughout this course, we will continually return to two fundamental questions: (1) Who am I? (2) Who should I become? Our readings and class discussion will assist in formulating answers to these fundamental questions, helping to uncover some of the hidden assumptions guiding our understanding of ourselves. No special background in philosophy will be assumed for this introductory course.

Brian Becker

PHIL1088 Person and Social Responsibility I (Fall: 3)

Corequisite: THEO1088

Cross listed with THEO1088

Satisfies Philosophy and Theology Core Requirements

Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

The Department

ARTS AND SCIENCES

PHIL1089 Person and Social Responsibility II (Spring: 3)

Corequisite: THEO1089

Cross listed with THEO1089

Satisfies Philosophy and Theology Core Requirements

Enrollment limited to freshmen, sophomores, and juniors

See description under PHIL1088.

The Department

PHIL1090 Perspectives on Western Culture I/Perspectives I

(Fall: 3)

Corequisite: THEO1090

Cross listed with THEO1090

Satisfies Philosophy and Theology Core Requirements

Freshmen only

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

PHIL1091 Perspectives on Western Culture II/Perspectives II

(Spring: 3)

Corequisite: THEO1091

Cross listed with THEO1091

Satisfies Philosophy and Theology Core Requirements

Freshmen only

See description under PHIL1090.

The Department

PHIL1160 The Challenge of Justice (Fall/Spring: 3)

Cross listed with THEO2160

This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Problems discussed may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

Meghan Sweeney

PHIL1252 Practical Logic (Summer: 3)

A course not in the “new logic” (symbolic, or mathematical, logic) but in the “old logic” (ordinary language logic) invented by Aristotle and used for 2300 years in all the humanities. Includes such topics as definition, contradiction, syllogisms, implied premises, induction, and analogy. The course includes the commonsensical philosophical bases for this logic and also many practical applications to reading, interpreting,

evaluating, and inventing arguments, especially in dialogs. Texts: (1) *Socratic Logic*, (2) *The Best Things in Life*, (3) *Summa Philosophica* (all 3 titles by Peter Kreeft).

The Department

PHIL1510 Ethics (Summer: 4)

This course introduces students to the main schools of ethical thought in the Western philosophical tradition. We examine works by philosophers such as Aristotle, Kant, and Mill, and we ask how the ethical systems developed by these figures can help us to think through issues like economic inequality, the treatment of animals, and euthanasia.

Marina Marren

PHIL1703 Inquiring about Humans and Nature (Fall: 3)

Corequisite: Must be concurrently enrolled in ENGL1703

Satisfies Philosophy Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

This course examines the roots of the Western philosophical distinction between humans and nature. Our human experience as rational individuals capable of abstract thought has set us apart from the rest of nature. But humans have found that we are not wholly outside of nature. We have an intimate and interdependent relationship with the rest of creation, a bond that we have stretched through art and technology and been drawn back into by desire and physical necessity. We must ask, then: What does it mean to be human? How do we define nature? What responsibilities do humans have to nature?

Holly Vandewall

PHIL1704 Inquiring about Humans and Nature II (Spring: 3)

Satisfies Philosophy Core Requirement

Second part of PHIL1703.

Holly VandeWall

PHIL1705 Being Human: The Philosophical Problem of Nature and Mathematical Knowledge (Fall: 3)

Corequisite: Must be concurrently enrolled in MATH1701

Satisfies Philosophy Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

The inscription above the entrance to Plato's Academy read: “Let no one enter here who has not studied Euclid”—the father of geometry. Thinkers have sought to understand the world through mathematics. This course will examine how mathematical concepts in the study of nature shape human knowledge and how these systems of knowledge influence our perspective of human nature. Starting with the Greeks who viewed mathematics as the soul's direct window to reality, we will then progress to the scientific revolution during which mathematical understandings of nature have improved the human capacity to predict natural events.

Colin Connors

PHIL1706 Being Human II: The Philosophical Problem of Nature and Mathematical Knowledge (Spring: 3)

Prerequisite: Students must have taken PHIL1705 the previous semester.

Satisfies Philosophy Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Second part of PHIL1705.

Colin Connors

PHIL2216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects

of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

David Manzo

PHIL2233 Values in Social Services and Health Care (Fall: 3)

Through readings, lectures, discussions, field placements, and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovating nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

David Manzo

PHIL2259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross listed with THEO2327 and SOCY2250

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

PHIL2261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms—memoir, creative non-fiction, opinion and essay—to tell the truth as they experience it in their own encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

Kathleen Hirsch

PHIL2262 Telling Truths II: Depth Writing as Service (Spring: 3)

This PULSE elective will focus on the power of story-telling to achieve justice and social liberation. We will read theoretical and narrative accounts of the role of story, examine the use of story-telling among marginal populations as a means of participating in their own solutions. We will explore the benefits and liabilities of social media in emerging change movements. Students will engage in story gathering, telling, and analysis, through their PULSE placements and class discussion, producing a collection of original writings.

Kathleen Hirsch

PHIL2264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department

PHIL2281 Philosophy of Human Existence I (Fall: 3)

Satisfies Philosophy Core Requirement

This course will be accepted as an elective for philosophy majors or minors.

Human existence is a matter of fact in the world that calls for a twofold critical reflection, one on the theory of selfhood and one on the practice of selfhood. In this course we undertake reflection on the theory of selfhood, starting from our common experience as selves in the world and from what we are as embodied souls and spirits and going on to how we exercise our own proper activities of knowing and willing as selves in an historical culture.

Oliva Blanchette

PHIL2282 Philosophy of Human Existence II (Spring: 3)

Prerequisite: PHIL2281: Philosophy of Human Existence I

Satisfies Philosophy Core Requirement

Human existence is a matter of fact in the world that calls for a twofold critical reflection, one on the theory of selfhood and one on the practice of selfhood. In this course we undertake reflection on the practice of selfhood, starting from our common conscience or sense of responsibility and going on to reflect on how we reason from the good in deliberating about what we do as selves and in determining what is called for by justice and friendship in a community of selves.

Oliva Blanchette

PHIL2287 The Meaning of Work and Leisure (Summer: 3)

We spend much of our lives working or preparing ourselves to work. We spend much of the rest of our time pursuing leisure. But what are our goals in doing so? How important is it for our work to be meaningful? Is leisure simply the absence of work, or something more? And what role do each of these play in a fulfilling life? From Aristotle to Adam Smith, from Rousseau to Max Weber, this course will study various accounts of what work and leisure have been, and what their ideal forms might be. The course will conclude by considering the coming age of technologically automated physical and mental labor, and its impact on the future of work and leisure.

Jon Burmeister

PHIL2294 Cultural and Social Structures II (Spring: 3)

Prerequisite: Membership on PULSE Council

Cross listed with THEO2294

This course is a continuation of the themes developed in Culture and Social Structures I, with the focus on American culture in particular and on more specifically contemporary issues.

Meghan T. Sweeney

PHIL2296 Society and Culture II (Spring: 3)

This course is intended to continue and deepen the exploration begun in Society and Culture I and will employ the same plan as described under that course. But this course can also stand on its own and be taken without having taken the previous course.

David McMenamin

PHIL2297 Community and Culture I (Fall: 3)

This course will explore the nature of community in the context of American culture. Students will examine some of the philosophical, historical, cultural, political and religious forces, which have shaped

both contemporary American community and the American understanding of community. Beginning with John Locke and Jean Jacques Rousseau, then moving to Alexis de Tocqueville, the course's starting points will be in two thinkers whose political philosophies were part of the intellectual climate in which this nation was born, then in the observations of an early nineteenth century visitor of what had emerged in early America. Subsequent readings will raise the question of American culture and community from modern legal, cultural, political and religious perspectives.

David McMenamin

PHIL2298 Community and Culture II (Spring: 3)

This course is a continuation of the themes developed in Community and Culture I, though participation in the Fall semester is not a requirement for participation in Spring. With an eye toward understanding the connection between culture and community, we will examine various understandings of the nature of community in general, the relationship of culture to its communities, and the nature of life lived in the context of community. Particular focus will be given to the American experience of community. Areas considered will include the historical, political, economic, literary and religious, all with the purpose of understanding the cultural; the goal will be to identify the difficulties of reconciling individual and community life.

David McMenamin

PHIL2397 Dwelling between East and West (Summer: 3)

Cross listed with THEO2397

Venice and Islam: a theological and philosophical meditation on the role that Byzantine and Islamic architecture play in helping to dwell contemplatively in the city.

Brian Braman

PHIL3344 What is Racism? (Fall: 3)

Satisfies Cultural Diversity Core Requirement

The course will examine philosophical approaches to the questions: In what does racism consist? What are some of its principal types? What grounds its injustice and connection to a society's common good?

The Department

PHIL3507 Buddhist Philosophy and Psychology (Fall: 3)

Prerequisites: For undergraduates, at least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with THEO3507 and TMCE7124

We focus on early and Mahāyāna Indian Buddhism, then some areas of Tibetan and Japanese Buddhism, exploring philosophical, psychological and spiritual understandings. Buddhist approaches to theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of meditation, phenomenological investigation and to philosophical and psychological analyses. Reading in classical and modern Buddhism and in a few areas of modern psychology that draw on Buddhism.

John Makransky

PHIL4403 Does God Exist? (Fall: 3)

Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

Ronald K. Tacelli, S.J.

PHIL4405 Greek Philosophy (Fall: 3)

Prerequisites: Philosophy of the Person I and II or Perspectives I and II

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle, and, more briefly, some Hellenistic authors such as Plutarch, Epictetus, and Plotinus. Topics include theories of material bodies and of change; whether anything immaterial or immutable exists, and if so whether it is single or multiple and its relation to this changing world; the human soul; and the question of the criterion of truth, and the process by which humans may come to know; the question of the criterion of ethics.

Gary Gurtler, S.J.

PHIL4406 History of Modern Philosophy (Fall: 3)

The course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the emergence of the modern mind, the development of scientific knowledge and transformations of Western societies, during a period in which conquering rationality asserted its autonomy and gave rise to the idea of Enlightenment, but at the same time reflected on its own limits. This comprehensive survey will cover metaphysics, epistemology, ethics and political thought. We will analyze representative sources, paying attention to their argumentative structures, and highlighting the logic in the unfolding of problems and answers.

Jean-Luc Solere

PHIL4407 Medieval Philosophy (Spring: 3)

Prerequisite: Ancient Philosophy

Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were proposed to make sense of the world and of human life. The legacy of Antiquity, the philosophic and scientific knowledge of the time, and religious views were combined in original syntheses. The aim of the course is to provide a precise picture of this diversity, through a study of the main problems that a wide range of authors (Christian thinkers from St. Augustine to Ockham, but also Islamic and Jewish philosophers) faced.

Jean-Luc Solere

PHIL4408 Nineteenth- and Twentieth- Century Philosophy (Spring: 3)

Prerequisite: Some background in Kant, although not mandatory, is strongly recommended.

This class will be devoted to some of the most important issues in philosophy in the past two centuries. In particular, we will study the development of Kantian transcendental philosophy in German Idealism, Neokantianism, and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

Peter J. Kreeft

PHIL4409 Thoreau: Nature, Religion and Writing (Fall: 3)

Prerequisite: Core Philosophy course must be completed prior to registration.

This course explores the relationship between Thoreau as keen observer of nature, contemplative thinker, and politically engaged writer. Of particular interest are his journals, travel logs, political tracts, and of course *Walden*. It is helpful to compare these works to those of

Rousseau, Emerson and a post-Thoreauvian author like Henry Bugbee. The course includes a visit to Walden Pond and at least one hike along a way described by Thoreau.

Jeffrey Bloechl

PHIL4414 Race and Philosophy (Fall: 3)

Cross listed with AADS4414

Satisfies Cultural Diversity Core Requirement

This course employs methods of recent Anglophone philosophy to examine such topics as the bases and justification of racial solidarity; whether races are real and, if so, what they are (social constructions? natural categories?) and how they come to exist; racial identity; and the nature, preconditions, loci, subjects, and targets of racism.

Jorge Garcia

PHIL4419 Friendship (Fall: 3)

The renewed interest among philosophers about friendship indicates a break from the suspicion of the last several centuries. The lack of interest can be traced to an understanding of human nature where each individual is a self-contained unit. Ethical reflection emphasized equality so much that friendship appeared hard to justify, as based on preferring one individual over another. This has not always been the case, since Greek and Medieval thinkers regarded friendship rather highly as indicating what is best in human nature and essential to happiness. We will try to understand why different cultural perspectives evaluate friendship in different ways.

Gary Gurtler, S.J.

PHIL4426 Hermeneutics, Language, Politics (Fall: 3)

This course examines the relation between rhetoric, dialogical reason, and politics. We will draw on the thought of Aristotle, Herder, Humboldt, Heidegger, and, above all, Gadamer to understand how the nature of language, the character of rationality, and the phenomenon of non-scientific modes of truth contribute to a conception of hermeneutics as practical philosophy.

David Johnson

PHIL4429 Freud and Philosophy (Fall: 3)

Prerequisite: Philosophy Core

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology; and the implications of the ongoing revisions in Freud's classification of the drives.

Vanessa P. Rumble

PHIL4431 Philosophy of Mind (Fall: 3)

What is the mind? Some of history's most profound thinkers have attempted to answer this question, yet the nature of the mind remains elusive and hotly debated in contemporary philosophy. Can the mysteries of conscious experience be reconciled with a naturalistic, scientific world view? Is the mind really just a kind of computer, a machine made of meat? In this course, we will investigate what Francis Crick has called the Astonishing Hypothesis—"that 'You,' your joys

and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behavior of a vast assembly of nerve cells and their associated molecules."

Cherie McGill

PHIL4448 Buddhist Thought and Practice (Spring: 3)

Prerequisites: For undergraduates, at least one prior course in philosophy or theology is required, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with TMCE7110 and THEO3548

We explore aspects of early, Southeast Asian, and East Asian traditions of Buddhism, focusing on ways that Buddhist philosophy informs and is informed by practices of meditation, phenomenological investigation, ritual and ethics. Students will be instructed in mindfulness exercises (cultivating fuller awareness of things) to inform our studies.

John Makransky

PHIL4454 Unheard Voices: Philosophy at the Crossroads of Identity (Fall: 3)

Satisfies Cultural Diversity Core Requirement

What is a just society? What responsibility does each of us have to contribute to a common good? This course starts from the idea that answering these questions requires hearing the voices of those typically unheard, and recognizing the interlocking systems that construct our world. We will attempt to hear voices typically not heard, identify the forces that converge to make voices heard or unheard, and understand the roles that each of us play as silenced and silencer. We will attempt to discern a way forward to a more just society—a way forward that begins from where we are.

Cherie McGill

PHIL4456 The Holocaust: A Moral History (Spring: 3)

Cross listed with THEO4456 and HIST4846

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

James W. Bernauer, S.J.

PHIL4468 Introduction to Asian Philosophy (Spring: 3)

Cross listed with THEO2468

Satisfies Cultural Diversity Core Requirement

This course has no prerequisites and does not assume any background in Asian philosophy, but a final research paper will be required.

This course examines the three streams of thought that make up the core of East Asian philosophy: Confucianism, Taoism, and Buddhism. In the wisdom literature of these three "Ways," one finds the critical articulation of views about the nature of reality and about how one ought to live. An important theme common to all three teachings in this regard is the emphasis on learning as a process of self-transformation through self-effort in ordinary existence.

David Johnson

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PHIL4470 Philosophy of World Religions (Fall: 3)

Prerequisite: Philosophy Core

Satisfies Cultural Diversity Core Requirement

The purpose of this course is as follows: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature of the core of religion, if possible.

Peter J. Kreeft

PHIL4474 American Philosophy (Fall: 3)

American scholars have done some of the most innovative philosophical work. This course surveys the works of key figures in American philosophy, focusing on Jonathan Edwards, Thomas Paine, Ralph Waldo Emerson, Charles Sanders Peirce, William James, Josiah Royce, John Dewey, C.I. Lewis, Wilfrid Sellars, W.V.O. Quine, Richard Rorty, and Hilary Putnam.

Richard Kenneth Atkins

PHIL4476 Classical Chinese Philosophy (Fall: 3)

This course is an introduction to classical Chinese philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.

Joseph Jiang, S.J.

PHIL4477 Ethical Principles in Comparative Perspectives (Spring: 3)

The course will explore the major concepts of and current trends in Eastern and Western values, beliefs, and practices. It will also illustrate the diversity of their social, cultural and philosophical life by means of a cross-cultural perspective in order to communicate to students the importance of global changes, dialogue and exchanges.

You Guo Jiang, S.J.

PHIL4901 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

PHIL4931 Senior Honors Seminar (Fall: 4)

Restricted to departmental honors students only.

The senior honors seminar will support the development of a senior thesis. Topics will include methods for strong research, writing workshops, and contemporary philosophical readings and discussion.

The Department

PHIL4932 Perspectives Seminar (Fall: 3)

By arrangement.

Thomas Kohler

Frederick Lawrence

PHIL4961 Senior Honors Thesis (Spring: 4)

Restricted to senior departmental honors students.

Students will write a senior thesis of approximately 75 pages under the guidance of a faculty advisor.

The Department

PHIL4962 Perspectives Thesis (Spring: 3)

By arrangement.

Brian Braman

The Department

PHIL4983 Basic Questions in Philosophy of Human Nature (Fall: 3)

Paul Moyaert

PHIL5372 Patristic Greek (Fall: 3)

Cross listed with THEO5372

This course is continued in the spring as THEO5373 New Testament Greek II.

This two-semester course is designed for the student with no previous knowledge of ancient Greek and has as its goal to develop reading and translation skills in New Testament Greek. The first semester covers chapters 1–15 of Summers, *Essentials of New Testament Greek*.

Margaret Schatkin

PHIL5373 New Testament Greek II (Spring: 3)

Prerequisite: Must have completed THEO5372

Cross listed with THEO5373

Continuation and conclusion of THEO5372. Translate I John, a "letter of love."

Margaret Schatkin

PHIL5387 Mahayana Buddhism in East Asia (Spring: 3)

Cross listed with THEO5387 and TMST7097

Satisfies Cultural Diversity Core Requirement

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

PHIL5500 Philosophy of Law (Spring: 3)

This course aims to provide an overview of a number of core debates in contemporary philosophy of law. The primary concern will be to examine the relation between legal validity and the moral normativity of the law, that is, answers to the questions, what is the law? Is there a (moral) duty to obey the law? In addition to these more general questions, we will focus on several more specific questions pertaining to constitutionalism, including what is the relationship between a constitution and the rule of law? What is the ground of judicial review? What connection, if any, is there between questions of legal theory and broader debates in contemporary political philosophy?

Paul Van Rooy

PHIL5505 The Aristotelian Ethics (Fall: 3)

Prerequisite: Philosophy Core

This course has recently been added for the fall. For students interested in Aristotle's *Nicomachean Ethics*, this course is for you! It consists of a close reading of the whole of the *Nicomachean Ethics* beginning with ethical virtue (Books II–IX) and ending with happiness (Books I and X). I have found that a student's understanding of Aristotle's ethical concepts is enhanced when he/she considers those concepts in relation to leading figures in Ancient Greek literature. Thus, occasionally

we will discuss some of Homer's *Iliad* and Sophocles' *Oedipus Tyrannus* to consider how some of the following issues relate to Achilles, Hektor, Paris, Oedipus, and Jocasta. What does it mean to have an ethical virtue (or vice), to engage in involuntary actions, to be responsible, courageous, good-tempered, truthful, temperate, continent, incontinent, and happy? Since the course will be run seminar style, students are expected to participate generously in classroom discussions.

Deborah DeChiara-Quenzer

PHIL5508 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with THEO5559, ITAL5526 and ENGL4696

Conducted in English. Elective for Italian major or minor.

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

PHIL5512 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

PHIL5518 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); and (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

PHIL5529 Metaphysics (Spring: 3)

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

Gary M. Gurtler, S.J.

PHIL5532 Philosophy of Religion in Human Subjectivity (Fall: 3)

Prerequisites: Two courses in philosophy completed

A course on how the question of God or of supernatural religion arises in a post-modern existential philosophy of subjectivity and how it comes to be answered in the affirmative as seen in Maurice Blondel's philosophy of *Action*.

Oliva Blanchette

PHIL5543 Friends and Family: Why Care? (Spring: 3)

Isn't impartiality at the heart of morality? But then, (how) can we be justified in the partiality we normally show some people over others? This course considers some philosophical accounts of the place and significance within morality of a person's relationships with social acquaintances and relatives, and of her voluntary commitments and group affiliations (national, ethnic, racial, etc.). Readings include work of F.H. Bradley, selections from J. Seglow's monograph, *Defending Associative Duties* and from B. Feltham's and J. Cottingham's edited collection, *Partiality and Impartiality: Morality, Special Relationships, and the Wider World*, and other (mostly recent) texts.

Jorge Garcia

PHIL5545 Freedom or Determinism? (Spring: 3)

The advent of modern science intensified the long philosophical debates as to whether there is any such thing as human freedom. First the rise of Newtonian science strengthened the view that all actions, including every human action, is completely determined beforehand. Then Darwinian evolution added the idea of genetic determinism. Most recently neuroscientists have argued that human decisions are pre-programmed by neural structures. During this period important philosophers have resisted these attacks on human freedom. This course will study these debates, and challenge students to arrive at their own well thought-out answers to this question.

Patrick Byrne

PHIL5550 Capstone: Building A Life (Fall: 3)

Cross listed with UNCP5550

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as "constructing" the future. Lives are not created "ex nihilo" but built in the context of the places in which we live and have lived, built on the foundations that we have already laid, constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.

David McMenamin

PHIL5556 Quest for Authenticity: Lonergan's Philosophy of Art (Fall: 3)

The concept of authenticity permeates the whole of artistic culture. For a work of art to be thought authentic it will be true to some higher standard, be it a normative understanding of beauty or the artist's own personal vision. For Lonergan, what makes art authentic is its ability to communicate some ulterior significance or meaning through symbolic mediation of "the purely experiential pattern." The purpose of this course will be to appropriate in a rich way Lonergan's philosophy of art. But in order to do justice to this appropriation, we will first

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explore what other thinkers have had to say about the nature of art. Aquinas, Kant, Nietzsche and Heidegger will be some of the thinkers with whom we will begin our exploration of the philosophy of art.

Brian J. Braman

PHIL5562 Virtue Ethics (Fall: 3)

This course chiefly examines recent work on the nature, structure, types, of moral virtues, their relation to impersonal values, and their place within ethical theory, situating these discussions relative to Aristotelian accounts. Readings will be drawn from texts by Robert Adams, Robert Audi, Philippa Foot, Thomas Hurka, Michael Slote, Nancy Snow, Christine Swanton, Judith Thomson, Linda Zagzebski, and others.

Jorge Garcia

PHIL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)

Corequisite: Must be concurrently enrolled in either INTL5562 or INTL5564.

Your discussion group must match with the professor teaching your course.

Cross listed with INTL5563 and THEO5563

Major Restricted for IS.

See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

The Department

PHIL5575 Augustine (Fall: 3)

An introduction to the most influential Christian thinker of all time outside the New Testament. Course will begin with overviews and historical backgrounds (by Christopher Dawson, Ernest Fortin, Henri Marrou, Paul Henry, and Jacques Maritain). Most of the course will focus on a detailed exploration of the *Confessions* and parts of *The City of God*. We will also look at Augustine's influence on later thinkers: Anselm (*Proslogium*), Aquinas, Pascal (*Pensees*), and, more briefly, some modern thinkers (Luther, Calvin, Descartes, Kierkegaard, Dostoyevski, Lewis, Tolkien).

Peter Kreeft

PHIL5577 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

PHIL5584 C.S. Lewis (Fall: 3)

Prerequisite: Completion of Philosophy Core courses

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, moral force, and imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Peter J. Kreeft

PHIL5593 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

PHIL6578 Daoism (Fall: 3)

Cross listed with THEO6578

Satisfies Cultural Diversity Core Requirement

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

PHIL6615 Rationality and Religious Commitment (Spring: 3)

An examination of cutting edge work in contemporary analytic philosophy of religion, organized around foundational questions about the nature, rationality, and value of religious faith. What is faith? Is faith adequately characterized as believing something without sufficient evidence? To what extent is faith compatible with doubt? Can faith be positively related to skepticism? How is faith related to belief, acceptance, trust, hope, and love? Can it be rational to have faith? If so, under what conditions? Can a deeper understanding of faith open up new ways of thinking about the relations between faith and reason or science and religion?

Daniel McKaughan

PHIL6637 Philosophy of Theologians (Fall: 3)

Cross listed with TMST7168

This course has two aims: (1) critical study of philosophical texts that have been important in the development of Christian theological reflection; (2) investigate relations between philosophy and theology

from the Classical epoch into the late twentieth century. This course is designed especially for students of Theology, Ministry, and the joint M.A. program in philosophy and theology, but is open to all students.
Brian Dunkle

PHIL6655 Kant: Religion Within the Limits of Reason Alone (Fall: 3)

Prerequisite: Philosophy Core

This will be a seminar, focused on a close reading of this text by Kant. We will also supplement this text with passages from other works by Kant, especially the *Critique of Practical Reason*.

Micah Lott

PHIL6661 Love, Lust, and the Good Life (Spring: 3)

Prerequisite: Philosophy Core

This class considers different conceptions of love and its place in the good life. We will consider works from antiquity to the present day, considering both philosophical and theological texts. We will also engage with works of literature and film. Authors include Plato, Aristotle, Kierkegaard, Nabakov, and others.

Micah Lott

PHIL6670 Technology and Culture (Fall/Spring: 3)

Cross listed with SOCY6670, CSCI2267, and ISYS2267

Satisfies Computer Science Requirement.

Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms “citizen” and “ethics” in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

Physics

Faculty

Kevin Bedell, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Professor*; M.S., Technical University of Wrocław; Ph.D., University of Wrocław

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor*; *Chairperson of the Department*; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Kenneth S. Burch, *Associate Professor*; B.S., Ph.D., University of California, San Diego

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Cyril P. Opeil, S.J., *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, *Research Professor*; *Laboratory Director*; M.S., Warsaw University; M.S., Ph.D., Lehigh University

Ying Ran, *Associate Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Fazel Tafti, *Assistant Professor*; B.S., University of Tehran; M.S., Ph.D., University of Toronto

Ilija Zeljkovic, *Assistant Professor*; B.S., Washington University in St. Louis; Ph.D., Harvard University

Contacts

- Undergraduate Program Director: undergrad-physics@bc.edu
- Department Administrator: Jane Carter, 617-552-6280, jane.carter@bc.edu
- Faculty Support Assistant: Nancy Chevy, 617-552-6645, nancy.chevy@dc.edu
- Graduate & Undergraduate Programs Assistant: Síle Power, 617-552-2195, sile.power@bc.edu
- Office/Events Assistant: Scott Bortolotto, 617-552-3575, scott.bortolotto@bc.edu
- Department of Physics: www.bc.edu/physics
- Fax: 617-552-8478

Undergraduate Program Description

The Department of Physics offers a comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics or a related field, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors. The department offers a 100% guarantee of a research opportunity to every major that seeks one, provided they meet the required criteria.

Major Requirements

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional corequisites in Mathematics and other sciences.

Physics requirements:

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)

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- PHYS3300 Modern Physics (Spring: 4 credits)
- PHYS3510 Contemporary Electronics Laboratory (Fall: 2 credits)
- PHYS4100 Mechanics (Fall: 4 credits)
- PHYS4200 Electricity and Magnetism (Spring: 3 credits)
- PHYS4400 Quantum Physics I (Fall: 3 credits)
- PHYS4401 Quantum Physics II (Spring: 3 credits)
- PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4 credits)
- At least three credits of a course*, chosen from:
 - PHYS4300 Numerical Methods and Scientific Computing** (Spring: 4 credits)
 - PHYS4951 Senior Thesis*** (Spring: 3 credits)
 - PHYS4350 Experiments in Physics (Spring: 3 credits)*MCAS Honors Program Thesis or Scholar of the College Thesis when supervised by a Physics faculty member will also meet this requirement.
**Students need a background in computer programming, for example, CSCI2227 Introduction to Scientific Computation.
***Students will need prior agreement from a physics faculty supervisor to enroll in this course.
- At least six credits of an advanced (at or above the 4000 level) elective course. Courses vary from year-to-year, but recent offerings include:
 - PHYS4505 Nuclear and Particle Physics (3 credits)
 - PHYS4515 The Physics of Conventional and Alternative Energy (3 credits)
 - PHYS4525 Foundations of Plasmonics (3 credits)
 - PHYS4535 Nanoscale Integrated Science (3 credits)
 - PHYS4545 Introduction to Condensed Matter Physics (3 credits)
 - PHYS4555 Optics (3 credits)
 - PHYS4565 Cosmology and Astrophysics (3 credits)
 - MATH4440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult with the Undergraduate Program Director regarding current elective offerings.

Corequisites

Students are also required to take the following mathematics courses:

- MATH2202 Multivariable Calculus (4 credits)
- MATH2210 Linear Algebra
- MATH4410 Differential Equations

Students without advanced math placement will need to take introductory calculus courses, such as MATH1103 or MATH1105, which are prerequisites for MATH2202.

Physics majors are also required to take eight credits of CHEM1109–1110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior departmental approval.

Advanced undergraduate Physics majors may, with departmental approval enroll in first-year graduate courses, such as PHYS7711, 7732, or 7741.

Minor Requirements

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)
- PHYS3300 Modern Physics (Spring: 4 credits)

Also required are six credits in courses at or above the 4000 level. Students should discuss course selection with the Undergraduate Program Director.

Corequisites*

- MATH1102 Calculus I (4 credits) and MATH1103 Calculus II (4 credits) or
- MATH1105 Calculus II–AP (4 credits) are required

*Students who have been placed by the Mathematics Department at a level above MATH1105 will have satisfied this corequisite.

MATH2202 (4 credits) is required as a prerequisite for some of the upper-level physics courses.

Information for First Year Majors and Non-Majors

Physical science, computer science, and mathematics majors planning on taking physics in the freshman year should enroll in PHYS2200 and the associated lab PHYS2050. Biology majors and premedical students should enroll in PHYS2100 and the associated lab PHYS2050. Depending on high-school background, Physics majors take either the Calculus I–II sequence MATH1102–1103, or calculus II–AP MATH1105, or start with Multivariable Calculus MATH2202. Note that MATH1100–1101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics Majors.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PHYS2200, PHYS2201 (or PHYS2100, 2101) with labs, PHYS3100, PHYS3300 (also with labs), and the corequisite math courses MATH1102, MATH1103 and MATH2202. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics.

Students who are interested in studying abroad are strongly encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students should inquire early at the Office of International Programs, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 2000 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PHYS2100–2101 Introductory Physics I, II (Calculus) or PHYS2200–2201 Introduction to Physics I, II (Calculus) and PHYS2050–2051 Introductory Physics Laboratory I and II are required of all Chemistry and Physics majors;

Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 3000 are advanced offerings primarily for Physics majors.

Course Offerings

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

PHYS1400 The Art of Physics (Summer: 3)

Satisfies Natural Science Core Requirement

This four week summer course is a contemporary prologue to classical physics themes for students seeking to gain an appreciation of the scope, methods, and tools of physics, and to reflect on its place among liberal arts. The course will present major physics ideas in a broader cultural context, providing historical perspectives and taking advantage of science museums in Florence, Pisa, and other places, where early modern science has its roots. Simultaneously, it will aim to develop specific, highly practical physics skills, such as order-of-magnitude estimates, dimensional analysis, and some problem solving techniques based on physics laws.

The Department

PHYS1500 Foundations of Physics I (Fall: 3)

Satisfies Natural Science Core Requirement

Recommended laboratory (optional): PHYS2050–2051.

First semester of a two-semester algebra-based introductory physics course sequence, primarily for non-science majors, that covers the basic principles of physics. Emphasis is placed on problem-solving to demonstrate the implications of these principles, and to develop analytical skills. This course is similar to PHYS2100 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation.

The Department

PHYS1501 Foundations of Physics II (Spring: 3)

Satisfies Natural Science Core Requirement

Recommended laboratory (optional): PHYS2050–2051.

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PHYS2101 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism, electromagnetic oscillations and waves, physical optics, and, if time allows, basic concepts and applications of special relativity and quantum physics.

The Department

PHYS1600 Special Projects (Fall/Spring: 3)

Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

The Department

PHYS2050 Introductory Physics Laboratory I (Fall: 1)

Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. This lab is intended for students in PHYS2100–2101 or PHYS2200–2201.

Andrzej Herczynski

PHYS2051 Introductory Physics Laboratory II (Spring: 1)

Lab fee required. No lab on 07/04/2017. Make up lab will be on 07/05/2017.

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. This lab is intended for students in PHYS2200–2201 or PHYS2100–2101.

Andrzej Herczynski

PHYS2100 Introduction to Physics I (Calculus) (Fall: 4)

Prerequisite: MATH1100 (may be taken concurrently)

Corequisite: PHYS2110

Satisfies Natural Science Core Requirement

PHYS2050 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

The Department

PHYS2101 Introduction to Physics II (Calculus)

(Spring/Summer: 4)

Prerequisite: MATH1101 (may be taken concurrently)

Corequisite: PHYS2111

Satisfies Natural Science Core Requirement

PHYS2051 is the laboratory course to supplement the lecture course material. No class on 07/04/2017, make-up class is scheduled on 07/05/2017.

Second semester of a calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics.

The Department

PHYS2110 Introduction to Physics Recitation I (Fall: 0)

Corequisite: PHYS2100

Problem solving and discussion of topics in a small-class setting.

The Department

PHYS2111 Introduction to Physics Recitation II (Spring: 0)

Corequisite: PHYS2101

Problem solving and discussion of topics in a small-class setting.

The Department

PHYS2200 Introductory Physics I (Calculus) (Fall: 4)

Prerequisite: MATH1102 (may be taken concurrently)

Satisfies Natural Science Core Requirement

PHYS2050 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize

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analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PHYS2100 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.

The Department

PHYS2201 Introductory Physics II (Calculus) (Spring: 4)

Prerequisite: MATH1103 (may be taken concurrently)

Satisfies Natural Science Core Requirement

PHYS2204 is the laboratory course to supplement the lecture course material.

Second semester of a calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PHYS2212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics include fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics.

The Department

PHYS3100 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.

The Department

PHYS3300 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

The Department

PHYS3500 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for Physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PHYS3510 Contemporary Electronics Laboratory (Fall: 2)

Lab fee required

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors,

operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.

The Department

PHYS4100 Classical Mechanics (Fall: 4)

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.

The Department

PHYS4200 Electricity and Magnetism (Spring: 3)

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual-induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g., energy and momentum conservation, Plane waves, reflection and refraction. Time permitting, we will discuss radiation from moving charges.

The Department

PHYS4350 Experiments in Physics I (Fall: 3)

Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray, and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

Zhifeng Ren

PHYS4400 Quantum Physics I (Fall: 3)

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

The Department

PHYS4401 Quantum Physics II (Spring: 3)

Second semester of the PHYS4407–4408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

The Department

PHYS4525 Foundations of Plasmonics (Fall: 3)*The Department***PHYS4545 Condensed Matter Physics (Spring: 3)**

Condensed matter physics concerns all aspects of the physics of “condensed” materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called “soft condensed matter.”

*The Department***PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4)**

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistic.

*The Department***PHYS4951 Senior Thesis (Fall/Spring: 3)**

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

*The Department***PHYS4961 Senior Honors Thesis (Fall: 3)***The Department***PHYS5000 Readings and Research in Physics (Fall/Spring: 3)****Credits by arrangement**

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

*The Department***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

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor*; B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *Research Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Ken I. Kersch, *Professor*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

Jonathan Laurence, *Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

R. Shep Melnick, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor; Chairperson of the Department*; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

Timothy W. Crawford, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

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

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

Jennie Purnell, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Michael T. Hartney, *Assistant Professor*; B.A., Vanderbilt University; M.A., Ph.D., University of Notre Dame

Lauren Honig, *Assistant Professor*; B.A., Northwestern University; M.A., Ph.D., Cornell University

Peter Krause, *Assistant Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Lindsey O'Rourke, *Assistant Professor*; B.A., Ohio State University; M.A., Ph.D., University of Chicago

Emily A. Thorson, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., University of Pennsylvania

Paul T. Wilford, *Assistant Professor*; B.A., St. John's College; B.A., M.Phil, University of Cambridge; M.A., Ph.D., Tulane University

Kathleen Bailey, *Associate Professor of the Practice*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Associate Professor of the Practice*; B.A., University of Washington; M.A., Ph.D., Princeton University

David M. DiPasquale, *Assistant Professor of the Practice*; B.A., Kenyon College; M.A., Boston College; A.M., Ph.D., Harvard University

Contacts

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- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Director and Honors Program: Kenji Hayao, 617-552-4096, kenji.hayao@bc.edu
- Study Abroad Program Advisors: Gerald Easter, 617-552-3491, gerald.easter@bc.edu and Kenji Hayao, 617-552-4096, kenji.hayao@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
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- www.bc.edu/politicalscience

Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses: two introductory courses; at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields. Please note that *courses not credits* are the fundamental building block of our major. In order to complete the major, students must complete 10 political science courses that are each worth at least three credits. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not equivalent to four 3-credit courses). The larger number of credits for a single course from another institution may count toward the aggregate credits required for BC graduation, but that course will still count as a single course toward the major's ten course requirement. (A "double course" transferred from abroad, however, that spans two semesters, and carries 6–8 credits, will be counted as two elective courses for the major).

The Introductory Sequence

With some exceptions as noted below under **Qualifications, Exceptions, and Special Rules**, all majors should take one of the following introductory courses: Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021). In addition, students should take a second introductory course, selected from the following: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081); or Introduction to Comparative Politics (POLI1091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses in the major. You will need to have a Degree

Audit Course Substitution and Waiver Form signed by the Director of Undergraduate Studies in order for this waiver to be reflected on your Degree Audit.

The introductory curriculum in political science is not like that in other majors, such as economics or the natural sciences. Ours does not present a single curriculum that all students are expected to know before moving on to higher-level courses. Rather, the introductory curriculum is designed to expose students to the study of politics in a variety of ways. For example, each faculty member who teaches POLI1041 Fundamental Concepts has his or her own particular style of doing so.

There is, however, some common ground. POLI1041 Fundamental Concepts of Politics and POLI1021 How to Rule the World, are devoted principally to a study of some of the classic texts in political theory. POLI1042 Introduction to Modern Politics, POLI1061 Introduction to American Politics, POLI1081 Introduction to International Politics, and POLI1091 Introduction to Comparative Politics, all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom and in some cases, in discussion sections—is central to the way these introductory courses are taught.

To summarize: Students are normally required to take two introductory courses: either Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021); and one additional course from the introductory list: Introduction to Modern Politics (POLI1042); Introduction to American Government (POLI1061); Introduction to International Politics (POLI1081); and (POLI1091) Introduction to Comparative Politics.

- POLI1021, POLI1061 and POLI1091 satisfy the Social Science core and are open to majors and non-majors.
- POLI1041, POLI1042, and POLI1081 satisfy the Social Science core and are major restricted only.

Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order. The second digit of course numbers indicate their subfield. Courses with a "3" in that location (e.g., 2300) are in American Politics; courses with a "4" in that location (e.g., 2400) are in Comparative Politics; courses with a "5" in that location (e.g., 2500) are in International Politics; and courses with a "6" in that location (e.g., 2600) are in Political Theory. Students must take eight courses **beyond** the introductory courses, and at least one course must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements *must be satisfied by courses taken in the department*; courses taken abroad or transferred from other institutions may only be used to fulfill introductory or elective requirements. To fulfill the major, at least six courses of the ten courses required must be taken in the Boston College Political Science Department. No more than four courses in total, then, can be transferred from other U.S. institutions, study abroad, or Woods College of Advancing Studies (WCAS).

There is a considerable variety in our elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 15–19 members so that there is much more opportunity for sustained and intense

analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

Fields and Electives

- Two introductory courses including, Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021) and one course from the list of other introductory offerings: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081), or Introduction to Comparative Politics (POLI1091).
- At least one course in each of the four subfields of Political Science: American Politics (POLIX300–X398), Comparative Politics (POLIX400–X499), International Politics (POLIX500–X599), and Political Theory (POLIX600–X699), for a total of four subfield courses.
- Four electives from among any courses offered by the department that are not introductory courses. **NB:** POLI1021 (How to Rule the World) may also satisfy the subfield requirement in Political Theory. It may not, however, satisfy the Introductory requirement and the Political Theory subfield requirement at the same time.

Note: Courses designated as POLIX200–X299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered POLI7700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- Introductory courses do not have to be taken in any particular sequence: thus, students may take one of the “second” Introductory courses before Fundamental Concepts or How to Rule the World.
- Students who join the major *after their sophomore year* are not required to take Introductory courses. With department permission, they may substitute other elective courses for the standard introductory. Students who have scored at least a 4 on the American Government or Comparative Government AP exams may waive the second introductory course. *In either of these cases, students will still need to take ten courses and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their Degree Audits.*

There are courses in Political Science offered in the Woods College. Some of these courses may be used (and only used) to fulfill introductory or elective requirements in the major, and only with the prior approval of the Department’s Director of Undergraduate Studies. As a general rule, the Department will only approve for major credit WCAS courses taught by regular faculty or teaching fellows in the Political Science Department.

- Students may transfer up to four courses from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least

six courses (**18 credits**) in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements.

Please Note: Even after the University has accepted a transfer or a foreign study course for your MCAS requirements, you will still need to see the Director of Undergraduate Studies or one of the Foreign Study Advisors for special forms to move those classes into the appropriate categories on your Degree Audit.

Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed the sophomore year are invited to join the Honors program. Selection is based on academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes.

Honors Seminar: The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. Members of the Honors program must take at least two Honors Seminars over the course of their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses in all.

One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so *they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science.* With the permission of the Director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars, subject to the approval of the faculty member teaching the seminar.

Honors Thesis: As a culmination of the Honors program, members may write an Honors Thesis during their senior year. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major (Honors Thesis I and II, designated in the catalog as POLI4961 and POLI4962).

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least 12 courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who choose to write an Honors Thesis, and do so successfully, will be eligible to be considered for High or Highest Honors.

For further information on the Political Science Honors Program, contact the Director of Undergraduate Studies.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the one of Department's two study abroad advisors, Professor Gerald Easter and Professor Kenji Hayao. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Office of International Programs in Hovey House and by speaking with Professor Easter or Professor Hayao.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with the department's Foreign Study Advisor or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad advisor can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad advisor before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), e-mail the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses per semester from an institution abroad or four courses for an entire year. These courses will count as major electives only. As noted above, the four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Again, bear in mind that courses not credits are the building blocks of our major. Single courses taken abroad that carry 3 or more credits will be counted as single courses in the major. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not, in other words, treated as

equivalent to four 3-credit BC political science courses). Final approval of courses taken abroad requires the signature of the Department's Study Abroad Advisor on the Approval Forms available from the Office of International Programs in Hovey House.

Washington Semester

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad (i.e., a 3.2 GPA overall and in the major). Students interested in the American University Washington Semester Program should schedule an appointment with Maria Segala at the Office of International Programs. For more information, visit www.bc.edu/international.

Special Programs

Thesis Writing Outside the Honors Program

With department permission, students who are not members of the Honors Program may still have the opportunity to write a thesis, by enrolling in POLI4951–4952 (Thesis I and II). This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as your thesis supervisor. The thesis courses do not satisfy subfield requirements in the major but may be used to satisfy elective requirements.

Scholar of the College Program

Scholar of the College is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of 3.700 or better. Students interested in this program should consult the University's website for further information. (In this Department, Scholars projects are done under the course number POLI4921 Advanced Independent Research.)

Awards and Fellowships

Advanced Study Grants

The Boston College Advanced Study Grants were established to encourage, support, and give visible recognition to undergraduates who have that special spark of scholarly initiative and imagination. Students with these qualities should also be thinking of themselves as prospective candidates for national fellowships, such as the Rhodes, Marshall, Fulbright, Goldwater, or Truman. An Advanced Study Grant for a summer project can be an important step along the way. For more information on the ASG program, consult the University's website.

Advanced Study Grants are for student-designed projects. They are not awarded for projects in which a student proposes to work with a faculty member on the faculty member's research. For such faculty-designed projects, Boston College has Undergraduate Research Fellowships.

Students intending to write an Honors Thesis or Senior Thesis should consider applying in their junior year for Advanced Study Grants for Thesis Research, which fund summer research or skills-acquisition projects in direct support of a senior project that will be undertaken during the student's senior year.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships program enables students of at least sophomore status to gain firsthand experience in scholarly work by participating with a faculty member on a research

project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates of at least sophomore status are eligible. Fellowships are available for the fall, spring, and summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire directly with faculty to express your interest in being involved in their research.

National Fellowships Competitions

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations. Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships are among the major grants available. Some of these are available to Juniors and Seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is the Associate Vice Provost for Undergraduate Academic Affairs, Dr. J. Joseph Burns. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, consult the website for the University Fellowships Committee.

Course Offerings

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

POLI1021 How to Rule the World: Intro to Political Theory (Fall: 3)

Corequisite: POLI1022 Discussion Group

Satisfies Social Science Core Requirement

For majors and non-majors. This course may be used to fulfill the field requirement in Political Theory, or it may be used to fulfill one of the elective requirements in the major. It cannot satisfy more than one of these requirements.

This course will explore the highest political theme: the requirements of great political rule. What must we do and know in order to govern well? Should we be guided by the concern for justice, for example, or by the sometimes nasty demands of “national security”? We'll read a small number of foundational texts that all deal, in very different ways, with the requirements of great political leadership. Along the way we'll encounter the founder of the Persian Empire, the greatest king in the Hebrew Bible, Shakespeare's wickedest king, America's greatest president, and the teacher of princes, Machiavelli.

Robert C. Bartlett

POLI1041 Fundamental Concepts of Politics (Fall/Spring/Summer: 3)

Satisfies Social Science Core Requirement

For majors only. Restricted to freshmen and sophomores only.

This is an introduction to the study of politics through a consideration of some of the basic elements associated with governing: the political association, justice, constitutions, equality, liberty, conflict

among citizens and between citizens and governments, conflict among governments. Each of the course instructors uses a different set of readings, drawing on a mix of political philosophy texts, works on international politics, novels, biographies. Emphasis is on interesting and important readings, discussion, and writing.

The Department

POLI1042 Introduction to Modern Politics (Fall/Spring: 3) **Satisfies Social Science Core Requirement**

For majors only. Restricted to freshmen and sophomores only.

This course examines the politics and government of modern states, identifying what is distinctively modern (e.g., representative government, political parties), including in the survey both democratic and non-democratic nations. We will consider the nation-state itself—the most typical modern political arrangement—as well as efforts to “transcend” the nation (e.g., the European Union, the United Nations). We will examine the kinds of public policies that modern states adapt, and consider their consequences. Although this is not a class in international politics, some attention will be paid to the relations among modern states, including war and its causes.

The Department

POLI1061 Introduction to American Politics (Summer: 3) **Satisfies Social Science Core Requirement**

For majors and non-majors.

An overview of contemporary American government and politics focusing on how the institutions envisioned by the Framers of the Constitution (Congress, the judiciary, the executive) function today. Particular emphasis will be placed on how developments since the 1960s have affected the interaction of national, state, and local governmental actors, political participation, the articulation of interests, and policy formulation and implementation. Topics covered will include the media, public interest and advocacy organizations, campaign technologies and consultants, and public policy research institutes (think tanks). Whenever possible, comparisons between the U.S. and other advanced industrial democracies will be explored.

Peter NeCastro

POLI1091 Introduction to Comparative Politics (Fall: 3) **Satisfies Social Science Core Requirement**

This course is open to majors and non-majors.

This course provides an overview of the political science subfield of Comparative Politics. Comparative Politics is the study of domestic politics among the 200 plus countries around the world. The class introduces students to three features of Comparative Politics: (1) comparative research design and the comparative method; (2) major theoretical themes in comparative politics; and (3) sampling of case studies comparing politics in selected countries of the world.

Gerald Easter

POLI1203 Introduction to Public Administration (Fall: 3)

This course examines public administration both as an area of academic study and a profession. It looks behind the curtain of elected officials and judges at the powerful and complex systems of public agencies and administrators that manage and implement policy. Topics include: intersections between bureaucracy and the political process, theories of public organizations, bureaucratic discretion and accountability, policy implementation, and current debates about the changing nature of public administration.

Elizabeth Georges

POLI2251 Food, Power, and Politics (Summer: 3)**Cross listed with INTL2251 and HIST2851**

This course will seek to provide an intellectual and analytical-driven framework around the question of food as an integral part of any human experience, but particularly our experience with food through across cultures. We each have a unique opportunity to understand better the role of food in each of our lives as we move through this summer program by examining our own cultural and political assumptions and those of others from a new point of view. We can appreciate the lenses brought by other individuals, cultures and places to the acts of eating and producing food. Finally, we can express the human experience of food in ways that represent our understandings, experiences and vision for a healthy, just and pleasurable relationship to food in ways that can be shared and appreciated by others. In eating and producing food, we exist simultaneously in a deeply personal and communal place, a place of the present, past and future in which we are never more and less than human.

*Hiroshi Nakazato***POLI2301 Policy and Politics in the U.S. (Spring: 3)**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and the use of public lands.

*R. Shep Melnick***POLI2302 Dilemmas of Unity and Diversity in American Politics and Society (Fall: 3)****Satisfies Cultural Diversity Core Requirement**

Both politicians and professors speak of diversity as an unqualified good that Americans must continually strive to achieve. Yet what exactly do we mean by “diversity”? Along what dimensions—racial, social class, cultural, phenotypical, religious, ideological—do we define diversity? More to the point, are there any limits such that the merits of diversity or presumed merits diminish once certain levels of diversity are achieved.

*R. Shep Melnick**Peter Skerry***POLI2305 American Federalism (Fall: 3)**

This course will examine the constitutional foundation, the historical development, and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance and contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

*Marc Landy***POLI2314 Gender and Politics (Fall: 3)**

In this course we probe the role of women in American politics and the efforts that have been made on behalf of the collective political interests of women. We consider gender differences among citizens in public opinion, political participation, and vote choices and gender differences in the experiences and comportment of political leaders.

Finally, we analyze the politics of a number of public policies having a special impact on women—among them, employment discrimination and other workplace issues, child care, equal opportunity in education, sexual harassment and sexual violence.

*Kay Schlozman***POLI2317 The American Presidency (Fall: 3)**

This course examines the American presidency in the views and actions of major Presidents, electoral politics, and relations with political party, Congress, the courts, and the executive bureaucracy.

*Marc Landy***POLI2322 Courts and Public Policy (Spring: 3)**

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

*R. Shep Melnick***POLI2338 Environmental Politics and Policy (Spring: 3)**

This course provides an overview of environmental politics in the U.S., with an emphasis on the ways in which environmental policy is developed and implemented. We begin by analyzing the historical development of environmental policy in the U.S. paying close attention to how the environment as an issue has evolved from the time of the country’s founding through to the modern environmental movement. We then examine specific case studies related to contemporary policy challenges. Whether climate change, nonpoint source pollution, Not in My Back Yard (NIMBY) politics, or natural disasters, today citizens are confronting the consequences of rapid economic growth and development. Along the way we will consider the key actors that shape environmental outcomes including: Congress, the EPA, industry lobbyists, state and local environmental agencies, advocacy groups, the science community, and the private sector.

*Michael T. Hartney***POLI2339 State and Local Government (Spring: 3)**

Although national politics captures most media and public attention, state and local governments may well have a greater impact on citizens’ daily lives. Consequently, this course examines the key institutions and processes that shape politics and policymaking at the state and local levels of government. Specific attention will be paid to how American sub-national governments raise revenues, allocate and manage their resources (zoning laws, regulatory takings), and provide important governmental services (public schools, fire and police protection, parks). Along the way, students will be introduced to and asked to evaluate key concepts and theories relating to the operation of sub-national governments (e.g., federalism, Tiebout sorting, the “homevoter hypothesis”).

*Michael T. Hartney***POLI2341 American Political Thought I (Spring: 3)**

This course examines American political thought from the colonial settlements through the end of the Civil War. Topics include: religion and politics; modern liberalism; republican and democratic ideas in the colonies and states; the Constitution; parties; race and

slavery; equalitarian ideas in politics, religion, and private life; judicial review, federalism, the democratic executive, constitutionalism, and representative government.

Dennis Hale

POLI2360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission, provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote, as well as rights-based assertions on behalf of the disabled.

Kay Schlozman

POLI2405 Comparative Politics of the Middle East (Spring: 3)
Satisfies Cultural Diversity Core Requirement

The course explores origins of Muslim majority societies and political systems in the Middle East. It covers the formative era of Islamic civilization, and traces the diffusion of the Middle Eastern Islamic paradigm, culminating in the Ottoman system, and explores the social and political disruptions caused by the breakup of Muslim empires and establishment of European economic, political and cultural domination. It addresses how these forces led to the creation of national states and changes in class structure, and explores how the failure of Western forms of modernization and political organization led to demands for the formation of new political communities based on the revival of Islamic principles. Discussions will center Islam's compatibility with liberalism, secularization, modernity, democracy, and terrorism. Recent developments surrounding the Arab Spring and its aftermath will be explored. The course includes a crisis simulation exercise.

Kathleen Bailey

POLI2410 Latin American Politics (Fall: 3)

Class restricted to sophomores, juniors, and seniors.

This course explores efforts by Latin Americans to create more democratic, inclusionary, just, and rights-respecting political systems. Topics to be considered include: state terror and transitional justice; violence and organized crime; poverty and inequality; indigenous peoples and collective rights; LGBT rights; and sustainable development and environmental justice.

Jennie Purnell

POLI2420 Modern Iran (Fall: 3)

Cross listed with HIST4150

Satisfies Cultural Diversity Core Requirement

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society, social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's postrevolutionary experience as an Islamic Republic.

Ali Banuazizi

POLI2426 Modern Turkish Politics (Fall: 3)

The aim of this course is to introduce the major historical developments, main actors and institutional framework of modern Turkey. It will enable students to understand the complexities of and developments in political life, institutions and processes, as well as socio-economic factors that influence the political system in Turkey. After providing a historical overview, starting from the Westernization efforts during the late Ottoman Empire to the founding of modern republic, contemporary issues that have considerable impact on Turkish political life in the last decades will be discussed.

Cigdem H. Benam

POLI2427 International Migration and Refugees in a Global World (Spring: 3)

Migration is a phenomenon as old as human history. Yet, the way it has been perceived has changed over time. International migration, today, is accepted as a complex, dynamic and multi-dimensional phenomenon, which is inextricably linked with fundamental concepts of modern politics. This course aims to introduce basic concepts and theories related to international migration as well as the major challenges the international society faces. The course is structured in two broad parts; the first will introduce conceptual, historical and theoretical background whereas the second will focus on a particular type of migration: the refugees. Upon successful completion of the course students will be able to develop an understanding of concepts and theories of migration, major challenges for international society, international refugee regime, and link between international security and migration. They will also be able to contextualize the developments in the post-Arab Spring era.

Cigdem Hajipouran Benam

POLI2431 Radical Political Economy: From Marx to Anti-Globalization (Fall: 3)

This course examines the work of radical thinkers from Marx to contemporary critics of globalization. The course examines Marx's theory of history and his writings on capitalist economics and politics. It explores the evolution of radical thinking on issues such as the state; the role of class in contemporary societies, particularly in relation to issues of gender, ethnicity, and religion as bases for identity and power; and prospects for progressive social transformation. We conclude with a critical examination of theories imperialism and globalization, and what they imply for the future of societies at different stages of development.

Paul Christensen

POLI2432 Postcommunist Transitions (Spring: 3)

The course examines the multi-dimensional reforms underway in transitions in Eastern Europe, Russia, and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.

Paul Christensen

POLI2439 Cops, Colonels, and Spies (Spring: 3)

This course develops a comparative analytical framework to understand the role of organized state coercion in domestic politics, protest politics and regime change. Cases are drawn from across different regions and regime-types, with an emphasis on the communist and post-communist regimes of Eastern Europe. The analytical themes covered include: origins of modern police forces; campaigns of Dirty

War in authoritarian and democratic regimes; espionage during the Cold War; policing protest politics; and the role of coercion in cases of regime change.

Gerald Easter

POLI2441 Comparative Politics of Development (Fall: 3)

Why are some countries rich and others poor? How do politics and power shape development outcomes? These questions have long puzzled academics and policy-makers. In this course, students will study the historical, institutional, and political explanations for economic development. In the first half of the semester, we will examine the effects of colonialism, geography, natural resources, and conflict on economic growth. The second half of the semester explores the domestic and international politics that influence development outcomes. This includes the impacts of foreign aid, international intervention, and globalization.

Lauren Honig

POLI2442 African Politics (Spring: 3)

This course provides an introduction to contemporary African politics. The course engages important debates related to the state, economic development, democracy, natural resources, political institutions, identity politics, and conflict. We will examine this dynamic and diverse region from a comparative perspective, focusing on both comparison of states within Africa and between Africa and the rest of the world.

Lauren Honig

POLI2445 Political Development of Western Europe (Fall: 3)

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

Jonathan Laurence

POLI2469 The Politics of Japan and the Republic of Korea (Fall: 3) This course is restricted to sophomores, juniors, and seniors only.

This course provides an overview to the politics of contemporary Japan and the Republic of Korea (South Korea). While most of the focus will mostly be on domestic politics, it will include some discussion of their respective foreign policies. The course begins with a brief historical account, and it then proceeds to discussions of culture and society, electoral politics, decision-making structures and processes, and public policy issues.

Kenji Hayao

POLI2502 U.S.-Iran Relations since World War II (Spring: 3)

This course is restricted to juniors and seniors.

This course examines the domestic, ideological, and strategic dimensions of the troubled relationship between the United States and Iran since the Second World War. After a brief overview of the relationship in the pre-war period, it will focus on the war-time occupation of Iran by the Allied powers and the subsequent onset of the Cold War; Iran's oil nationalization crisis and the 1953 CIA-sponsored coup; U.S.'s unstinting support for the Pahlavi monarch after the coup until his fall in 1979; and the state of mutual distrust, tension, and hostility between the two countries since the Islamic Revolution.

Ali Banuazizi

POLI2518 Liberalism, Nation Building, and American Foreign Policy (Fall: 3)

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might U.S. policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?

David A. Deese

POLI2525 Politics and Institutions of International Economics (Fall: 3)

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

David A. Deese

POLI2531 Politics of Energy in U.S., Comparative and Global Perspective (Spring: 3)

Cross listed with INTL2531

Why is energy policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy, including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; and analyze how energy policy and politics shapes global security, climate change and sustainability. Class members will also simulate a severe international energy crisis and use the extensive resources and contacts developed from 2008–2011 BC summer course in Kuwait-Oil and Politics in the Gulf.

David A. Deese

POLI2548 The World Wars: Causes, Conduct and Unintended Consequences (Fall: 3)

This course examines the origins, military conduct, and societal consequences of World War I and World War II. We will look at each war from the perspective of state leaders designing their state's military strategy and the soldiers fighting for them. What caused the outbreak of each war? What was each state's military strategy and how did it interact with the strategies of other states? Why were so many soldiers willing to risk their lives and kill others on an unprecedented scale of destructiveness? Topics covered include: the social and technological developments necessary to fight wars of this scale; domestic, accidental, and international explanations for World War I; the military strategies of the major combatants in both wars; the Versailles Treaty and Post-World War I order; individual, domestic, and international explanations for World War II; the European and Pacific theaters; German mass killings; and Japan's surrender.

Lindsey A. O'Rourke

POLI2549 United States Foreign Policy 1945 to Present (Fall: 3)

This course examines the formulation, execution, and consequences of U.S. foreign policy since 1945. What were the underlying patterns and logics guiding U.S. leaders? How did changes in the structure of the international system influence U.S. foreign policy? What caused America's foreign interventions and wars? Topics covered include: the origins of the Cold War; the development of the post-World War II economic order; the consequences of America's position in the Western Hemisphere; the strategies of rollback and containment; the evolution of U.S. nuclear doctrine; U.S. interventions in Korea, Iran, Guatemala, Vietnam, the Persian Gulf, Iraq, and Afghanistan; the collapse of the Soviet Union and rise of American unipolarity; as well as the Bush and Obama Doctrines.

Lindsey A. O'Rourke

POLI2550 Nuclear Weapons and International Relations (Spring: 3)

This course will deal with nuclear weapons and international relations.

Lindsey O'Rourke

POLI2615 Islam and Liberal Democracy (Fall: 3)**Cross listed with ICSP2615**

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

David M. DiPasquale

POLI2638 Islamic Political Philosophy (Spring: 3)**Cross listed with ICSP2638**

This course is restricted to sophomores, juniors, and seniors, only.

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular West in late modernity.

David M. DiPasquale

POLI2665 The Question of Justice (Fall: 3)

This seminar is primarily for sophomores. Juniors are admitted with departmental permission, provided there is an open seat in the course, after the sophomore registration period.

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

Christopher Kelly

POLI3340 Seminar: Democracy and Our Schools (Fall: 3)

This seminar is restricted to juniors and seniors only.

This course examines K-12 education policy through the lens of American politics. On the one hand, schools influence American

democracy by cultivating norms of civic and political engagement among youth. Yet public schools are also agencies of government, which means that education policy is established through democratic political processes. This interplay between democracy and education raises fundamental questions about the consequences of living in a nation that relies on elected officials to govern its schools. We begin by examining contestation over the very purposes of public education. We then assess the formal institutions, groups, and ideas that shape education policymaking. Along the way we will be guided by questions such as: Does democracy compromise educational equity? How much say should the public have in determining education policy? Should schools be organized primarily by politics or by markets?

Michael Hartney

POLI3416 Race and Ethnicity in Latin America (Spring: 3)

This course is restricted to sophomores, juniors, and seniors.

Students who have previously taken POLI2411 should not take this course.

This course explores the politics of race and ethnicity in Latin America. We'll consider efforts by indigenous peoples and people of African descent to overcome long histories of discrimination and subordination and to achieve recognition of and respect for their rights as individual citizens and as collective entities.

Jennie Purnell

POLI3444 Seminar: Intellectuals and Politics in the Middle East (Fall: 3)

Open to juniors and seniors only.

This course examines the role of intellectuals, both religious and secular, in several Middle Eastern countries in analyzing the key problems of their societies, articulating visions for change, supporting or challenging the political status quo, and at times acting directly as agents of social change. The main themes to be explored in the works of a number of prominent Middle Eastern intellectuals include: the conflict between tradition and modernity; the encounter with the West and the quest for authenticity; secularism, human rights, minority rights, and democracy; and reformist versus radical strategies for political, social, and cultural change.

Ali Banuazizi

POLI3510 Globalization (Fall: 3)

Prerequisite: Department permission required

Cross listed with INTL3510

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty, democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy; and anti-globalization social movements and activism.

Paul Christensen

POLI3521 International Law (Fall: 3)**Cross listed with INTL3521**

This course examines the role of international public law (the "law of nations") in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations

of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law and the laws on territory, jurisdiction, human rights, and security, as well as other relevant topics.

Hiroshi Nakazato

POLI3617 Hegel and Marx (Fall: 3)

This course is restricted to sophomores, juniors and seniors.

Students must have previously taken POLI1021 How to Rule the World or POLI1041 Fundamental Concepts of Politics.

This course will examine the writings of two pivotal figures in the history of political philosophy. The course will begin with a brief treatment of Kant and focus on their different views of historical progress.

Paul T. Wilford

POLI4390 Immigration: Processes, Politics, and Policies (Spring: 3)

Restricted to juniors, seniors, and graduate students only. Not open to students who have previously taken POLI2330.

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of assimilation will be examined. Particular emphasis will be placed on undocumented immigration as well as the group competition and conflict engendered by immigration generally. The course will culminate in an examination of policy responses to the continuing controversy over immigration.

Peter Skerry

POLI4391 American National Institutions and Policymaking in Mature Welfare State (Fall: 3)

Open to all graduate students—see Shirley Gee for admission paperwork; restricted to juniors and seniors with the permission of the instructor.

This seminar focuses on (1) how our peculiar political institutions have shaped the American welfare state, and (2) how the expansion and maturation of the welfare state has changed American politics. Topics include partisan polarization and the persistence of divided government; the centralization of power within Congress and its preoccupation with budget matters; the paradox of growing administrative power and vulnerability; the entrenchment of “adversarial legalism”; the incentives for presidents to go around rather than through Congress; mobilization and counter-mobilization by interest groups; and efforts by state governments to create national policies.

R. Shep Melnick

POLI4394 Muslims in American Society and Politics (Fall: 3)

Do not take this course if you have previously taken POLI2363.

This course is restricted to sophomores, juniors, seniors, and graduate students.

An examination of the demographic, social, cultural, religious, and political forces that are shaping the emergent American Muslim community. Intergenerational family dynamics, Muslim schools, mosque governance, civil religion in America, advocacy group politics, and voting patterns will be examined. So will ethnic, linguistic, national-origin, and sectarian differences among immigrant-origin Muslims, particularly their political implications. African-American Muslims

will also be considered, especially their relations with immigrant-origin Muslims. Attention will be paid both to the impact of Muslims on American society and to the impact of American institutions and policies, especially post-9/11 initiatives such as the Patriot Act, on Muslims.

Peter Skerry

POLI4449 Domestic Politics of Post-1945 Europe (Spring: 3)

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

Jonathan Laurence

POLI4491 Russian Politics (Spring: 3)

This course examines contemporary Russian Politics from a comparative historical perspective. It seeks to explain the persistence of authoritarianism in Russia Politics. The topics examined include: the role of leadership with comparisons of Gorbachev, Yeltsin and Putin; the dilemmas of state and nation building after the Soviet collapse; and, Russia’s sometimes cooperative and sometimes contentious relations with its neighbors and the West.

Gerald Easter

POLI4493 Sex and the State: Gender and Sexuality in Latin America (Fall: 3)

This course is by instructor’s permission only. Please contact Professor Jennie Purnell at jennie.purnell@bc.edu, for information.

This course is class restricted to seniors, juniors, and graduate students.

This seminar explores the politics of gender and sexuality in Latin America. Topics to be addressed include family law and reproductive rights; women and revolution; women and the struggle for democracy; same-sex marriage; and the politics of gender identity.

Jennie Purnell

POLI4494 Models in Political Science (Spring: 3)

This course is closed to students who have previously taken POLI2415 Models of Politics. This course is restricted to sophomores, juniors, seniors, and graduate students.

This course will introduces students to several models that many scholars have used to represent political and social processes. We will give particular attention to game theory, collective action, rational choice, and some non-rational choice models. The emphasis is on improving skills in thinking about individual and collective behavior through the use of some simple concepts and some imagination.

Kenji Hayao

POLI4590 East Asian Security (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course is class restricted to juniors, seniors, and graduate students only. Not open to students who have previously taken PO514 East Asian Security.

This class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region’s great power relationship (U.S.-China relations), and the implications for the conflicts

on the Korean peninsula, in the Taiwan Strait, and in the South China Sea and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of state behavior and prospects for regional stability and instability.

Robert Ross

POLI4593 International Relations of the Middle East (Fall: 3)

Do not take this course if you have previously taken POLI2528. This course is class restricted to juniors, seniors, and graduate students.

Media coverage of the Middle East increases by the day, but in-depth knowledge of the region and its politics remain in short supply. Why has the Middle East seemingly experienced so much conflict? How do ethnic and religious identities, domestic politics, and the balance of power between nations help explain state behavior in the region? What explains variation in the political situation of Middle Eastern states since the beginning of the Arab Spring? This course will address the international relations of the Middle East from World War I to today. The course will focus on the most powerful states in the region—Egypt, Israel, Iran, Iraq, Saudi Arabia, Syria, and Turkey—in addition to foreign powers that have historically played a significant role in the Middle East, such as the United States and Great Britain. They are the key actors in the past and present wars, negotiations, alliances, revolutions, movements, interventions, and peace treaties that are the focus of the course.

Peter Krause

POLI4594 Power Transitions in Theory and Practice (Fall: 3)

This course is major restricted; all others by permission of the instructor. This course is restricted to juniors, seniors, and graduate students.

This class offers an analytical perspective on how great powers respond to power transitions (the rise and decline of powers), and the implications for war and peace. It considers multiple theoretical perspectives on power transitions, with attention to the factors that determine the sources of power transitions and the factors that affect the course of great power conflict. It considers case studies of power transitions drawn from European and Asian history, examining the variation in origins and outcomes. It considers the implications of these theoretical and historical perspectives for understanding the contemporary U.S.-China power transition and the prospects for war and peace.

Robert Ross

POLI4690 The Political Philosophy of Alfarabi (Spring: 3)

No prior acquaintance with the Arabic language or Islamic philosophy is necessary.

In the Muslim world today, more than ever there is an effort to locate the key figures of Islamic civilization and to situate them in a contemporary context. Alfarabi (d. 950) founded the main tradition of philosophy in the Islamic world. Regarded by his successors such as Avicenna (Ibn Sina), Averroes (Ibn Rushd) and Maimonides as the “Second Teacher” or greatest philosophical figure following the death of Aristotle, Alfarabi was understood to have been the leading authority in two fields of study, namely, logic and political science. This course will involve a close reading of *The Philosophy of Plato and Aristotle*.

David M. DiPasquale

POLI4901 Reading and Research—Undergraduate (Spring/Fall: 3)
By arrangement; by permission of the instructor.

This is a one-semester readings and research course directed by a Political Science faculty member that culminates in a long paper or equivalent.

The Department

POLI4921 Advanced Independent Research (Fall/Spring: 6)

By arrangement; by instructor permission only.

Independent study in the Political Science Department under the direction of a faculty member for undergraduate students qualifying for the University’s Scholar of the College Program.

The Department

POLI4933 Honors Seminar: The Politics of Plato (Fall: 3)

This course will consider one of the most famous books about politics ever written, Plato’s *Republic*.

Robert C. Bartlett

POLI4934 Honors Seminar: American Politics from the Ground Up (Spring: 3)

The populist upsurge landing Donald Trump in the White House has evident economic causes. But it also reflects critical developments in society and culture that challenge conventional modes of political analysis. This course will take up this challenge by examining the social and cultural dimensions of politics, including the dynamics between prepolitical institutions (e.g., families and kin groups) and informal social relationships (street gangs, neighborhood associations, bowling leagues, social media) on the one hand; and formal civic, political, and governmental organizations on the other. Contemporary U.S. politics will be the focus, but examples from other eras and contexts will be drawn on. Topics will include: the social/cultural dimensions of corruption; churches and mosques as community institutions; Alinsky community organizing; the impact of changing values and culture; identity politics; and the impact of expert, professional knowledge.

Peter Skerry

POLI4951 Senior Thesis I (Fall: 3)

Students interested in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encouraged to contact individual faculty members about their topic.

The Department

POLI4952 Senior Thesis II (Spring: 3)

By arrangement; by instructor permission.

Students interested in writing a senior thesis may do so over two semesters in their senior year.

The Department

POLI4961 Honors Thesis in Political Science I (Fall: 3)

By arrangement; by permission of the instructor.

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year. Students are encouraged to start thinking about their Honors Thesis topic during the second semester of their junior year, and they should start contacting individual faculty member to discuss their topic of interest.

The Department

ARTS AND SCIENCES

POLI4962 Honors Thesis in Political Science II (Spring: 3)

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year.

The Department

Psychology

Faculty

Hiram H. Brownell, *Professor*; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

Elizabeth A. Kensinger, *Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Scott D. Slotnick, *Professor*; M.S., Ph.D., University of California, Berkeley

Ellen Winner, *Professor*; *Chairperson of the Department*; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Sara Cordes, *Associate Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gorica D. Petrovich, *Associate Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Ehri Ryu, *Associate Professor*; M.A., Ph.D., Arizona State University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Liane Young, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

John Christianson, *Assistant Professor*; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

Joshua Hartshorne, *Assistant Professor*; B.A., Oberlin College; M.A., Ph.D., Harvard University

Katherine McAuliffe, *Assistant Professor*; B.Sc., University of King's College and Dalhousie University, M. Phil., University of Cambridge, Ph.D., Harvard University

Michael McDannald, *Assistant Professor*; B.A., University of Illinois at Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

Maureen Ritchey, *Assistant Professor*; B.A., University of Notre Dame; Ph.D., Duke University

Hao Wu, *Assistant Professor*; B.S., Beijing University; Ph.D. Ohio State University

Gene Heyman, *Senior Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

Jeffrey A. Lamoureux, *Senior Lecturer*; A.B., University of Vermont; Ph.D., Duke University

Andrea Heberlein, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

Sean MacEvoy, *Lecturer*; Sc.B., Ph.D., Brown University

Contacts

- Psychology Department Office: 617-552-4100, psychooffice@bc.edu
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- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Honors Program Chair and Psi Chi Advisor: Karen Rosen, McGuinn 436, 617-552-4104, karen.rosen@bc.edu
- Pre-Medical Advisors: Elizabeth Kensinger, McGuinn 510, 617-552-1350, elizabeth.kensinger@bc.edu; Jeff Lamoureux, McGuinn 508, 617-552-6653, jeffrey.lamoureux@bc.edu; Liane Young, McGuinn 347, 617-552-1541, liane.young@bc.edu
- Associate Director, Finance and Research Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
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- Programs/Faculty Support Assistant: Ryan Hynes, 617-552-4100, psychooffice@bc.edu
- www.bc.edu/psychology

Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Psychology focuses on basic, normal psychological functions such as memory, emotion, visual perception, social interaction, development and learning, and problem solving and creativity, as well as on abnormal processes such as psychopathology, dementia, and retardation. Psychologists study universals as well as individual and cultural differences in mental functioning. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and a deeper understanding of the scientific method as applied to the human condition. Our courses also provide the knowledge and tools necessary for students to prepare for graduate training.

The Psychology Department offers two majors: the Psychology Bachelor of Arts (B.A.) major, and the Psychology Bachelor of Science (B.S.) major. Both degree options introduce students to the broad range of topics that psychologists study, while also allowing students to choose an individualized course of study and focus on some aspects of psychology in greater depth. Both options allow students to gain research experience working in one or more of our psychology labs.

The Psychology B.A. major is particularly suited to students who wish to understand human behavior and mental functioning at the behavioral level. Students will take Psychology courses relevant to social, developmental, and cognitive psychology and will learn how animal models can be used to inform human behavior. Together these courses will provide students with an appreciation for the theories that have been put forth to explain human behavior and for the importance of considering clinical, cultural, social, and developmental factors when trying to understand why humans think, feel, and act as they do.

The Psychology B.S. major is particularly suited to students who wish to explore the brain mechanisms of human and animal behavior and mental functioning. Students will take courses from the Psychology, Biology, and Chemistry Departments that are related to evolution, genetics, physiology, neurobiology, and the neural basis of higher cognitive and emotional processes in humans. Together these courses will provide students with a strong foundation in the neurobiological processes that underlie behavior, motivation, and cognition. Premed students who are interested in majoring in Psychology are advised to pursue the Psychology B.S. major.

Requirements for B.A. Majors

Students must take a minimum of **33 credits** in the Department, including the following required courses:

- PSYC1110 Introduction to Psychology as a Natural Science and Introduction to PSYC1111 Psychology as a Social Science should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order (3 credits each).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible.
- At least three 2000-level courses, which must include at least one course each from three of the following four clusters (3 credits each):
 - Biological (PSYC2285 or PSYC2289)
 - Cognitive (PSYC2272 or PSYC2274)
 - Developmental and Clinical (PSYC2234 or PSYC2260)
 - Social and Personality (PSYC2241 or PSYC2242)
- Four additional courses in Psychology, at least three of which must be at the 3000-level or higher and the fourth course at the 2000-level or higher. (3 credits each)

Requirements for B.S. Majors

Students must take a minimum of **59 credits**, including the following required courses:

30 credits within the Department

- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order (3 credits each).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible. The Research Practicum option is recommended for Psychology B.S. majors.
- PSYC2285 Behavioral Neuroscience (3 credits)
- Either of the following courses (3 credits):
 - PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates
 - PSYC2274 Sensation and Perception
- Any one of the following courses (3 credits):
 - PSYC2234 Abnormal Psychology
 - PSYC2241 Social Psychology
 - PSYC2242 Personality Theories
 - PSYC2260 Developmental Psychology
- Three Psychology neuroscience courses (3 credits each): one from one of the following clusters, and two from the other cluster. One of these three courses must be a designated laboratory course from one of these clusters. A Research Practicum may

also be used to fulfill this designated laboratory requirement, but the Research Practicum will not count toward one of these three required neuroscience cluster courses.

Cognitive/Affective Neuroscience Cluster:

- PSYC3329 Psychophysiology of Stress
- PSYC3338 Topics in Abnormal Psychology
- PSYC3341 Psychology of Morality
- PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain
- PSYC3372 Affective Neuroscience
- PSYC3373 Learning and Motivation
- PSYC3374 Cognitive Aging
- PSYC3375 Psychology and Neuroscience of Human Memory
- PSYC3378 Vision
- PSYC3379 Disorders of Language and Communication
- PSYC3391 Ethical Controversies in Psychology and Neuroscience
- PSYC4437 Stress and Behavior
- PSYC4472 Social Neuroscience
- PSYC4473 Event-Related Potentials (laboratory course)
- PSYC4476 Cognitive Neuroscience of Memory
- PSYC5540 Advanced Topics in Social Psychology
- PSYC5541 Moral Emotions
- PSYC5571 Controversies in Cognitive Neuroscience
- PSYC5574 Neuroscience of Sensation and Perception
- PSYC5575 Advanced Affective Neuroscience
- PSYC5576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Ritchey, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

- PSYC4490 Senior Thesis I (laboratory course)
- PSYC4495 Senior Honors Thesis I (laboratory course)
- PSYC4497 Scholars Project Research (laboratory course)

Systems Neuroscience Cluster:

- PSYC3380 Neuroscience of Psychopathology
- PSYC3381 Neurobiology of Social Behavior
- PSYC3382 Neurobiology of Stress
- PSYC3383 Neurobiological Basis of Learning and Memory
- PSYC3384 Neurophysiology
- PSYC3385 Neurobiology of Motivation and Emotion
- PSYC3386 Psychopharmacology
- PSYC3387 Developmental Neuroscience and Behavior
- PSYC3388 Neurobiology of Eating and Eating Disorders
- PSYC3389 Sex and Aggression
- PSYC5580 Neural Systems and Stress
- PSYC5581 Neurobiology of Mental Illness
- PSYC5583 Molecular Basis of Learning and Memory
- PSYC5585 Brain Systems: Motivation and Emotion

Any one of the following courses in a Behavioral Neuroscience laboratory (Christianson, McDannald, Petrovich). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):

- PSYC4490 Senior Thesis I (laboratory course)
- PSYC4495 Senior Honors Thesis I (laboratory course)
- PSYC4497 Scholars Project Research (laboratory course)

Minimum of **29 credits** outside the Department

- Three Biology Courses (at least 9 credits total):
BIOL2000 Molecules and Cells
- Any two of the following Biology courses:
BIOL2010 Ecology and Evolution
BIOL3030 Introduction to Physiology
BIOL3040 Cell Biology
BIOL3150 Introduction to Genomics
BIOL3190 Genetics and Genomics
BIOL4260 Human Anatomy
BIOL4320 Developmental Biology
BIOL4350 Biological Chemistry
BIOL4420 Principles of Ecology
BIOL4450 Animal Behavior
BIOL4590 Introduction to Neuroscience
BIOL4850 Research in Neuroscience Lab
BIOL5270 Neurobiology of Disease
BIOL5510 Cell Biology of the Nervous System
- Two Chemistry courses (8 credits total):
CHEM1109 General Chemistry I with Lab (CHEM1111)
CHEM1110 General Chemistry II with Lab (CHEM1112)
- Two Mathematics courses (at least 6 credits total):
Two courses at the level of MATH1100 or above (MATH1004 Finite Probability & Applications is also accepted). MATH1100 and MATH1101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):
At least two additional upper-level, one-semester courses from Chemistry, Physics, Biology, or the Psychology Cognitive/Affective Neuroscience or Systems Neuroscience clusters listed above. Students planning on applying to Doctoral Programs in Neuroscience should consult with their advisor about which of these courses to choose. Biology and Physics courses must be 3000-level or above. Chemistry courses must be 2000-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.
- Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CHEM2231 Organic Chemistry I and CHEM2232 Organic Chemistry II, or PHYS2209 Introduction to Physics I and PHYS2210 Introduction to Physics II.

Advanced Placement

For either the Psychology B.A. major or the Psychology B.S. major a score of four or five on the A.P. Psychology examination may be substituted for either PSYC1110 or PSYC1111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional upper level Psychology course (one numbered 2000 or higher) to complete their major in Psychology.

The Department also accepts a score of four or five on the A.P. exam for the natural science and math courses associated with the Psychology B.S. major. Students are not required to take any additional upper-level courses to replace these natural science and math substitutions.

Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PSYC4490 in the fall and/or PSYC4491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I (PSYC1120) and either PSYC1121 or a Research Practicum before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program and obtain licensure to practice in a clinical field.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration, along with a listing of the additional required courses, is available at www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html. Students should contact the concentration adviser, Karen Rosen, for additional information, if necessary.

This concentration is normally not open to Psychology B.S. majors. We are concerned that the heavier load of the B.S. requirements along with the added requirements of the Clinical Concentration will interfere with students becoming involved in research early in their studies and their undertaking an independent research project in their senior year. However, B.S. Majors may petition the Department for permission to pursue the Clinical Concentration by contacting Dr. Michael Moore, the Department's Director of Undergraduate Studies as early as possible.

Honors Program

The Psychology Honors Program offers students in both the Psychology B.A. major and the Psychology B.S. major an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. Students who meet or exceed the GPA requirement, in Psychology and overall, will be invited to join the Honors Program. The Honors Program requires a GPA of 3.6. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to

indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 15 of their junior year, students need to submit a Thesis Proposal Approval Form to the Psychology Department. Students then begin the process of executing the research plan and continue to work on the research project (including data collection and analysis and completing the final written thesis) throughout the senior year.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PSYC4495–4496 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (5000-level or above). One semester of the Senior Honors Thesis course (PSYC4495) may count toward the major requirements for both B.A. and B.S. Psychology majors. The second semester of the Senior Honors Thesis course (PSYC4496) and the 5000-level course are taken in addition to the courses required for the majors. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

A copy of the thesis, accompanied by an Honors Thesis Approval Form needs to be submitted to the Department by May 1 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their required GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the MCAS Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Associate Chair for permission to apply courses taken abroad towards meeting major requirements. These decisions about international study are made on a case-by-case basis. Approval should be obtained before the start of the study abroad program.

Fifth Year Program: B.A.-B.S./M.A.

The B.A.-B.S./M.A. program is limited to students who are majoring in Psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Departments areas of concentration are:

- Behavioral Neuroscience
- Cognitive Psychology and Cognitive Neuroscience

- Social Psychology
- Developmental Psychology
- Quantitative Psychology

Visit the Department's website at www.bc.edu/psychology for additional information on these areas.

Fifth Year Program: B.A./M.S.W.

Please note: This program is available only to Psychology B.A. majors.

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology B.A. major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year. Contact faculty advisor Michael Moore in the Psychology Department for more information.

Faculty Advisement

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty members provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor. Students who desire to change advisors should contact the associate chair.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 1010 and 1111 (e.g., PSYC1011, PSYC1021, PSYC1029, PSYC1032, PSYC1072, PSYC1110, and PSYC1111).

Students receiving a four or five on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none is listed, the course has no prerequisites.

Guide to Psychology Course Numbering

PSYC1000–PSYC1009: Courses that do not satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.

PSYC1010–PSYC1099: Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but do not provide credit toward completion of the Psychology major.

PSYC1110–PSYC1111: Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.

PSYC1120–PSYC1999: Introductory, statistical, and methodological courses that are required for Psychology majors.

PSYC2000–PSYC2999: Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.

PSYC3000–PSYC3999: More advanced and/or specialized courses, requiring one or more 2000-level courses as prerequisites.

PSYC4000–PSYC4999: Research practica and advanced seminars in various areas of psychology limited to Psychology majors.

PSYC5000–PSYC5999: Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.

PSYC6000 and above: Graduate-level courses.

Course Offerings

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

PSYC1032 Emotion (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Does not provide credit toward completion of the Psychology major.

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include such questions as: What are the functions of emotion, interpersonally and intrapersonally? What are some ways that emotions can be dysfunctional? Are emotions the same across cultures? How do we know what someone else is feeling? How does emotion interact with decision-making? In addressing these questions, we will incorporate discussions of how psychological experiments are constructed, performed, and interpreted.

Andrea Heberlein

PSYC1072 Memory in Everyday Life (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Does not provide credit toward completion of the Psychology major.

Memory doesn't just help us to excel on exams or to reminisce with friends. The ability to learn from past experiences makes us who we are and allows us to function in society. This course uses the study of memory as a way to explore the psychological research process. We will examine how we remember and why we forget, how our memories are tied to our sense of self and to our relations to others in society, and how everyone from advertisers to professors can capitalize on the nature of memory to influence what we remember about an experience.

Elizabeth Kensinger

PSYC1110 Introduction to Psychology as a Natural Science

(Fall/Spring: 3)

Satisfies Social Science Core Requirement

This course is one of two introductory courses required for Psychology majors, along with PSYC1111. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

Gene Heyman

PSYC1111 Introduction to Psychology as a Social Science

(Fall/Spring: 3)

Satisfies Social Science Core Requirement

PSYC1110 and PSYC1111 can be taken in any order.

This course is one of two introductory courses required for Psychology majors, along with PS1110. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

Michael Moore

PSYC1120 Introduction to Behavioral Statistics and Research I
(Fall/Spring: 3)

Corequisite: PYSC1122

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures. In this first semester the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential statistics. PSYC1120 is a large lecture course with a smaller breakout section (corequisite PSYC1122).

Sean MacEvoy

Ehri Ryu

PSYC1121 Introduction to Behavioral Statistics and Research II
(Spring: 3)

Prerequisite: PSYC1120

Corequisite: PSYC1123

As the second course in PSYC1120–1121 sequence, this course covers one-way and factorial ANOVA, correlation and regression, within subject ANOVA, analysis of contingency tables and nonparametric methods. If time permits, logistic regression will be covered.

Hao Wu

PSYC2200 Introduction to Social Work (Fall/Spring: 3)

Cross listed with SCWK6600 and SOCY5565

Available to undergraduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

PSYC2205 Undergraduate Research (Fall/Spring: 3)

Prerequisite: Permission of instructor required

An opportunity to participate in research projects in the laboratory of a faculty member. Students are encouraged to obtain permission of the instructor before they register for their other courses, so that they may keep open the time slot for the laboratory meetings associated with the laboratory.

The Department

PSYC2206 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of instructor required

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member within the Psychology Department. A student may obtain the consent of a faculty member to serve as his or her instructor by contacting the faculty member directly. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

The Department

PSYC2234 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC1110

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural

characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

Marilee Ogren

PSYC2241 Social Psychology (Fall/Spring: 3)

Prerequisite: PSYC1111

This course explores the scientific study of social thought and behavior. How do we understand, interact with, and influence other minds—and our own? How might we apply psychology to social problems? Topics include mind perception, emotion, persuasion, stereotyping, and moral psychology.

Andrea Heberlein

PSYC2242 Personality Theories (Fall/Spring: 3)

Prerequisite: PSYC1111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

James Russell

PSYC2260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PSYC1111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

Sara Cordes

PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates (Fall/Spring: 3)

Prerequisite: PSYC1110

This course introduces the scientific study of mental function from an information processing perspective. The course examines how information is processed and transformed by the mind to control complex human behavior. Specific topics include the history of cognitive psychology, cognitive neuroscience, attention, perception, consciousness, short-term and long-term memory, mental imagery, language, decision-making, and problem solving. Course material will be drawn from work with clinical populations (e.g., people who have sustained brain injury) as well as from work with non-injured populations. Class sessions will be devoted to lecture, discussion, demonstrations, and (if practical) student presentations.

Hiram Brownell

PSYC2274 Sensation and Perception (Fall/Spring: 3)

Prerequisite: PSYC1110

How do our senses tell us what is really in the world around us, and can our senses be trusted? These questions have been pondered by philosophers for centuries, and more recently by psychologists and neuroscientists. This course will explore the anatomical/biological basis of sensation (how the world that we perceive is translated into the raw language of the nervous system) and the cognitive processes underlying perception (how our brains reconstruct the physical world from these neural inputs). We will examine these questions for vision, hearing, touch, smell, and taste.

Sean MacEvoy

PSYC2281 Sports Psychology (Summer: 3)

A survey of the field of sport psychology with emphasis on the role of athletics throughout the life cycle. Examines the recent trend of increased participation by children in organized sports at earlier ages, the impact of parental dynamics, the growing interest in continuing athletic participation over the life cycle, the economic and social

expectations and their implications for psychological development. Discusses issues addressed by sport psychologists including those relating to performance, stress, and self esteem.

Michael Moore

PSYC2285 Behavioral Neuroscience (Fall/Spring: 3)

Prerequisites: PSYC1110, or BIOL1100–1102, or BIOL2000–2010

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented, and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

Marilee Ogren

PSYC2289 Comparative Psychology: Study of Animal Behavior (Fall/Spring: 3)

Prerequisite: PSYC1110 is suggested, but not required.

This course is a survey of animal behavior from the psychologist's perspective. The methods and aims of comparative psychology are presented as we consider how and why psychologists should study animal behavior. All species are faced with fundamental problems such as navigating in their environment, finding food and water, defending against predators, communicating with conspecifics, attracting a mate, and learning and remembering information. The course will examine the very different strategies that various species, including humans, have evolved for solving these problems, and discuss reasons why these different kinds of strategies have evolved.

Jeffrey Lamoureux

PSYC3331 Developmental Psychopathology (Fall/Spring: 3)

Prerequisite: PSYC2260

This course will provide an introduction to the field of developmental psychopathology, an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

Amy Tishelman

PSYC3334 Interpersonal Violence (Fall/Spring: 3)

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy Tishelman

PSYC3336 Clinical Psychology (Fall/Spring: 3)

Prerequisite: PSYC2234

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention.

ARTS AND SCIENCES

Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

Karen Rosen

PSYC3338 Topics in Abnormal Psychology (Fall/Spring: 3)

Prerequisites: Must have successfully completed PSYC1110 and PSYC2234

This course considers several adult neuropsychiatric disorders such as Alzheimer's disease, stroke, schizophrenia, depression, bipolar disorder, and savant syndrome. We will consider basic research as well as case studies to analyze these disorders in terms of their neurological and psychological basis, etiology, symptomology, diagnosis, treatment, and prognosis.

Marilee Ogren

PSYC3339 Understanding Autism Spectrum Disorder

(Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC2234 or permission of instructor required

This course provides a comprehensive overview of the autism spectrum and related disorders from infancy through adulthood. We will investigate topics in etiology and genetics, deficits in social cognition and perception, diagnosis and assessment, and treatment and advocacy. Students will also become familiar with scientific writing and primary literature.

John Knutsen

PSYC3345 Social Motivation (Fall/Spring: 3)

How do other people affect our motivation to act? Psychology has given too much emphasis to extrinsic rewards and too little to the ways in which our relationships with others determine our choices, feelings, and thoughts. Many of our behaviors are motivated primarily by our relationships with others. In this course we will explore the influence of others on our behavior. Topics to be considered include kindness and cruelty, cooperation and competition, and conformity and rebellion.

Donnah Canavan

PSYC3353 Culture and Emotions (Fall/Spring: 3)

Prerequisite: Any course at 2000 level or with permission.

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.

Mary Kayyal

PSYC3363 Language Acquisition and Development (Fall/Spring: 3)

Prerequisites: Must have successfully completed PSYC2260 and must have successfully completed PSYC2272 or LING3361

Children have an instinct for language. Every typically-developing child learns language—something neither our most powerful machines or smartest non-human animals can do. Even adults do not learn language as quickly or successfully as children. If not exposed to a language, children will invent one. In this course, we try to understand how children learn language, why animals, machines, and adults have

so much difficulty learning language, and what the answers to these questions say about what it means to be human. In addition to learning about language, students will engage in hands-on laboratory research, resulting in a scientific publication. No knowledge of statistics or computer programming is required; students will learn all required statistics and programming during the course of the semester.

Joshua Hartshorne

PSYC3366 Social and Emotional Development (Fall/Spring: 3)

Prerequisite: PSYC2260

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence. The influences of parents, siblings, peers, and caregivers will be examined, as will the issues of individual differences, stability and change, and coherence of development across contexts and over time.

Karen Rosen

PSYC3367 Psychology of Art (Fall/Spring: 3)

This course considers philosophical questions about art such as these: Can art be defined? Can art express emotion? Why do we enjoy sadness and fear in art but not life? Are aesthetic judgments just matters of subjective taste? What's wrong with a perfect fake? We will focus on experiments from psychology that attempt to answer these questions with empirical evidence.

Ellen Winner

PSYC3369 Understanding the Social World: Social Cognition in Humans and Other Animals (Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC2241

This course will address the puzzle of how we make sense of our social world by focusing on questions such as: how do we carve our world into meaningful social groups, understand what others are thinking and maintain productive cooperative relationships? These questions will be tackled using both developmental and comparative approaches, with the goal of understanding how social cognition takes shape over childhood and what aspects of human social cognition are shared with other animals.

Katherine McAuliffe

PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain (Fall/Spring: 3)

Prerequisites: PSYC1110, PSYC1111, and PSYC2272

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes, including perception, attention, memory, action, and language (identified using techniques such as functional MRI, event-related potentials, and lesion studies). Other mind-brain topics that will be considered include hemispheric specialization, neural plasticity, frontal lobe function, and consciousness.

Scott Slotnick

PSYC3373 Learning and Motivation (Fall/Spring: 3)

Prerequisite: PSYC1110 is suggested, but not required.

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. We will focus heavily on classic and recent experiments designed to assess the processes and content of associative learning. Lastly, we will consider whether animals simply acquire stimulus-response tendencies, or if they have a more cognitive representation of their world, again focusing on how we can even ask this experimentally.

Jeffrey Lamoureux

PSYC3379 Disorders of Language and Communication (Fall/Spring: 3)

Hiram Brownell

PSYC3385 Neurobiology of Motivation and Emotion (Fall/Spring: 3)

Prerequisite: PSYC2285 or PSYC2287

This course will review the neurobiology underlying motivated and emotional behaviors. The current neuroscience findings from animal models will be the primary focus of the course; however, results from human studies will be incorporated in some discussions. The course structure will include lectures and discussions of the assigned readings.

Gorica Petrovich

PSYC3388 Neurobiology of Eating and Eating Disorders (Fall/Spring: 3)

Prerequisite: PSYC2285 or PSYC3384

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory. The course will explore the current neuroscience findings from animal models, and human studies relevant to appetite, regulation of eating, and eating disorders.

Gorica Petrovich

PSYC3389 Sex and Aggression (Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC2285 or PSYC2289

Have you ever wondered why animals are attracted to the opposite/same sex, why they attack other animals, how they decide with whom to mate or whom to fight, and how drugs of abuse hijack natural rewards like mating, parenting, and aggression? In this course, we will study how genetic and neurochemical pathways direct males' and females' social motivation. We will cover topics such as sex-specific social behavior, same-sex sexual partnerships, monogamous rodents, neurochemistry of human pair-bonding and violence, and drug impairment of natural reward. In the last few weeks of the course we will discuss the way sex research is covered by the media and its social implications within the legal system such as the burgeoning field of neurocriminology.

Kyle Gobrogge

PSYC4431 Positive Psychology (Fall/Spring: 3)

Prerequisites: PSYC1121 and either PSYC2241 or PSYC2242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love, and gratitude. Growth, healing, relatedness, and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.

Donnah Canavan

PSYC4433 Addiction, Choice, and Motivation (Fall/Spring: 3)

Prerequisites: PSYC1110 and at least two 2000-level or higher courses in Psychology, Economics, or a Natural Science, or permission of instructor

Open only to sophomores and juniors, or with instructor permission.

This is a writing intensive course. Students write weekly prompts on course readings. The readings are drawn from the research literature on addiction and choice. The drug research includes biographical accounts, epidemiological studies, and experiments on drug effects and drug choice. The choice research includes studies with animals and humans that test simple quantitative models of rational choice and impulsiveness.

Gene Heyman

PSYC4436 Clinical Fieldwork in Psychology (Fall/Spring: 3)

Prerequisite: PSYC3336

This class is restricted to students who are completing the Undergraduate Clinical Concentration.

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least eight hours per week with weekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.

Karen Rosen

PSYC4441 Research Practicum in Sport and Exercise Psychology (Fall/Spring: 3)

This course introduces students to research in sport and exercise psychology. Course content will focus on the various methods used to study psychosocial aspects of sport, exercise, and physical activity. Students will become familiar with quantitative and qualitative methods by examining current research in the field and participating in hands-on, collaborative research assignments. Students will also choose a topic related to course content, conduct a literature review, design a study, collect and analyze data, write a scientific paper in APA style, and present their findings.

Kristina Moore

PSYC4443 Research Practicum in Social and Cognitive Methods (Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC1120

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations.

We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.

Andrea Heberlein

PSYC4446 Social Neuroscience (Fall/Spring: 3)

Prerequisite: Must have successfully completed PSYC2241 or PSYC3341

Human beings are fundamentally social creatures. In this seminar, we will examine topics explored in classic and contemporary social psychology using the tools of neuroscience, such as functional neuroimaging and transcranial magnetic stimulation. Sample topics: social connection and rejection; conforming to crowds and obeying authority; dehumanization and objectification; stereotypes and group membership; first impressions and social expectations; prosocial behavior; sacred values; self-control; the future self.

Liane Young

PSYC4447 Individual Differences and Social Behavior

(Fall/Spring: 3)

Prerequisites: PSYC1111, PSYC1120, PSYC1121, and either PSYC2241 or PSYC2242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the Big Five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

Donnah Canavan

PSYC4466 Current Issues in Developmental Psychology

(Fall/Spring: 3)

Prerequisite: PSYC2260

Recommended for juniors and seniors

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.

Michael Moore

PSYC4470 Research Practicum in Cognitive Psychology

(Fall/Spring: 3)

This course introduces students to the research process in cognitive psychology and cognitive neuroscience. The semester starts with a review of experimental design, common paradigms, statistical analysis, critical reading of journal articles, and ethics. Then, students work individually or in small groups to carry out a research project in an area of language or cognition that relates to cognitive neuroscience. Possible research topics are discussed in class. The research project entails reviewing the psychological and neuroscientific literature, identifying an appropriate research topic, designing and carrying out an empirical study, and evaluating and communicating the results.

Hiram Brownell

PSYC4471 Research Practicum in Experimental Psychology

(Fall/Spring: 3)

Prerequisites: PSYC1110, PSYC1120

Open only to sophomores and juniors.

This is a writing intensive course, particularly well-suited for students considering a senior thesis. Students will conduct original experiments on cognition, perception, and decision making. Students will learn how to analyze their data and learn to write up the results in scientific, journal-style format. Class readings (journal articles) will provide the conceptual background for our studies. Class discussion will focus on these readings and your ideas regarding how to analyze and describe the results.

Gene Heyman

PSYC4473 Event-Related Potentials: Laboratory Methods Course

(Fall/Spring: 3)

Prerequisite: PSYC3371 or PSYC3372 or permission of instructor

When it comes to figuring out what the awake, human brain is doing, one of the most valuable tools is the use of electroencephalography (EEG) to measure the neural activity tied to particular types of events (event-related potentials, or ERPs). This course will serve as a hands-on introduction to ERPs, with equal parts discussion and hands-on application. Discussion will focus on the neurophysics of ERPs, the analysis of ERPs, and the insights that ERPs have yielded in the attention, language, and memory literatures. Hands-on activities will allow students to implement the laboratory techniques and analysis approaches discussed in class.

Elizabeth Kensinger

PSYC4474 Research Practicum in Sensation and Perception

(Fall/Spring: 3)

The course will introduce students to experimental methods used to understand human perception. In a hands-on, laboratory-style course format, students will become familiar with the process of designing perceptual experiments and the collection and analysis of perceptual data. As a final project, with guidance from the instructor each student will complete a perceptual experiment and prepare a report of their work in the style of a scientific publication.

Sean MacEvoy

PSYC4479 Research Practicum in Sensory Processes and the Psychology of Food (Fall/Spring: 3)

Prerequisites: Must have successfully completed PSYC1110 and PSYC1120 and must have successfully completed PSYC3388, PSYC3371, PSYC2274, or PSYC2285)

How do our senses—what we see, hear, smell, and taste, and the sensory features of how food is presented to us—influence what, when, and how much we eat? How do moods, expectations, the situation we are in, and the people we are with influence our feelings of hunger and satiety, and even how we metabolize food? How does what we eat influence our emotions, and how do our personalities and moral convictions influence what we eat? These are some of the topics that will be addressed in this research practicum involving critical reading, class presentations, research projects, and active participation.

Rachel Herz

PSYC4490 Senior Thesis I (Fall: 3)

Registration for this course requires additional paperwork. See the Psychology website.

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

The Department

PSYC4491 Senior Thesis II (Spring: 3)

Registration for this course requires additional paperwork. See the Psychology website.

This is a continuation of PSYC4490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PSYC4490 and PSYC4491.

The Department

PSYC4495 Senior Honors Thesis I (Fall: 3)

Registration for this course requires an invitation and additional paperwork. See the Psychology website.

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation “Graduated with Departmental Honors” will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

The Department

PSYC4496 Senior Honors Thesis II (Spring: 3)

Registration for this course requires an invitation and additional paperwork. See the Psychology website.

Continuation of PSYC4495.

The Department

PSYC4497 Scholars Project Research (Fall/Spring: 6)

This course is limited to Psychology majors who are conducting their Scholar of the College research.

The Department

PSYC5501 Experimental Design and Statistics (Fall/Spring: 3)

Prerequisite: An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample *t* tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.

Hao Wu

PSYC5502 Multiple Regression (Fall/Spring: 3)

Prerequisite: PSYC5501

This course provides an introduction to the theory and application of multiple regression analysis. The topics are multiple regression,

treatment of categorical predictors, test of interaction effect, statistical assumptions, regression diagnostics, and regression analysis for categorical dependent variable.

Ehri Ryu

PSYC5543 Current Topics in Moral Psychology (Fall/Spring: 3)

In this graduate seminar, students will engage with current themes and research on moral psychology. Sample topics: intentions and motivations; status, class, power; punishment and forgiveness; free will and the self.

Liane Young

PSYC5564 Computational Models of Cognition (Fall/Spring: 3)

Prerequisites: Two courses in computer programming and undergraduate courses in developmental psychology and cognitive psychology. Students who do not have this background should consult with the instructor on how to prepare.

Introduction to computational theories of human cognition. Focus on principles of inductive learning and inference, and the representation of knowledge. Computational frameworks covered include Bayesian and hierarchical Bayesian models; probabilistic graphical models; nonparametric statistical models and the Bayesian Occam’s razor; sampling algorithms for approximate learning and inference; and probabilistic models defined over structured representations such as first-order logic, grammars, or relational schemas. Applications to understanding core aspects of cognition, such as concept learning and categorization, causal reasoning, theory formation, language acquisition, and social inference.

Joshua Hartshorne

PSYC5577 The Hippocampus (Spring/Fall: 3)

The hippocampus has long been understood to play a critical role in long-term memory. However, its function appears to extend beyond processes typically associated with memory, and recent evidence has highlighted the structural and functional heterogeneity of the hippocampus. This seminar will focus on the theme of a multifaceted hippocampus—one that is heterogeneous in its subregions, contributions to cognition, and connections with the rest of the brain. The course will integrate research from the cognitive and behavioral neurosciences, incorporating both human and rodent studies of hippocampal function. Class meetings will typically include student-led discussions of journal articles related to each week’s topic.

Maureen Ritchey

PSYC5583 Molecular Basis of Learning and Memory (Fall/Spring: 3)

Persistent yet pliable behavioral adaptations are the result of learning and memory. The goal of this course is to provide an introduction to the fundamental cellular and molecular mechanisms that permit the storage and retrieval of information. After a primer on cellular and molecular neurobiology, students will read and discuss the seminal works on the following topics: intrinsic (cellular), synaptic and morphological plasticity, molecular mechanisms of consolidation, modulators of memory systems and diseases of memory. The course participants will select additional topics for discussion and writing assignments.

John Christianson

PSYC5587 Cellular Perspectives on Motivated Behavior (Fall/Spring: 3)

The goal of the course is to describe how changes in activity—and the composition—of single cells contribute to motivated behavior.

ARTS AND SCIENCES

Behaviors to be covered include but are not limited to: fear and anxiety, reward learning, addiction, feeding, pair bonding, and aging. The bulk of the reading and lecture materials will come from the primary literature and an extensive neuroscience background is required. As such this course is targeted for graduate students and only the exceptional undergraduate.

Michael McDannald

PSYC5590 History of Psychology (Fall/Spring: 3)

Cross listed with PHIL5590 and HIST4286

A hundred years ago, psychology was a tiny academic specialty called mental philosophy. In a matter of decades, however, psychology burgeoned into an enormous field influencing both scholars and the popular imagination (think IQ test, think analyst's couch). What accounts for the rise of psychology to its all-powerful position? This course will examine the twentieth century trajectory of psychology, asking how it has shaped, and been shaped by, cultural, social, and political conditions, and exploring major thinkers such as William James, Sigmund Freud, B.F. Skinner, Stanley Milgram, Abraham Maslow, and others.

Nadine Weidman

PSYC6601 Structural Equation Modeling (Fall/Spring: 3)

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.

Ebri Ryu

Romance Languages and Literatures

Faculty

Matilda Tomaryn Bruckner, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

Rena A. Lamparska, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Harry L. Rosser, *Associate Professor Emeritus*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Rebecca M. Valette, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Franco Mormando, *Professor; Chairperson of the Department*; B.A., Columbia University; M.A., Ph.D., Harvard University

Kevin Newmark, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

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

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Régine Michelle Jean-Charles, *Associate Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Mattia Acetoso, *Assistant Professor*; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

Jeff Flagg, *Professor of the Practice*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Associate Professor of the Practice*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Silvana Falconi, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

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

Esther Gimeno Ugalde, *Assistant Professor of the Practice*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

Andrea Javel, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Contacts

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- www.bc.edu/rll

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten 3-credit courses (30 credits)

- Four courses (12 credits) to be chosen from among the following:
 - FREN3305 Introduction to Drama and Poetry
 - FREN3306 Introduction to Narrative Forms
 - FREN3307 Masterpieces of French Literature
 - FREN3308 Advanced Language Studies in French
 - FREN3309 Topics in French Culture and Civilization

Note: Students may repeat a semester of FREN3307, FREN3308, or FREN3309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses (12 credits) in French language, literature, or culture at the 4400 level or above
- Two electives (6 credits) to be chosen among the following:
 - FREN2210 French Composition, Conversation, and Reading II
 - Additional courses at the 3300 or 4400 level

RLRL5572 Comparative Development of the Romance Languages
 RLRL5597 Foreign Language Pedagogy
 FREN2210 French Composition, Conversation, and Reading II can be taken for elective credit as the first course in the major.

Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in French

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits) to be chosen from among the following:

FREN3305 Introduction to Drama and Poetry
 FREN3306 Introduction to Narrative Forms
 FREN3307 Masterpieces of French Literature
 FREN3308 Advanced Language Studies in French
 FREN3309 Topics in French Culture and Civilization

- One advanced course (3 credits) at the 4400 or 7700 level.
- Three electives (9 credits) to be chosen among the following:
 FREN2209–FREN2210 French Composition, Conversation, and Reading I and II (as entry-level courses only)

Additional courses at the 3300 or 4400 level

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year

Major in Hispanic Studies

Requirements: Ten 3-credit (30 credits) courses that must include the following:

- SPAN3395 Contextos (3 credits)
- Four 6600-level advanced courses (12 credits) in literature and culture, which must include one course (3 credits) in each of the following categories:

Pre-1800 Peninsular literature and culture
 Pre-1900 Latin American literature and culture
 Post-1800 Peninsular literature and culture
 Post-1900 Latin American literature and culture

- Five electives (15 credits), which can be chosen from among the following:

SPAN2216 Spanish Conversation, Composition, and Reading II
 Any 3300 level course
 Any 6600 level course
 Related courses allowed by departmental permission
 Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is SPAN2216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of SPAN3392 Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses (9 credits) for the major are transferred from study abroad, then all other courses must be taken in the Department.

Students who do not study abroad are allowed a maximum of two related courses (6 credits) outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six 3-credit courses (18 credits) that must include SPAN3395 Contextos (3 credits) and at least two courses (6 credits) at the 6600-level.

Note the following conditions:

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Minimum entry level for the minor is SPAN2216 Spanish Conversation, Composition, and Reading II.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

Major in Italian

Requirements: Ten 3-credit courses (30 credits)

- Six advanced courses (18 credits) in Italian literature, culture, and civilization (ITAL5500 or above or the equivalent)
- Two electives (6 credits) to be chosen from 3300, 5500, or 8800 level courses
- ITAL2213 and 2214 Italian Conversation, Composition, and Reading I and II (6 credits)(or the equivalent).
- Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in Italian

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits): ITAL2213 and ITAL2214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses (6 credits) in Italian literature or culture at the ITAL5500 level or above (for undergraduates)
- Two electives (6 credits): ITAL3300 (or above) courses in culture, or approved course taken abroad.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures degrees are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the

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Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Office of International Programs. Upon approval from the Department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. Minors may earn credit for two courses in a single semester and three courses in a year-long program.

All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships should contact the Director of Undergraduate Studies. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the Morrissey College of Arts and Sciences degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for credit in the major or minor. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Morrissey College of Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their full linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

For a list of courses that will satisfy the Literature Core requirement, visit www.bc.edu/core.

Cultural Diversity Core

In addition to their focus on the languages, literatures and cultures of western Europe, the course offerings of the Department of Romance Languages and Literatures also take into account the presence

of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

The Departmental Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. No more than 9 credits must remain for completion of the major in their senior year. Candidates must also have exhibited the maturity and self-discipline that long-term independent work requires.

Faculty members will nominate students for the Honors Program in April of their junior year. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. The final decision about acceptance into the program will be made during the first week of registration.

For complete details, please read the RLL Honors Program Guidelines. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program.

Study Abroad Guidelines and Policies

Romance Languages and Literatures students should be aware that not all study-abroad programs available to Boston College students will have courses acceptable toward the major or minor. No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

Students are urged to gain approval for specific courses from the Department's study-abroad advisor before departing. Students who seek approval only after they return from abroad risk not getting Romance Languages and Literatures credit for study-abroad courses. Final approval of courses taken abroad requires the signature of the Department's study-abroad advisor on the Approval Forms available from the Office of International Programs in Hovey House.

To schedule appointments with the Director of Undergraduate Studies, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

Transfer of Credit from Study Abroad

Romance Languages and Literatures majors may earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program.

Romance Languages and Literatures minors may earn credit for up to two courses (6 credits) toward their minor in a single semester of study abroad, and credit for up to three courses (9 credits) in a year-long program.

For more detailed information about foreign study credit transfer, see the Romance Languages and Literatures Department website page on Study Abroad.

Applying for Study Abroad

To obtain information on programs, and to apply, please contact the Office of International Programs located in Hovey House, 617-552-3827.

French

Course Offerings

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

FREN1009 Elementary French I (Fall: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience and those who have studied French before and have placed into this level. True beginners should also sign up for FREN1011, Elementary French I Practicum. Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France. Elementary French I is a film-based course and is supplemented with web-based assignments and an online language lab.

The Department

FREN1010 Elementary French II (Spring: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This course is a continuation of FREN1009 (Elementary French I) and is also open to students who have placed into this course without having completed FREN1009. Course goals include laying a foundation for Intermediate French, expanding vocabulary, and building oral proficiency. Elementary French II is a film-based course supplemented with web-based assignments and an online language lab.

The Department

FREN1011 Elementary French Practicum I (Fall: 1)

This intensive 50-minute course is open to students enrolled concurrently in Elementary French I (FREN1009) and need further reinforcement of structures and vocabulary studied in Elementary French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggle with foreign languages and those who are true beginners.

The Department

FREN1012 Elementary French Practicum II (Spring: 1)

This intensive 50-minute course is open to students enrolled concurrently in Elementary French II (FREN1010) and need further reinforcement of structures and vocabulary studied in Elementary French II. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled with Elementary French I.

The Department

FREN1013 Intermediate French Practicum I (Fall: 1)

This intensive 50-minute course is open to students enrolled concurrently in Intermediate French I (FREN1109) and need further reinforcement of structures and vocabulary studied in Intermediate French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who have struggled with foreign languages in the past.

The Department

FREN1014 Intermediate French Practicum II (Spring: 1)

This intensive 50-minute course is open to students enrolled concurrently in Intermediate French II (FREN1110) and need further reinforcement of structures and vocabulary studied in Intermediate French

II. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled in Intermediate French I.

The Department

FREN1109 Intermediate French I (Fall: 3)

Prerequisite: FREN1010, FREN1042, or admission by placement
Conducted in French

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight. Classroom work will be supplemented with web-based assignments and an online audio program.

The Department

FREN1110 Intermediate French II (Spring: 3)

Prerequisite: FREN1109 or admission by placement test
Conducted in French. Satisfies Foreign Language Proficiency Core requirement.

This course is a continuation of FREN1109 Intermediate French I and is also open to students who have placed into this course. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture will be explored through literary excerpts by authors from France, Africa, and the Caribbean. Classroom work will be supplemented with film, web-based assignments and an online audio program.

The Department

FREN1184 France: Intensive Intermediate French (Fall: 6)

The Department

FREN2209 French Conversation, Composition, and Reading I (Fall: 3)

Prerequisite: FREN1110, FREN1182, or admission by placement test
Conducted in French. An elective towards the French minor when taken as first course in sequence. Satisfies Foreign Language Proficiency Core requirement.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

The Department

FREN2210 French Conversation, Composition, and Reading II (Spring: 3)

Prerequisite: FREN1110, FREN1182, or admission by placement test
Conducted in French. Counts as an elective towards the French major or minor when taken as first course in sequence. Satisfies Foreign Language Proficiency Core requirement.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially

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recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

Jeff Flagg

The Department

FREN2217 French CCR Practicum I (Fall: 1)

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this one-credit, 50 minute weekly supplementary practicum.

The Department

FREN2218 French CCR Practicum II (Spring: 1)

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this one-credit, 50 minute weekly supplementary practicum.

Jeff Flagg

FREN3300 The French and the Peoples of America (Fall: 3)

Prerequisite: Four years of high school French or FREN2210

Satisfies Cultural Diversity and Literature Core Requirements

Conducted in French. Elective for French major or minor.

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians, and writers. Students will also work on topics of French grammar through guided exercises.

Jeff Flagg

FREN3305 Introduction to Drama and Poetry (Fall: 3)

Prerequisite: Four years of high school French or FREN2209 or FREN2210

Conducted in French. Fulfills one of the 3000 level requirements for the French major. Satisfies Foreign Language Proficiency Core requirement.

This course is open to any students interested in expanding their linguistic and cultural horizons while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 4000-level courses in literature and culture.

Stephen Bold

FREN3306 Introduction to Narrative Forms (Fall/Spring: 3)

Prerequisite: Four years of high school French or FREN2209 or FREN2210

Offered Biennially

Conducted in French. Fulfills one of the 3000-level requirements for the French major. Satisfies Foreign Language Proficiency Core requirement.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural

exercises tied to readings, discussion, and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

Joseph Breines

The Department

FREN3307 Masterpieces of French Literature (Fall/Spring: 3)

Prerequisite: Four years of high school French or FREN2209 or FREN2210

Conducted in French. Open to majors, prospective majors and interested non-majors. Fulfills one of the four 3000-level requirements for the French major and is designed to prepare students for 4000-level courses in literature and culture.

An introduction to the history of the French literary tradition through a selection of great works on a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course will prepare students for 4000-level courses in literature and culture.

The Department

FREN3308 Advanced Language Studies (Spring: 3)

Prerequisite: Four years of high school French or FREN2209 or FREN2210

Conducted in French. Fulfills one of the 3000-level requirements for the French major. Satisfies Foreign Language Proficiency Core requirement.

Spring topic: Phonetics

This course will help you deepen your mastery of the structures of written French, develop your appreciation of style, and enrich your vocabulary. Selected topics of advanced grammar and stylistics will be examined in context in order to help you prepare for a wide range of exercises in written composition. Special attention will also be given to the enrichment of your active vocabulary. As you develop your analytical reading skills, you will use a wide variety of textual models for your own writing.

Joseph Breines

FREN3309 Topics in French Culture and Civilization (Spring/Fall: 3)

Prerequisite: Four years of high school French or FREN2209 or FREN2210.

Offered Biennially

Conducted in French. Fulfills one of the 3000-level requirements for the French major

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments, and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 4000-level courses in culture and civilization.

Anne Kearney

FREN3315 Madmen, Hysterics, and Criminals: Inventing Deviance (Spring: 3)

Cross listed with ENGL2210 and GERM2221

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English. Counts toward German major, German minor, and German Studies minor.

In this seminar we address three major questions, guided by a broad selection of readings from German, French, British, and American literature and theory from 1800 to the present: How do we as readers define the abnormal and the deviant? What aesthetic practices does literature employ to represent these threshold experiences, and what is their history? How might we rethink our own notions of normality when faced with their artificiality? Literary, theoretical, and musical texts by Balzac, Bernhard, Büchner, Freud, Genet, Kracht, Plath, Stevenson, and others help us establish a history both of abnormality and our own cultural self-understanding.

Daniel Bowles

FREN3376 Conversational Approach to Contemporary France (Spring: 3)

Conducted in French. Counts as an elective towards the French major or minor. Satisfies Foreign Language Proficiency Core requirement.

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers, and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions, and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

The Department

FREN4435 Tragedy (Fall: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

Conducted in French

This course will focus on the interrelated problems of morality, destiny, and esthetics as they affect the construction of the early modern hero.

Stephen Bold

FREN4436 Molière (Fall: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

Satisfies Foreign Language Proficiency Core Requirement.

Conducted in French.

This course will offer an in-depth survey of all aspects of Molière's work, from his farces to the "grandes comédies" and the "comédies ballets."

Stephen Bold

FREN4471 Nineteenth Century French Studies (Fall: 3)

Conducted in French

Studies in nineteenth century French literature.

The Department

FREN4472 The French New Wave (Fall: 3)

Prerequisites: Two courses from the following FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

This course will focus on the history and aesthetics of the Nouvelle Vague. We will start by familiarizing ourselves with the theoretical and artistic precursors of this movement. While focusing on the most productive decade in the history of this group (from the late 1950s through mid-60s), we will also look at the post-Nouvelle-Vague works of some of these film directors and explore their influence on the French and world cinema of the last quarter of the twentieth century. The works of the following filmmakers will be discussed: Godard, Truffaut, Rohmer, Chabrol, Marker, Resnais, Varda, Franju, Demy, among others.

Larysa Smirnova-Elentuck

FREN4473 Haiti Chérie: Haitian Literature and Culture (Spring: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

Cross listed with AADS3322

Conducted in French

This course will focus on the formation of a Haitian literary tradition, along with the historic and cultural factors that have influenced them. We will consider the major movements and themes, such as the nineteenth century literary movements, the politics of literature, and the role of the Haitian diaspora. How has Haitian literature developed over the years? How have socioeconomic, historical, and political factors been represented? How have Haitian writers taken on the question of language in their writing? Using a chronological approach to chart a timeline of Haitian literature, we will observe various cultural trends in relation to history.

Regine Jean-Charles

FREN4477 Twentieth-Century Fiction (Fall: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

Conducted in French

This course engages in a detailed study of some exemplary literary texts written in French during the twentieth century. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, feminism, post-modernity, and post-colonialism will also be considered in passing. Works will be chosen from authors such as Proust, Gide, Breton, Colette, Queneau, Bataille, Sartre, Fanon, Blanchot, Camera Laye, Duras, Perec, Ben Jelloun, Djébar, Des Forêts, Modiano, among others.

Kevin Newmark

FREN4483 Twentieth-Century French Theater (Spring: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

Conducted in French

This course will study a number of plays written in French during the twentieth century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett, and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.

Joseph Breines

Hispanic Studies**Course Offerings**

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

SPAN1015 Elementary Spanish I (Fall/Spring: 3)

Prerequisite: This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.

Conducted in Spanish

This introductory course is designed for students with no prior Spanish experience as well as those who have had some high school Spanish. Elementary Spanish I provides a strong foundation in speaking, listening comprehension, reading and writing as well as exploring the products, practices and perspectives that are unique to Hispanic cultures. This course follows a communicative approach, which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Students will interact in Spanish with the instructor and with classmates. By the end of this course, students should be able to successfully handle in Spanish a significant number of basic communicative tasks.

Silvana Falconi

SPAN1016 Elementary Spanish II (Fall/Spring: 3)

Prerequisite: SPAN1015 or admission by placement test

Conducted primarily in Spanish

Elementary Spanish II is the second course in the first-year Elementary Spanish I and II sequence. It continues to provide a strong foundation in speaking, listening comprehension, reading and writing as well as exploring the products, practices and perspectives that are unique to Hispanic cultures. This course follows a communicative approach, which springs from the idea that languages are best learned when student activities involve critical thinking about real-world information. Students will interact in Spanish with the instructor and with classmates. By the end of this course, students should be able to successfully handle in Spanish a significant number of communicative and writing tasks in different time frames.

Silvana Falconi

SPAN1017 Elementary Spanish Practicum I (Fall: 1)

Students with no previous experience in Spanish will be given priority for enrollment.

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1015 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1015.

Silvana Falconi

SPAN1018 Elementary Spanish Practicum II (Spring: 1)

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1016 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1016.

Silvana Falconi

SPAN1115 Intermediate Spanish I (Fall/Spring: 3)

Prerequisite: SPAN1016 or admission by placement test

Conducted in Spanish

Intermediate Spanish I is the first course in the second-year sequence. It continues to develop and strengthen students' proficiency in the Spanish language as well as to increase their cultural understanding. Emphasis remains on the four skills and on critical thinking. Throughout the course, students will develop fluency and accuracy, and focus on communication. They will expand the vocabulary and enhance their understanding of essential Spanish grammar concepts. Short literary texts, cultural readings and audiovisual materials will provide opportunities to learn to appreciate cultural differences and impart authentic insight into the Hispanic world.

Silvana Falconi

SPAN1116 Intermediate Spanish II (Fall/Spring: 3)

Prerequisite: SPAN1115 or admission by placement test

Conducted in Spanish.

Intermediate Spanish II is the second course in the second-year sequence with a continued emphasis on the four skills and on critical thinking. This course focuses on vocabulary building, the examination of some of the finer grammar points, and moving students towards a more complex level of comprehension and expression. Students will work with short literary texts, cultural readings and audiovisual materials. After successful completion of this course, the foreign language requirement will be fulfilled for schools that require a fourth-semester proficiency.

Silvana Falconi

SPAN1117 Intermediate Spanish Practicum I (Fall: 1)

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1115 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1115.

Silvana Falconi

SPAN1118 Intermediate Spanish Practicum II (Spring: 1)

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1116 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1116.

Silvana Falconi

SPAN2210 Spanish CCR Practicum II (Spring: 1)

Conducted in Spanish. Concurrent enrollment in CCR2 necessary.

Open to all students but Hispanic Studies majors and minors will be given priority for enrollment.

This intensive, 50-minute supplementary course gives Spanish students the extra practice they need to fine-tune their Spanish skills at the third year of college-level. The main focus of the practicum will be oral and writing practice as well as grammar review. Oral communication will be improved through regular class discussions and additional practices in the Language Lab. All concepts presented in this course review those covered in SPAN2216.

The Department

SPAN2215 Spanish Conversation, Composition, and Reading I**(Fall/Spring: 3)***Prerequisite:* SPAN1116 or admission by placement test or

Appropriate score on SAT II or AP Exam

Conducted in Spanish. Satisfies Foreign Language Proficiency Core requirement.

The main objective of this course is to consolidate students' skills so that upon successful completion of the sequence (CCR1 and CCR2) they will have acquired a proficient level of Spanish. Students will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. The course focuses on complex grammar topics and extensive vocabulary, as well as on expanding students' knowledge of cultural and historical aspects of Spanish speaking countries. Likewise, the course will foster students' analytical, critical, and creative skills in the target language through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials.

*Esther Gimeno Ugalde***SPAN2216 Spanish Conversation, Composition, and Reading II****(Fall/Spring: 3)***Prerequisite:* SPAN2215 or admission by placement test or

Appropriate score on SAT II/AP exam

Conducted in Spanish. Since CCR2 is designed as a continuation of CCR1 we highly recommend it after successful completion of CCR1. Satisfies Foreign Language Proficiency Core requirement.

The main objective of this course is to consolidate students' skills so that upon successful completion of the sequence (CCR1 and CCR2) they will have acquired a proficient level of Spanish. Students will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. The course focuses on complex grammar topics and extensive vocabulary, as well as on expanding students' knowledge of cultural and historical aspects of Spanish speaking countries. Likewise, the course will foster students' analytical, critical, and creative skills in the target language through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials.

*Esther Gimeno Ugalde***SPAN3390 Advanced Spanish Practicum (Spring/Fall: 1)****Conducted in Spanish.****Concurrent enrollment in Advanced Spanish necessary.****Also open to students who have already taken SPAN3392 only by permission of the Coordinator.****Hispanic majors and minor will be given priority for enrollment.**

This intensive, one-hour supplementary course gives Spanish students the extra practice they need to fine tune their Spanish skills at an advanced level. The main focus of the practicum will be writing practice and grammar review. Oral communication will be also improved through regular class discussions and additional practices in the Language Lab. All concepts presented in this course review those covered in SPAN3392.

*Esther Gimeno Ugalde***SPAN3392 Advanced Spanish (Fall/Spring: 3)***Prerequisite:* SPAN2216**Conducted in Spanish. Elective for the Hispanic Studies major and minor. Formerly Naturalmente. Satisfies Foreign Language Proficiency Core requirement.**

This course will allow students to improve their command of the Spanish language at an advanced level. By activating communicative and discursive strategies, they will be able to achieve a fluent use of the oral, as well as of the written language, emphasizing linguistic correction and adequacy. Students will become capable of appropriately interpret a wide variety of complex texts and produce descriptive, narrative, expositive and argumentative texts autonomously and efficaciously in the target language. The materials provided throughout the course will incite an approximation to different cultural, political, and social aspects related to current issues of the Spanish-speaking world.

*Esther Gimeno Ugalde***SPAN3395 Contextos: Introduction to Literary Analysis in Spanish****(Fall/Spring: 3)***Prerequisite:* SPAN3392 or instructor's permission**Satisfies Literature Core Requirement****Offered Biennially****Conducted in Spanish****Required for Hispanic Studies majors and minors**

Contextos introduces students to the analysis of a wide range of Hispanic texts, including genres such as poetry, narrative, drama, essay, and film. Special attention to written work and discussion allows them to become familiar with the concepts and terminology essential for original critical thinking.

*The Department***SPAN6607 Warrior Women of Spain (Nineteenth–Twenty-first centuries) (Spring: 3)***Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor**Conducted in Spanish. Fulfills post-1800 Peninsular requirement for major.**

This course examines the portrayal of strong female figures in Spanish literature and film from the nineteenth century to the present. Beginning with the writings of outspoken nineteenth-century authors such as Concepción Arenal and Emilia Pardo Bazán, we move towards literary and filmic depictions of female involvement in the Spanish Civil War, and feminist narrative of recent decades from authors such as Montserrat Roig and Almudena Grandes. This course focuses on the variety of ways in which literature and film have defied gender stereotypes.

*Wan Tang***SPAN6636 Borderlines: Films of Immigration and Exile (Fall: 3)***Prerequisite:* Contextos, SPAN6671 Intro to Hispanic Film or permission of instructor**Conducted in Spanish**

An advanced undergraduate seminar in film analysis using recent works of cinema that represent the drama of immigration into first-world countries (Spain, the United States). Students will explore the historical, economic, and cultural motivations and consequences of the immigration of people and drugs and the ways in which directors marshal specific cinematographic techniques to achieve their political and artistic objectives in each film. Emphasis will be on the Mexico/U.S.

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border and the Strait of Gibraltar, the deadliest point of immigration in the world. We will begin with George Nava's *El Norte* (1983) and finish with Moiss Salama's *Melillenses* (2004).

Elizabeth Rhodes

SPAN6640 What's Modern about Modernismo (Spring: 3)
Conducted in Spanish. Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubén Darío, Leopoldo Lugones, Delmira Agustini, and José Juan Tablada among others.

Ernesto Livon-Grosman

SPAN6647 Spanish Short Stories since Clarín (Fall: 3)

Prerequisite: Contextos or permission of instructor

Fulfills post-1800 requirement in Peninsular Literature for Hispanic Studies majors. Satisfies Foreign Language Proficiency Core requirement.

A panoramic study of Spanish short fiction since Leopoldo Alas (Clarín). We will study this genre, which achieves its most mature expression in the twentieth century. During the semester, we will analyze a representative sample of writers of both sexes, paying particular attention to modern and postmodern contributions.

Irene Mizrahi

SPAN6648 Literature of Cultural Migration in the Americas (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish. Fulfills pre-1900 requirement in Latin American literature for Hispanic Studies majors.

Ever since Columbus, the culture and literature of the Americas has been forged by the conflictive and yet rich mixing of peoples and cultures. In this course we will focus on three regions: the Caribbean, the Andes, and Latinos in the United States, basing our inquiry on major literary texts spanning the colonial to modern periods, as well as sources in music and film, as we seek to grapple with questions of coloniality and modernity, transculturation and assimilation, in an increasingly global world.

Sarah H. Beckjord

SPAN6649 Haunting Modernity: The Fantastic Short Story in Nineteenth Century Spain (Fall: 3)

Counts as post-eighteenth century Peninsular distribution requirement

This course examines the fantastic short fiction of canonical nineteenth-century Spanish writers as reflective of turn-of-the-century socio-historical concerns, particularly as related to the struggle for modernity. Aside from examining the stories within their historical moment, we will place these works in dialogue with fantastic narratives from other periods and literary traditions, striving for a more complete appreciation for the evolution of the literary fantastic.

Wan Tang

SPAN6653 Paradise Unbound: Literature and Nature in Latin America (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish. Elective for Hispanic Studies major or minor. Fulfills post-1900 Latin American requirement for major.

Taking an earth-centered approach, this course studies the different representations of nature throughout the twentieth and twenty-first century, and the relationship between man and the environment, man and animals, nature and gender, natural environment and indigenous movements, and the politics and economics of nature. Authors include Horacio Quiroga, Mario Vargas Llosa; and films such as *The Accidental Eden*, *Avatar*, and *The Enemy God*.

Cinthya Torres

SPAN6655 Writing and Memory in the Andean World (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish. Elective for Hispanic Studies major or minor. Fulfills pre-1900 Latin American requirement for major

A survey of textual reconstructions of the Andean World from the histories of colonial times to nineteenth-century fictions of nation and community and twentieth-century debates. Readings will include works by authors such as Inca Garcilaso de la Vega, Guaman Poma de Ayala, Clorinda Matta de Turner, Manuel González Prado, Ricardo Palma, and José María Arguedas.

Sarah H. Beckjord

SPAN6659 The Hero's Other Half: Bad Guys and Girls in Early Modern Spain (Spring: 3)

Prerequisite: Contextos or permission of instructor.

Conducted in Spanish. Fulfills Peninsular pre-1800 major requirement. Students who have taken SPAN6601 Texts of Reflection may not take this class.

Based on the idea that heroes depend on anti-heroes to exist, this course examines Early Modern Spanish heroic figures in light of social misfits and minorities, such as women, fools, and sinners. The changing nature of the heroic figure across the sixteenth and seventeenth centuries is considered.

Elizabeth Rhodes

SPAN6660 Literature of the Hispanic Caribbean (Spring: 3)

Cross listed with AADS6660

Satisfies Cultural Diversity Core Requirement

Conducted in Spanish. Fulfills the pre-1800 requirement for Hispanic Studies Majors. Elective for Latin American Studies Minors.

This course will examine the literature of the Spanish-speaking Caribbean from the colonial period to the twentieth century. Particular attention will be given to the ways in which writers seek to represent social concerns related to issues of race, gender, criollo culture, and emerging nationalism in the context of aesthetic and political debates. Course materials will explore the phenomenon of transculturation in literature (essay, short story, autobiography, novel, poetry) as well as in film, music, and the visual arts.

Sarah Beckjord

SPAN6667 Poetry, Generation of 27 (Spring: 3)

Estudio avanzado for Hispanic Studies majors. Conducted in Spanish.

Detailed study of the essays, novels, poetry, and theater of major turn-of-the-century writers, including Unamuno, Baroja, A. Machado, and "Azorín."

Irene Mizrabi

SPAN6673 The Latin American Essay (Fall: 3)

Prerequisite: Contextos, concurrent enrolment in Contextos, or

permission of instructor

Conducted in Spanish.

Fulfills post-1800 Latin American requirement for major.

Elective for Hispanic Studies major or minor

This course will look at the Spanish American essay from the nineteenth century to the present following the historical evolution of the notion of the Americas. We will examine the process of Nation building vis-à-vis the political and intellectual challenges that defined the continental history of Latin America. The readings include a series of essays from Domingo Faustino Sarmiento and José Martí to Beatriz Sarlo and Carlos Monsivais in order to explore among others the notion of cultural identity. Readings in English and Spanish.

Ernesto Livon-Grosman

SPAN6685 Applied Linguistics and Teaching Methodology in Spanish (Spring: 3)

Prerequisite: Open to undergraduates with permission of instructor or completion of SPAN3395 Contextos

Conducted in Spanish. Elective for Hispanic Studies major or minor

The aim of this seminar is to provide students with a solid basis in the tenets of second language acquisition (SLA) and recent developments in the field of applied linguistics, with an emphasis on teaching methodology of the Spanish language. Students will develop a reflective attitude toward the teaching-learning process and acquire the required pedagogical tools and metalinguistic awareness to conduct successful teaching. Practical aspects such as class planning, selection and production of teaching materials, and students' assessment will be discussed throughout the semester. Among other projects, students will work on their own pedagogical materials portfolio with the professor's supervision.

Esther Gimeno Ugalde

SPAN6695 Gender Games, from El Cid to Almodovar (Spring: 3)

Prerequisites: SPAN3395 Contextos and one other 6000 level course.

Required for Hispanic Studies major or minor, priority for enrollment is given to them. Elective for Hispanic Studies major or minor.

Fulfills pre-1800 Peninsula requirement for major.

Course conducted in Spanish. Experience with gender analysis helpful, but not necessary.

This course, whose title takes a cue from *The Hunger Games*, analyzes how culture encourages individuals to conform to a particular set of gender expectations at a given moment in history. Considering how texts of various genres and media represent what means to be "a man," "a woman," or someone who identifies with both or neither, we will analyze how various art forms respond to established gender norms to support or subvert them, from the Middle Ages through contemporary Spain.

Elizabeth Rhodes

Italian**Course Offerings**

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

ITAL1003 Elementary Italian I (Fall: 3)

Conducted in Italian. This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

The purpose of this course is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. While memorization and mechanical practice are required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.

The Department

ITAL1004 Elementary Italian II (Spring: 3)

Conducted in Italian. Admitted by placement test, consent of instructor, or completion of ITAL1003.

This course is a continuation of ITAL1003 and further develops the goals of the first semester. Special attention is given this to the production of more complex speech, the expression of personal opinion, and a deeper knowledge of contemporary Italian culture. More formal writing exercises and reading of authentic texts aid students in reinforcing language skills. A group final project at the end of the course attempts to bring together the themes and experiences from previous study.

The Department

ITAL1021 Elementary Italian Practicum I (Fall: 1)

This intensive, 50 minute supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1003.

The Department

ITAL1022 Elementary Italian Practicum II (Spring: 1)

This intensive, 50 minute supplementary course gives students extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1022.

The Department

ITAL1111 Intermediate Italian Practicum I (Fall: 1)

This intensive, 50 minute supplementary course gives students extra conversation, listening, and reading practice they need to maintain the pace of Intermediate Italian. All concepts presented in this course review those covered in ITAL1113.

The Department

ITAL1112 Intermediate Italian Practicum II (Spring: 1)

This intensive, 50 minute supplementary course gives students extra conversation, listening, and reading practice they need to maintain the pace of Intermediate Italian. All concepts presented in this course review those covered in ITAL1114.

The Department

ITAL1113 Intermediate Italian I (Fall: 3)

Prerequisite: Admitted by placement test, consent of instructor, or completion of ITAL1004

Conducted in Italian.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

The Department

ITAL1114 Intermediate Italian II (Spring: 3)

Prerequisite: Admitted by placement test, consent of instructor, or completion of ITAL1113

Conducted in Italian. Elective for the Italian minor when taken as first course in language sequence. Satisfies Foreign Language Proficiency Core requirement.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

The Department

ITAL2213 Italian Conversation, Composition, and Reading I (Fall: 3)

Prerequisite: Admitted by placement exam, consent of instructor, or completion of ITAL1114 or ITAL1151

Conducted in Italian. Elective for major and minor in Italian. Satisfies Foreign Language Proficiency Core requirement.

The course topic, "Italian through Fiction and Films", allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation.

Mattia Acetoso

ITAL2214 Italian Conversation, Composition, and Reading II (Spring: 3)

Prerequisite: Consent of instructor or completion of ITAL2214

Conducted in Italian. Elective for Italian major or minor. Satisfies Foreign Language Proficiency Core requirement.

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments, and oral presentations. Both ITAL2213 and ITAL2214 are strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

Mattia Acetoso

ITAL5511 Manzoni's *I Promessi Sposi* (Spring: 3)

Conducted in Italian. Elective for Italian major or minor. Admitted by consent of instructor or completion of ITAL2214 (CCR II)

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

ITAL5526 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with THEO5559, PHIL5508 and ENGL4696

Conducted in English. Elective for Italian major or minor.

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

ITAL5570 Immigrant Voices in Contemporary Italy (Fall: 3)

Conducted in Italian. This course serves as an elective for the Italian major or minor. Satisfies Foreign Language Proficiency Core requirement.

The class will examine the new reality of Italy as a nation with a significant population of immigrants. Focusing on the evolving meaning cultural identity in Italy today, we will read short works by four immigrant Italian writers of Italian: Amara Lakhous, originally from Algeria; Laila Wadia, from India; Gabriella Ghermandi, from Ethiopia; and Igiaba Scego, from Madagascar. The class is also designed to improve the oral and written linguistic competency of all students.

Laurie Shepard

ITAL5583 Murder, They Wrote: Italian Detective Fiction (Spring: 3)

Conducted in Italian

Detective novels have always nourished our imagination with compelling tales of crime and mystery. This course explores the most relevant examples of Italian contemporary detective fiction. Students will be discussing novels, short stories, as well films and graphic novels. This course will offer a unique opportunity to investigate and understand crucial aspects of Italy's history, society and culture.

Mattia Acetoso

Romance Languages and Literatures

Course Offerings

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

RLRL1020 The Immigrant in Film and Literature (Summer: 3)

All class discussions and assignments will be in English.

The experiences of the displaced, the exile and the immigrant have inspired great literature and cinema in the Spanish speaking world. This course will delve into a variety of narratives about the perilous journeys of Central Americans and Mexicans making their way to the North, the terrifying voyages of the brave and desperate people crossing to Spain from North Africa, and the struggle to adapt to new social, cultural and linguistic realities. Students will read, in English translation, short stories, short novellas, and first-hand accounts of immigrant experiences and watch several Spanish-language movies with English subtitles.

Christopher Wood

RLRL1023 Elementary Portuguese I (Fall: 3)

Conducted in Portuguese

This beginning course is designed for students with little or no knowledge of the Portuguese language. It is an introduction to the language and cultures of the Portuguese-speaking world: Portugal, Brazil, Mozambique, Angola, Guinea-Bissau, Cape Verde, Sao Tome and Principe and East Timor. Students will be engaged in basic activities and conversation, read simple texts, and study basic grammar structures and vocabulary (personal and family information, daily routines, food, housing, hobbies).

The Department

RLRL1024 Elementary Portuguese II (Spring: 3)

This course is a continuation of RLRL1023. Conducted in Portuguese.

This course is aimed at those who want to further their knowledge of Portuguese. It is expected that students can understand texts and frequently used expressions related to areas of most immediate relevance (personal and family information, shopping, local geography, health, past memories, and leisure); communicate in routine tasks requiring a simple and direct exchange of information; and describe aspects of his/her background, immediate environment, and matters in areas of immediate need.

The Department

RLRL3302 Racism: French and American Perspectives (Spring: 3)

Cross listed with AADS3302

Satisfies Cultural Diversity Core Requirement

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in the writings of de Tocqueville, Beauvoir, Wright, Baldwin, and Fanon, among others.

Jeff Flagg

RLRL3331 Writing Tutorial I (Fall: 0)

Offered in conjunction with RL courses beyond the 3000-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RLRL3332 Writing Tutorial II (Spring: 0)

Offered in conjunction with RL courses beyond the 3000-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RLRL3399 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RLRL5572 Comparative Development of the Romance Languages (Fall: 3)

Prerequisite: Advanced knowledge of at least one Romance language or Latin, or a strong background in Linguistics.

Cross listed with LING4372

Conducted in English

How many Romance languages are there? You may be surprised! What constitutes a Romance language? And why are they called "Romance" languages? In addition to answering these and many other questions, we will examine in considerable detail the linguistic development and structure of Spanish, French and Italian, and acquire more limited familiarity with other Romance languages. The focus of the course will be on their historical development from Latin. This course may be taken for either graduate or undergraduate credit.

Laurie Shepard

RLRL5597 Foreign Language Pedagogy (Fall: 3)

Cross listed with EDUC6303 and LING4330

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

RLRL6620 Capstone: Beyond Study Abroad (Fall: 3)

Cross listed with UNCP5563

You can take a Capstone class only as a senior or second-semester junior.

You can take only one Capstone class before graduation.

You cannot take any Capstone class Pass/Fail.

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes, and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.

Elizabeth Goizueta

RLRL6698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

The Department

RLRL6699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director and meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

The Department

Slavic and Eastern Languages and Literatures

Faculty

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; Assistant Chairperson of the Department*; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Associate Professor; Chairperson of the Department; Coordinator, Near Eastern Languages and Literatures*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Atef N. Ghobrial, *Assistant Professor of the Practice (Arabic); Coordinator, Arabic Program*; B.A., Cairo University; M.A., Ph.D., Boston University

Fang Lu, *Assistant Professor of the Practice (Chinese)*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

Contacts

- Administrative Assistant: Korina Tazbir, 617-552-3910, tazbir@bc.edu
- www.bc.edu/sl

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic, Chinese, Linguistics, Russian, and East European Studies. Students may also participate in an interdisciplinary minor in interdisciplinary programs in Asian Studies, International Studies, and Islamic Civilization and Societies. Departmental honors require successful completion of honors requirements. For information, contact the Department.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirements in Literatures should consider Core offerings taught by members of the Department and Cultural Diversity.

References to the number of credits required correlate with the number of full one-semester courses.

Major in Linguistics (31 Credits, Normally Ten 1-Semester Courses and AB Comprehensives)

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- LING3103 Language and Language Types (3 credits)
- Six credits (normally, two one-semester courses) of a philological nature on the detailed structure of a language
- Fifteen additional Linguistics credits (normally, five one-semester courses) drawn from departmental offerings, supplemented by approved language-related courses in other departments
- An AB Comprehensive in Linguistics

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages and Literatures Department).

Minor in Linguistics (Departmental)

This departmental minor requires a minimum of 18 credits in approved courses (normally, six one-semester courses):

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- Six credits on philological topics
- Six credits on general linguistic topics

Major in Russian (30 Credits, Normally Ten 1-Semester Courses and AB Comprehensives)

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

- Nine credits (normally, three one-semester courses) in Russian grammar, composition, and stylistics beyond the intermediate level
- Nine credits (normally, three one-semester courses) in Russian literature, including two survey courses for classical and modern Russian literature (SLAV2162 and SLAV2173)
- Three credits (normally, a one-semester) in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)

- Nine credits (normally, three one-semester courses) in Russian literature or advanced Russian linguistics (list of approved courses available)
 - An AB comprehensive in Russian
- The Department also has provisions for a Russian major with a concentration on culture and civilization.

Minor in Russian (Departmental)

The departmental minor in Russian requires a minimum of eighteen credits (normally, six approved courses):

- Six credits (normally, two one-semester courses) in Russian at or above the intermediate level
- Six credits (normally, two one-semester courses) in Russian literature: one pre-twentieth century and one post-nineteenth century
- Six additional courses (normally, two one-semester courses) in Russian literature, culture, or linguistics

Major in Slavic Studies (Thirty Credits and AB Comprehensives)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

- Six credits (normally, two one-semester courses) in a Slavic language at or above the intermediate level
- Three credits (normally, one one-semester course) in Slavic civilizations (usually SLAV2169 Slavic Civilizations)
- Six credits (normally, two one-semester courses) in a Slavic literature
- Six credits (normally, two one-semester courses) in Slavic history or social sciences
- Nine credits (normally, three one-semester courses) in general Slavic studies (list of approved courses available)
- AB Comprehensives in Slavic Studies

Minor in Arabic Studies (Departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of eighteen credits in approved courses (normally, six one-semester courses):

- Six credits (normally, two one-semester courses) in Modern Standard Arabic above the first semester of intermediate intensive level;
- Twelve credits (normally, four one-semester courses) in Middle Eastern languages, cultures, literatures and civilizations.

Minor in Chinese (Departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of eighteen credits of approved course work (normally, six one-semester courses):

- Six credits (normally two one-semester courses) in modern Mandarin Chinese beyond the first semester of intermediate intensive level;
- Twelve credits (normally, four one-semester courses) in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and Introduction to Far Eastern Civilizations.

Minor in Asian Studies (Interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Sing-chen Lydia Chiang, chiangs@bc.edu, 617-552-0128.

Minor in East European Studies (Interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of eighteen credits in approved course work (normally, six one-semester courses), distributed as follows:

- Three credits in either Russian Civilization (SLAV2165) or Slavic Civilizations (SLAV2169)
- Three additional credits in Russian or East European history or politics
- Six credits in Russian or in another East European language at or above the intermediate level
- Six credits in approved elective course work from related areas such as: art history, economics, sociology, film studies, literature, linguistics or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, simmons@bc.edu.

Minor in Jewish Studies (Interdisciplinary)

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of 6 three-credit courses (18 credits), including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the Program's web page, at www.bc.edu/schools/cas/jewish.

Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

Office of International Programs

Students taking classes in the Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

ARTS AND SCIENCES

For complete information on any of these programs and also on unofficial study abroad, visit www.bc.edu/international.

Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College.

East Asian Languages and Civilizations

Course Offerings

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

EALC1121 Elementary Chinese I (Fall: 3)

Corequisite: EALC1123 Elementary Chinese Practicum

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary, including exercises in pronunciation and sentence structure and development of basic conversation, reading, and character writing skills. Additional practicum work required. This course continues in the second semester as EALC1122.

Fang Lu

EALC1122 Elementary Chinese II (Spring: 3)

Prerequisite: EALC1121 or equivalent

Corequisite: EALC1123 Elementary Chinese Practicum

The second semester of an introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary, including exercises in pronunciation and sentence structure and development of basic conversation, reading, and character writing skills. Additional conversation practice and practicum work required.

Fang Lu

EALC1123 Elementary Chinese Practicum (Fall/Spring: 3)

Corequisites: EALC1121 Elementary Chinese I (Fall) and EALC1122 Elementary Chinese II (Spring)

Required additional exercises and conversational practice to supplement Elementary Chinese I/II.

Huimin Li

Violet Richardson

EALC1221 Elementary Japanese I (Fall: 4)

An introduction to the study of modern Japanese. The course develops the fundamental skills of reading ability, aural comprehension, and oral and written self-expression. This course continues in the second semester as NELC1222.

Rie Kamimura

Ritsuko Sullivan

EALC1222 Elementary Japanese II (Spring: 4)

Prerequisite: EALC1221 Elementary Japanese I or equivalent

The continuation of an introduction to the study of modern Japanese. The course develops the fundamental skills of reading ability, aural comprehension, and oral and written self-expression.

Rie Kamimura

Ritsuko Sullivan

EALC1311 Introduction to Korean I (Fall: 3)

Offered Biennially

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in

pronunciation, grammar, and reading. An additional language laboratory drill is available. This course continues in the second semester as EALC1312.

Choong Yoon

Hyang-sook Yoon

EALC1312 Introduction to Korean II (Spring: 3)

Prerequisite: EALC1311 or equivalent

Offered Biennially

The second semester of an introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression. Includes exercises in pronunciation, grammar and reading. Additional language laboratory drill available. Students who have not taken EALC1311 should not enroll in EALC1312 without the instructor's permission.

Choong Yoon

Hyang-sook Yoon

EALC2121 Intermediate Chinese I (Fall: 3)

Prerequisite: EALC1122 Elementary Chinese II or equivalent

Corequisite: EALC2123 Intermediate Chinese Practicum

Continuation of coursework in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions. This course continues in the second semester as EALC2122.

Sing-chen Lydia Chiang

EALC2122 Intermediate Chinese II (Spring: 3)

Prerequisite: EALC2121 Intermediate Chinese II or equivalent

Corequisite: EALC2123 Intermediate Chinese Practicum

Satisfies Foreign Language Proficiency Core requirement

The second semester of a continuation of course work in spoken and written modern Chinese (Mandarin).

Sing-chen Lydia Chiang

EALC2123 Intermediate Chinese Practicum (Fall/Spring: 3)

Corequisites: EALC2121 Intermediate Chinese I (Fall); EALC2122 Intermediate Chinese II (Spring)

Intermediate Chinese II (Spring)

Additional required exercises and conversation practice for Intermediate Chinese I/II.

Te Lai

Xiaoqing Yu

EALC2162 Gods and Heroes in Chinese Literature (in translation) (Spring: 3)

Satisfies Cultural Diversity Core Requirement

All readings in English translation.

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures and how the Far East understands the Divine and the Human, as well as how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.

Sing-chen Lydia Chiang

EALC2221 Intermediate Japanese I (Fall: 4)

Prerequisite: EALC1222 Elementary Japanese II or equivalent

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in the second semester as EALC2222.

Jun Ono Cheung
Ritsuko Sullivan

EALC2222 Intermediate Japanese II (Spring: 4)

Prerequisite: EALC2221 Intermediate Japanese I or equivalent

Satisfies Foreign Language Proficiency Core requirement

The second semester of a continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

Jun Ono Cheung
Ritsuko Sullivan

EALC2311 Continuing Korean I (Fall: 3)

Prerequisite: EALC1312 Introduction to Korean II or equivalent

Offered Biennially**Conducted mostly in Korean.**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as EALC2312.

Choong Nam Yoon

EALC2312 Continuing Korean II (Spring: 3)

Prerequisite: EALC2311 Continuing Korean I or equivalent

Offered Biennially**Conducted mostly in Korean. Satisfies Foreign Language Proficiency Core requirement.**

The second semester of a continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

Choong Nam Yoon

EALC3162 Newspaper and Media Chinese (Spring: 3)

Prerequisite: EALC4122 or equivalent

Conducted in Chinese and English

Introduction to the special vocabulary and sentence structure used in Chinese news media, both in print and on the Internet. The course aims to help students acquire advanced proficiency in reading, listening, speaking, and translating Chinese journalistic discourse.

Fang Lu

EALC3221 Third-Year Japanese I (Fall: 3)

Prerequisite: EALC2222 Intermediate Japanese II or equivalent

Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on grammar, phrases, and sentence patterns.

Jun Ono Cheung

EALC3222 Third-Year Japanese II (Spring: 3)

Prerequisite: EALC3221 Third-year Japanese I or equivalent

Conducted in Japanese. Satisfies Foreign Language Proficiency Core requirement.

Continuing the development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases, and sentence patterns.

Jun Ono Cheung

EALC3261 Business Japanese (Spring: 3)

Prerequisite: Advanced Japanese or equivalent. Students currently in Advanced Japanese may enroll with permission.

Offered Biennially**Conducted in Japanese**

The acquisition of practical communicative competence for business activities in the Japanese business world, with an aim to bring language skills to a level of 450–500 points on the BJT (Business Japanese Proficiency Test). Correct formats for business correspondence, the Japanese *curriculum vitae* and resume, questionnaires, necessary honorific/humble expressions, business-related vocabulary and *kanji*, unique customs, commercial law and regulations, expectations and etiquette in the Japanese business world.

Ritsuko Wada Sullivan

EALC3263 Japanese Pop Culture (Fall: 3)

Prerequisite: Third-year Japanese or equivalent. Students currently in Third-year Japanese may enroll with permission.

Conducted in Japanese.

The study, in Japanese, of Japanese contemporary culture: film, music, *manga*, *anime*, *geinōkai*, cuisine, fashion, *kosupure*, and with a special emphasis on observing speech patterns and behaviors in the works of Miyazaki and Shikai.

Ritsuko Wada Sullivan

EALC4121 Advanced Chinese I (Fall: 3)

Prerequisite: EALC2122 Intermediate Chinese II or equivalent

Conducted in Chinese. Satisfies Foreign Language Proficiency Core requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.

Fang Lu

EALC4122 Advanced Chinese II (Spring: 3)

Prerequisite: EALC4121 Advanced Chinese I or equivalent

Conducted in Chinese. Satisfies Foreign Language Proficiency Core requirement.

A continuation of advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.

Fang Lu

EALC4151 Readings in Chinese Literature and Philosophy (Fall: 3)

Prerequisite: EALC2122 Intermediate Chinese II or instructor's consent

Classes conducted in both modern Mandarin and English. Satisfies Foreign Language Proficiency Core requirement.

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, the gateway to the cultural and historical legacy of East Asia, and the 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 Lydia Chiang

EALC4190 Advanced Tutorial: Chinese (Fall/Spring: 3)

May be repeated for credit

A course of directed study on Chinese language and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Sing-chen Lydia Chiang

Fang Lu

EALC4221 Advanced Japanese I (Fall: 3)

Prerequisite: EALC3222 Third-year Japanese II or equivalent

Conducted in Japanese. Satisfies Foreign Language Proficiency Core requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.

Rie Kamimura

EALC4222 Advanced Japanese II (Spring: 3)

Prerequisite: EALC4221 Advanced Japanese I or equivalent

Conducted in Japanese. Satisfies Foreign Language Proficiency Core requirement.

Continuing advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.

Rie Kamimura

Linguistics

Course Offerings

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

LING2384 Church Latin (Fall: 3)

Cross listed with THEO2384 and CLAS2384

A rapid yet thorough coverage of the grammar of Ecclesiastical Latin, with associated readings in liturgical, scriptural, devotional, doctrinal and procedural texts of the Roman Catholic Church. A look at underlying linguistic structures of Latin, ironing out seeming irregularities and aiding in vocabulary building. For students with little or no background in Latin. Non-novices may also enroll for grammar review and for extensive text reading practice, with the expectation that they will also meet higher demands and serve to tutor beginners.

M. J. Connolly

LING3101 General Linguistics (Fall: 3)

Cross listed with ENGL3527

An introduction to the history and techniques of the scientific study of language in its structures and operations, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

M.J. Connolly

LING3102 Syntax and Semantics (Spring: 3)

Prerequisite: LING3101 or equivalent.

Cross listed with ENGL3392

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.
The Department

LING3104 Formalism and Functionalism in Linguistics (Fall: 3)

Prerequisites: LING3101/ENGL3527 General Linguistics and

LING3102/ENGL3392 Syntax and Semantics

Offered Biennially

Analysis of two competing orientations in linguistic theory since 1900: formalism (emphasizing systematicity, autonomy, abstraction: American structuralism, varieties of generativism); versus functionalism (prioritizing the role communication imposes on language: Prague School, cognitive linguistics). Extensions into applied linguistics. Readings, lectures, discussion.

Margaret Thomas

LING3203 Classical Armenian (Spring: 3)

Prerequisite: Familiarity with an inflected language highly recommended.

Cross listed with NELC3651

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century. Sample readings will come from Classical Armenian scriptural, patristic, liturgical, and historical texts.

M.J. Connolly

LING3322 The Structure of Modern Russian (Fall: 3)

Prerequisite: Previous experience with an inflected language.

Cross listed with SLAV3151

Offered Biennially

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic Studies looking to see what makes the language “tick.”

M.J. Connolly

LING3328 The Linguistic Structure of Arabic (Spring: 3)

Cross listed with NELC4153

Prior study of Arabic or Linguistics not required, but recommended.

An analysis of the major features of Modern Standard Arabic with some reference to vernacular dialects and earlier versions of the language: sound system, grammar, structure and meanings of words, syntax, and properties of discourse.

Abdelkrim Mouhib

LING3362 Language in Society (Fall: 3)

Cross listed with ENGL2122 and SOCY3362

Satisfies Cultural Diversity Core Requirement

This course provides an introduction to the study of language in its social context, including varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

Margaret Thomas

LING3377 Linguistic Analysis and Field Methods (Spring: 3)

Prerequisites: General Linguistics LING3101 and at least one additional Linguistics course

Course restricted to upper-level Linguists majors/minors and graduate students. Seminar-style teaching method alternating with lectures.

Analysis of a little-studied language through direct interaction with a native speaker: techniques for eliciting, transcribing, and interpreting linguistic data, some going back to the beginnings of Western language science, others employing modern technology. Individually and in small groups, students analyze the sound patterns, words, syntax, and pragmatics of the target language, with some attention to cultural and ethnographic matters. The course also addresses ethical issues involved in archiving linguistic materials, and the debate about language rights. The identity of the target language varies from year to year (e.g., Austronesian, Dravidian, Vietnamese, Quechua).

Margaret Thomas

LING3378 Second Language Acquisition (Spring: 3)

Cross listed with RLRL4495

Offered Biennially

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the “interlanguage hypothesis,” addressing in particular the role of the learner’s native language; debate about the role of input and interaction; research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

Claire Foley

Margaret Thomas

LING3388 Senior Honors Project (Fall/Spring: 3)

May be repeated for credit.

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.

The Department

LING4327 The Art and Craft of Literary Translation: A Seminar (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level

Cross listed with RLRL8899, ENGL6675, and SLAV4061

Permission of instructor required for undergraduates and for languages beyond those in the course description.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop.

Maxim D. Shrayner

LING4331 Phonology (Spring: 3)

The description and functioning of sounds in language: articulatory, acoustic, and auditory phonetics; the notion of the phoneme and archiphoneme; suprasegmentals; syllabicity; natural classes and distinctive features; phonological processes, rules, and representations; lexical and autosegmental phonology; phonology and universal grammar. All examined from the theoretical approach of the Prague School

(Trubetzkoy, Jakobson), American structuralism, and generative grammar (beginning with Chomsky and Halle), but with consideration of phonology in cognitive and functional linguistic approaches.

M.J. Connolly

LING4372 Comparative Development of the Romance Languages (Fall: 3)

Prerequisite: Advanced knowledge of at least one Romance language or Latin, or a strong background in Linguistics.

Cross listed with RLRL5572

Conducted in English

How many Romance languages are there? You may be surprised! What constitutes a Romance language? And why are they called “Romance” languages? In addition to answering these and many other questions, we will examine in considerable detail the linguistic development and structure of Spanish, French and Italian, and acquire more limited familiarity with other Romance languages. The focus of the course will be on their historical development from Latin. This course may be taken for either graduate or undergraduate credit.

Laurie Shepard

LING4391 AB Comprehensive: Linguistics (Fall/Spring: 1)
Required for Honors candidates in Linguistics

Individually-designed independent research under faculty supervision. Taken in fall or spring of the senior year.

Michael Connolly

Margaret Thomas

Near Eastern Languages and Civilizations**Course Offerings**

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

NELC1121 Elementary Arabic I (Fall: 3)

Corequisite: NELC1123 Elementary Arabic Practicum

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills of reading ability, aural comprehension, and oral and written self-expression. Includes exercises in pronunciation, grammar, and reading. Additional conversation practice and language laboratory work required. This course continues in the second semester as NELC1122.

Atef Ghobrial

NELC1122 Elementary Arabic II (Spring: 3)

Prerequisite: NELC1121 or equivalent

Corequisite: NELC1123 Elementary Arabic Practicum

This course is a continuation of NELC1121, a first-semester course. Students who have not taken NELC1121 should not enroll in NELC1122 unless they have spoken with the instructor first.

Atef Ghobrial

NELC1123 Elementary Arabic Practicum (Fall/Spring: 3)

Corequisites: NELC1121 Elementary Arabic I (Fall) and NELC1122 Elementary Arabic II (Spring)

Required exercises and conversational practice to supplement Elementary Arabic I/II.

Samira Al Recha Kuttab

Ikrum Easton

ARTS AND SCIENCES

NELC1131 Arabic for Scholars I (Fall: 3)

An introduction to the study of literary and formal spoken Arabic, with exercises in pronunciation, grammar, vocabulary, and reading. This course continues in the second semester as NELC1132.

Wallada Sarraf

NELC1132 Arabic for Scholars II (Spring: 3)

Prerequisite: NELC1131 Arabic for Scholars I

This course is a continuation of NELC1131, a first-semester course. Students should not enroll in NELC1132 unless they have spoken with the instructor first.

Wallada Sarraf

NELC1211 Introduction to Modern Hebrew I (Fall: 3)

Cross listed with THEO1037

Offered Biennially

The course continues in second semester as NELC1212.

A course for beginners in Hebrew with attention to modern Israeli. The course is intended to develop the ability to read a variety of Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of the learning, students will be exposed to modern Israeli culture. No previous knowledge of Hebrew is assumed.

Gil Chalamish

NELC1212 Introduction to Modern Hebrew II (Spring: 3)

Prerequisite: NELC2211 Continuing Modern Hebrew I or equivalent

Cross listed with THEO1038

Offered Biennially

The second semester of a course for beginners in Hebrew, with attention to modern Israeli. The course is intended to develop the ability to read Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of their learning, students will be exposed to modern Israeli culture.

Gil Chalamish

NELC1331 Persian for Scholars I (Fall: 3)

Familiarity with Arabic script recommended.

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

Sassan Tabatabai

NELC1332 Persian for Scholars II (Spring: 3)

Prerequisite: NELC1331 Persian for Scholars I or equivalent

Offered Biennially

The second semester of a continuation of an intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

Sassan Tabatabai

NELC2061 Language, Memory, and Identity in the Middle East (Fall: 3)

Cross listed with SOCY1148

Satisfies Cultural Diversity Core Requirement

A broad-based overview of the role which language-choice plays in the construction of national and cultural identity in the Middle East. The role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism, and the role of local dialects in the conceptualization of competing national identities and territorial nationalisms.

In particular. In addition to Arab Nationalism and Zionism, also the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.

Franck Salameh

NELC2062 States and Minorities in the Middle East (Fall: 3)

Cross listed with SOCY1150

Satisfies Cultural Diversity Core Requirement

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

Franck Salameh

NELC2121 Intermediate Arabic I (Fall: 3)

Prerequisite: NELC1122 Elementary Arabic II or equivalent

Corequisite: NELC2123 Elementary Arabic Practicum

Conducted mostly in Arabic.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice. This course continues in the second semester as NELC2122.

Franck Salameh

NELC2122 Intermediate Arabic II (Spring: 3)

Prerequisite: NELC2121 Intermediate Arabic I or equivalent

Corequisite: NELC2123 Intermediate Arabic Practicum

Conducted mostly in Arabic. Satisfies Foreign Language Proficiency Core requirement.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice.

Franck Salameh

NELC2123 Intermediate Arabic Practicum (Fall: 3)

Corequisites: NELC2121 Intermediate Arabic I (Fall); NELC2122 Intermediate Arabic II (Spring)

Required exercises and conversational practice to supplement Intermediate Arabic I/II.

Mudafer Al-Ziyadi

Atef Ghobrial

NELC2251 Intermediate Biblical Hebrew I (Fall: 3)

Prerequisites: Introductory Biblical Hebrew I and II

Cross listed with THEO5572

The course begins with a refresher of the basic grammar learned in Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhoof

NELC2331 Advanced Readings in Persian Texts (Fall/Spring: 3)

Prerequisite: NELC1332 Persian for Scholars II or equivalent

Two semesters of this course satisfy the MCAS language-proficiency requirement and the ICS-major language requirement.

An examination of classical and contemporary Persian texts, both prose and poetry, for advanced students of the Persian language. Emphasis on comprehension, analysis, vocabulary building, speaking, and writing.

Sassan Tabatabai

NELC3163 Newspaper and Media Arabic (Spring: 3)

Prerequisite: At least five semesters (approximately 200 hours) of Arabic-language study or equivalent.

The specialized structure and vocabulary of newspaper Arabic, beginning with the analysis of headlines and telegraphic language and messaging, and continuing into video, radio, film, and web-based content.
Atef Ghobrial

NELC4099 Senior Honors Project: Near Eastern (Fall/Spring: 3)

Franck Salameh

NELC4121 Advanced Arabic I (Fall: 3)

Prerequisite: NELC2122 Intermediate Arabic II or equivalent

Conducted in Arabic. Satisfies Foreign Language Proficiency Core requirement

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.

Atef Ghobrial

NELC4122 Advanced Arabic II (Spring: 3)

Prerequisite: NELC4121 Advanced Arabic I or equivalent

Conducted in Arabic. Satisfies Foreign Language Proficiency Core requirement

Continuation of advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.

Atef Ghobrial

NELC4130 Advanced Arabic Reading Seminar (Fall/Spring: 3)

Prerequisite: NELC4122 Advanced Arabic II or equivalent

Admission by department permission only.

Close analytic reading of original texts in Arabic, varying from Pre-Islamic poetry up through contemporary literature.

Conducted principally in Modern Standard Arabic.

Atef Ghobrial

Franck Salameh

NELC4153 The Linguistic Structure of Arabic (Spring: 3)

Cross listed with LING3328

Prior study of Arabic or Linguistics not required, but recommended.

An analysis of the major features of Modern Standard Arabic with some reference to vernacular dialects and earlier versions of the language: sound system, grammar, structure and meanings of words, syntax, and properties of discourse.

Abdelkrim Moubib

NELC4190 Advanced Tutorial: Arabic (Fall/Spring: 3)

May be repeated for credit.

A course of directed study on Arabic grammar and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Atef Ghobrial

Franck Salameh

Slavic Studies**Course Offerings**

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

SLAV1121 Elementary Russian I (Fall: 4)

Corequisite: SLAV1123 Elementary Russian Practicum

A course for beginners that stresses thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required. The course continues in the second semester as SLAV1122.

Elena Lapitsky

SLAV1122 Elementary Russian II (Spring: 4)

Prerequisite: SLAV1121 Elementary Russian I, or equivalent.

Corequisite: SLAV1123 Elementary Russian Practicum

The second semester of a course for beginners that stresses thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Elena Lapitsky

SLAV1123 Elementary Russian Practicum (Fall/Spring: 0)

Corequisites: SLAV1121 (Fall) and SLAV1122 (Spring)

Required additional exercises and conversational practice to supplement Elementary Russian I/II.

Elena Lapitsky

SLAV1164 Death in Russian Literature: Heroes, Cowards, Humans (Fall: 3)

Corequisite: Must be concurrently enrolled in CLAS1701

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

Russian literature has always had an affinity for narratives depicting the meaning(s) of death. Reading from its first great modern writer (Pushkin) to its latest Nobel Prize winner (Svetlana Alexievitch), our course will investigate three primary representations of death in Russian literature: heroization of death (sacrifice and death as the condition of a good life); banalization of death (death as meaninglessness); demonization of death (death as sin; death that must be overcome). Throughout we will attempt to understand how the ways in which we conceive of death inform the ways we choose to live.

Thomas Epstein

SLAV1881 Introduction to Bulgarian I (Fall: 3)

Offered Biennially

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages. The course provides a basis for further work in translation and composition and continues in the second semester as SLAV1882.

Mariela Dakova

SLAV1882 Introduction to Bulgarian II (Spring: 3)

Prerequisite: SLAV1881 or equivalent

Offered Biennially

Continuation of course work in modern Bulgarian with extensive practice in conversation and composition. Completion of this course qualifies students for the Summer Language and Culture Program at Sofia University, Bulgaria.

Mariela Dakova

ARTS AND SCIENCES

SLAV2065 Society and National Identity in the Balkans (Fall: 3)

Cross listed with SOCY2280

Satisfies Cultural Diversity Core Requirement

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

Mariela Dakova

SLAV2067 Gender and War in Eastern Europe (Spring: 3)

Cross listed with HIST2284

Satisfies Cultural Diversity Core Requirement

Undergraduate major elective

A study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I, women confronted their duties to the nation against the backdrop of an ongoing struggle for equality. In World War II, women in communist Eastern Europe were liberated by their nations' ideology to fight, on all fronts, against tradition. More recently, in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.

Cynthia Simmons

SLAV2121 Intermediate Russian I (Fall: 4)

Prerequisite: SLAV1122 Elementary Russian II or equivalent

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts. This course continues in second semester as SLAV2122.

Elena Lapitsky

SLAV2122 Intermediate Russian II (Spring: 4)

Prerequisite: SLAV 2121 Intermediate Russian I or equivalent

Satisfies Foreign Language Proficiency Core requirement.

The second semester of a review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts.

Elena Lapitsky

SLAV2162 Classics of Russian Literature (in Translation) (Fall: 3)

Cross listed with ENGL2227

Satisfies Literature Core Requirement

All readings and lectures in English. Undergraduate major elective.

Russian Major requirement.

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Maxim D. Shrayner

Cynthia Simmons

SLAV2163 Post-Soviet Russian Literature (Spring: 3)

Cross listed with ENGL2224

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more highbrow

literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

Maxim D. Shrayner

Cynthia Simmons

SLAV2164 Russian Cinema (Spring: 3)

Cross listed with FILM2277

Conducted entirely in English. All films with English subtitles

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as to connections between filmic and literary texts. The course examines works by leading directors along with a consideration of Russian contributions to film theory.

Thomas Epstein

SLAV2164 Russian Cinema (Spring: 3)

Cross listed with HONR4464

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as to connections between filmic and literary texts. The course examines works by leading directors along with a consideration of Russian contributions to film theory.

Thomas Epstein

SLAV2169 Slavic Civilizations (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Satisfies undergraduate major

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of Common Slavic history to the diaspora of the Slavs of Central, Eastern, and Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history. A selection of readings (all in English) illustrates some of the most prominent Slavic contributions to the culture of the world.

Mariela Dakova

SLAV2173 Twentieth-Century Russian Literature (in Translation)

(Spring: 3)

Cross listed with ENGL2228

Readings and lectures in English. Undergraduate major elective.

Russian major requirement.

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

Maxim D. Shrayner

Cynthia Simmons

SLAV2174 Utopia, Dystopia, Soviet and Surreal (Fall: 3)

Cross listed with HONR2174

Lectures and readings in English, with optional readings in Russian. This course looks at literary responses to the experience of Soviet life: from futuristic nightmare to irony and the grotesque; from resistance to reconciliation.

The Department

SLAV3121 Third-Year Russian I (Fall: 3)

Prerequisite: SLAV2122 Intermediate Russian II or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency Core requirement.

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

Natalia A. Reed

SLAV3122 Third-Year Russian II (Spring: 3)

Prerequisite: SLAV3121 Third-year Russian I or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency Core requirement.

Continuing the development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

Natalia A. Reed

SLAV3151 The Structure of Modern Russian (Fall: 3)

Prerequisite: Previous experience with an inflected language.
Cross listed with LING3322

Offered Biennially

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic Studies looking to see what makes the language “tick.”

M.J. Connolly

SLAV3165 Post-Soviet Russian Literature (Spring: 3)

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

Cynthia Simmons

SLAV3490 Advanced Tutorial: Polish (Fall/Spring: 1)

A course of directed study in the reading and analysis of Polish texts intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Barbara Gawlick

SLAV4061 The Art and Craft of Literary Translation: A Seminar (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level

Cross listed with RLRL8899, ENGL6675, and LING4327
Permission of instructor required for undergraduates and for languages beyond those in the course description.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop.

Maxim D. Shrayer

SLAV4121 Advanced Russian I (Fall: 3)

Prerequisite: SLAV3122 Third-Year Russian II or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency Core requirement.

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style, and through careful translation of advanced texts.

Natalia A. Reed

SLAV4122 Advanced Russian II (Spring: 3)

Prerequisite: SLAV4121 Advanced Russian I or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency Core requirement.

Continuation of advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style, and through careful translation of advanced texts.

Aleksey Berg

SLAV5163 Seminar: Nabokov (Fall: 3)

Cross listed with ENGL7775
All readings are in English. Instructor's permission required for undergraduates.

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov's writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic, and discursive works.

Maxim D. Shrayer

Sociology**Faculty**

Sarah Babb, *Professor; Chairperson of the Department*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Andrew Jorgenson, *Professor*; B.S., University of Utah; Ph.D., University of California, Riverside

Stephen J. Pfohl, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

ARTS AND SCIENCES

Juliet Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Brian Gareau, *Associate Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Paul S. Gray, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Sara Moorman, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

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

Wen Fan, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

Gustavo Morello, S.J., *Assistant Professor*; B.A., Universidad Del Salvador, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

Eva Marie Garrouette, *Associate Research Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Contacts

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- www.bc.edu/sociology
- sociology@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual, career, and civic interests of students who are concerned about what is happening in their society and in their daily personal interactions. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc.

Many Sociology courses are part of the University's Social Science Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Information about Core Courses

Course listings in Course Information and Schedule will indicate which, if any, Core requirements are satisfied by each course.

Major Requirements

Sociology majors are required to take a minimum of 30 credits (generally ten courses) in Sociology. These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Eighteen credits in elective courses, at least nine credits of which must be in upper level courses (SOCY3000 or higher).

Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Six credits in elective courses, at least three credits of which must be in courses numbered SOCY3000 or above.

Honors Program

Membership in the undergraduate Honors Program in Sociology is by invitation and is designed to give eligible Sociology majors (3.50 GPA, 3.50 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The sequence begins in the second term of the junior year when students read some of the most engaging classics of sociological research. In the first semester of the senior year, students design an original project and in the last semester of the senior year, they gather and analyze the data and write the thesis. For details, consult Professor Paul Gray.

Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Introductory Sociology or Intro to Sociology for Health Care Professionals, Statistics, Methods, and Theory), prior to going abroad.

Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. The department recommends not more than two Sociology courses in any one semester or five Sociology courses in a full year. Courses taken in other departments will not be considered for Sociology credit unless a syllabus and reading list are submitted. All Sociology majors should consult with Professor Gustavo Morello, McGuinn 422, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

Internship

The department offers two courses of three credits each which are focused on the internship experience, SOCY5540 and SOCY5541, Internship in Sociology I and II. Students who have taken one or both of these courses have found placements which gave them experience in a wide variety of fields: legal, political, health/medical, social work,

advertising/marketing, and business, to name a few. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where the valuable skills of Sociology may be applied and where they may find employment after graduation. For details, consult Professor John B. Williamson.

Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

B.A./M.A. Program

Application normally takes place by February 1 of the second semester of the junior year. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at www.bc.edu/schools/gsas/admissions.html.

Undergraduates must understand that admission is highly competitive. Normally, a student must have an overall GPA, after five semesters, of at least 3.50 with at least a 3.50 GPA in Sociology courses. For details, consult the Director of Graduate Admissions no later than the first semester of the junior year.

B.A./M.S.W. Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The master's degree will be awarded one year later. The choice of this program should be made by Sociology majors before April of their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Sara Moorman and the School of Social Work website: www.bc.edu/schools/gssw/admission.html.

Course Offerings

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

SOCY1001 Introductory Sociology (Fall/Spring/Summer: 3)

Satisfies Social Science Core Requirement

Do not take SOCY1001 if you have already taken SOCY1002.

Only one of these courses will count toward the major or minor.

This course conveys a sense of the history of sociology and introduces students to the most essential concepts, ideas, theories, and methods of the discipline. Special topics may include interaction in everyday life, sociology of the family, gender roles, race and ethnic relations, and the sociology of work, among others. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history. Ordinarily, SOCY1001.01 is reserved for majors and minors. Note that Introductory Sociology is taught by different instructors; check each instructor's syllabus for a more exact description.

The Department

SOCY1002 Introduction to Sociology for Healthcare Professions (Fall: 3)

Satisfies Social Science Core Requirement

Do not take SOCY1002 if you have already taken SOCY1001.

Only one of these courses will count toward the major or minor.

This course is designed to present the fundamentals of sociology to an audience of future healthcare professionals. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. One of the major goals of the course is to enable students

to ground themselves and their families sociologically, by examining their own community and social class origins. It will highlight issues of interest to healthcare professionals, along with sociological concepts that appear on the MCAT exam.

Lara Birk

The Department

SOCY1024 Gender and Society (Fall/Spring: 3)

Satisfies Social Science Core Requirement

This can be taken as part of the Women's Studies minor.

This course explores the formation, experience, and change of women's and men's social lives in history. Topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture, and the mass media; (5) gender equality and social justice.

Abigail Brooks

The Department

SOCY1030 Deviance and Social Control (Fall/Spring: 3)

Satisfies Cultural Diversity and Social Science Core Requirements

Fulfills a requirement in the Women's Studies Program and the Pre-Law Program.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

Stephen J. Pfobl

Jared Del Rosso

SOCY1036 Introduction to Latin American Societies (Fall: 3)

Satisfies Cultural Diversity and Social Science Core Requirements

The aim of this course is to introduce students to sociology while exploring Latin American societies. The course will start with a general presentation of both sociology and Latin America. We will discuss what sociology is, and the different ways of studying societies. We will take some time to study the birth of modern Latin American nations. Relying on this historical background, we will explore Latin American societies through sociological concepts such as race, gender, social violence, religion, sports, and culture. Finally, we will pay attention to U.S.-LA relations and the fact of Latino people living in the United States.

Gustavo Morello

SOCY1039 African World Perspectives (Spring: 3)

Cross listed with AADS1139

Satisfies Cultural Diversity and Social Science Core Requirements

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of units. Each unit deals with a major area of debate in the field of African studies.

Zine Magubane

ARTS AND SCIENCES

SOCY1049 Social Problems (Fall/Spring/Summer: 3)

Satisfies Social Science Core Requirement

This course is an exploration of different sociological approaches to the study of social problems and social trends in contemporary society. It examines the linkages between social structures/institutions, culture and human experience. The course emphasizes theoretical research issues, especially how, and to what degree, the understanding of social problems are a direct result of the processes used to define social problems as well as the research methods and procedures used to investigate them. Students will learn to critique popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

The Department

SOCY1058 Sociology of the Family (Spring: 3)

Satisfies Social Science Core Requirement

In recent years, U.S. public policy has focused on strengthening the nuclear family as a primary strategy for reducing poverty and improving the lives of America's youth. It is often assumed that this type of family is healthy, financially independent, heterosexual, violence-free, normative, and grounded in historical tradition. This course examines these assumptions sociologically while considering systemic variations in race/ethnicity, class, gender, ability, and sexual orientation within and among American families.

Amy Sousa

The Department

SOCY1072 Inequality in America (Fall/Spring: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

Eva Garrouette

Eve Spangler

SOCY1089 Women and the Body (Fall: 3)

Satisfies Social Science Core Requirement

This course covers Western cultural pressures on women to be super-slim. We analyze biological, sociological, and feminist perspectives on the body especially with regard to issues of beauty and body image and sexuality. We analyze how race, ethnicity and class intersect to create differences among women's relationship to their bodies. In what way do biological perspectives illuminate as well as cloud understanding of women's relationship to their bodies? We explore mass-mediated pressures on women's bodies through films, women's magazine, reality TV, and social networking sites. We examine the plastic surgery industry and the growing trend toward "designer bodies."

Sharlene Hesse-Biber

SOCY1092 Peace or War (Fall/Spring: 3)

Satisfies Social Science Core Requirement

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second

part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, Syria, the Israeli-Palestinian conflict, the "war on terrorism" as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.

Charles Derber

SOCY1097 Death and Dying (Fall/Spring: 3)

Satisfies Social Science Core Requirement

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, hospice, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth-telling and the terminal patient, suicide, assisted suicide, genocide, euthanasia, homicide, the death penalty, near-death experiences, brain death, efforts to extend the human life span, and social immortality.

John B. Williamson

SOCY1501 Global Implications of Climate Change (Fall: 6)

Corequisite: EESC1501

Cross listed with EESC1501

Satisfies Natural Science and Social Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.

Must also register for one of the Global Implications of Climate Change lab sections.

Climate change is one of the defining issues of our time. Decisive and swift action to mitigate carbon emissions is needed in order to prevent catastrophic events and unhealthy environments for future generations. Societies worldwide will need to adapt to a new environmental reality. However, the causes, effects, and costs of climate change are not equally distributed, which raises questions about responsibility and justice. This course will encourage critical engagement with and personal reflection on these important issues, covering the science behind climate change, the use of different energy sources and their impact on carbon emissions, and the different roles of governments, businesses, religious communities, and individuals for enacting (and preventing) ambitious solutions to climate change.

Brian Gareau

Tara Gareau

SOCY1503 Understanding Race, Gender and Violence (Fall: 6)

Corequisite: HIST1503

Cross listed with HIST1503

Satisfies History and Social Science Core Requirements

Core Renewal Course: Complex Problems. For freshmen only.

This course explores pressing problems of modern race and gender-based violence across the globe, including domestic violence, youth gangs, police violence, sexual assault, and genocide. Using both historical and sociological perspectives, we will examine the roots of such violence, the ways in which it has been expressed, the meanings attached to it, and its implications for society—particularly for

racial/ethnic minorities, women, and LGBT people. The lab for the course will involve students in collaborative work with local anti-violence projects and organizations in the Boston area.

Marilynn Johnson

Shawn McGuffey

SOCY1702 The Body in Sickness and Health (Fall: 3)

Corequisite: Must be concurrently enrolled in ENGL1702

Satisfies Social Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

This course explores the central role our bodies play in our perceptions of ourselves, our social roles, and our relationships with others. We will investigate the physiological, psychosocial, and cultural impact of body changes in normal growth and development (including pregnancy and aging) as well as in illness, trauma and disability. Topics may include obesity, pain, the lived experience of chronic illness, the effects of trauma, and end of life issues. The moral and emotional aspects of empathy and caregiving—both for ourselves and for others—will be explored. We will pay particular attention to the perspectives of patients and caregivers (including nurses, family members, social workers and doctors) as well as the supporting research from nursing and other health disciplines.

Jane Ashley

SOCY1705 Growing Up Gendered: Contemporary Media Representations (Spring: 3)

Satisfies Social Science Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

This course explores how conventional and unconventional views of feminine and masculine behaviors for children, adolescents and adults have been circulated in current popular culture through television, film, and advertising over the past two decades. Starting with an examination of children's media, the course will examine how have different theorists and popular media have created and analyzed patterns of representation related to gender, identity, and cultural expectations. Throughout the course we will explore how the categories of gender and sexuality intersect with other dimensions of individual identity such as race, class, and religion. The course will examine a range of commonly gendered themes in popular culture, including sports culture, girlhood, eating disorders, consumerism, romance/bromance, and gendered violence.

Lisa Cuklanz

SOCY2200 Statistics (Fall/Spring: 3)

Required for the Sociology major

This course is an introduction to statistics, with some emphasis on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael Malec

The Department

SOCY2210 Research Methods (Fall/Spring: 3)

Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the

interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

The Department

SOCY2215 Social Theory (Fall/Spring: 3)

Required for the Sociology major

This course focuses on the major lines of classical sociological theory, especially the writings of Marx, Weber, and Durkheim. The application of these theoretical foundations to contemporary problems (racism, gender inequality, LGBTQ rights, Islamophobia) will draw on commentary from multiple media sources.

The Department

SOCY2250 Perspectives on War, Aggression, and Conflict

Resolution I (Fall: 3)

Cross listed with PHIL2259 and THEO2327

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

SOCY2244–2255 Advanced Community Service Research Seminar I and II (Fall/Spring: 3)

Prerequisite: SOCY2254

Corequisite: Readings and Research

CRP is a two-semester program (SOCY2254 and SOCY2255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American and/or African Diaspora communities. In fall, students in SOCY2254 learn the process of community-based research and its methodologies, and begin to design a proposal for an independent study for spring. In spring, students sign up for SOCY2255 in conjunction with a Readings and Research to conduct their projects. The spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

Deborah Piatelli

SOCY2280 Society and National Identity in the Balkans (Fall: 3)

Cross listed with SLAV2065

Satisfies Cultural Diversity Core Requirement

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

Mariela Dakova

SOCY3303 Social Construction of Whiteness (Spring: 3)

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender. Through writing and in-class group discussion, students will examine their own identities and consider how consciously or unconsciously they are affected by these processes, as well as consider strategies for challenging racism.

Deborah Piatelli

SOCY3306 Capstone: Making History in a Changing World (Spring: 3)

Prerequisite: Seniors only.

Cross listed with UNCP5540

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

The central theme of this class is to consider the dialogue between individual choice and social context as we struggle to construct a life of effectiveness and balance. The course begins with a focus on what makes a good question. Largely, good questions are ones that can produce fruitful answers—answers that allow us to move forward in ways rooted in understanding and yet knowing that most information is incomplete, ambiguous, and contested. We will look at Boston College as a context for social action and then three case studies: Palestine (in which the context poses a single overarching challenge), South Africa (in which most people are struggling to figure out what the next chapter should be) and the U.S. (where we share in a sense that “anything goes.”). Students will be asked to focus on the balance between constructing a private life and participating in the struggle for social justice in each of these very different settings.

Eve Spangler

SOCY3307 Race in the Criminal Justice System (Spring: 3)

This class will examine the growth of the prison system and its relationship to structural racism in the United States. Students will examine the historical context in which the prison system expanded and privatized, with specific reference to desegregation and changes in the United States’ immigration and national security policies. A heavy emphasis will be placed on differences in how deviance is defined for peoples of different races, genders, classes, and sexual orientations.

Julia Bates

SOCY3309 Restoration and Resistance: International Innovations in Criminal Justice (Fall: 3)

This course will enable students to develop sociologically informed, globally situated, and politically meaningful definitions of crime, punishment, and social justice by surveying international social movements and initiatives seeking criminal justice reform. At the conclusion of the course students will be expected to envision and articulate a criminal justice innovation of their own.

Jessica Hedges

SOCY3310 Studies in Crime and Social Justice (Fall/Spring: 3)

Cross listed with AADS3311

Crime and social justice are considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to analyze perspectives on

the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a “power reflexive” framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

Jessica Hedges

SOCY3314 Mental Illness and Society (Fall: 3)

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private personal trouble, is also a public issue. We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, labeling theory, as well as issues of gender, race, class, and sexuality in mental illness.

The Department

SOCY3318 Learning to be Literate in Social Statistics (Spring: 3)

Much of social science research is presented using statistics, but understanding and interpreting these statistics can be difficult. This course will cover basic topics in statistical literacy that will help class participants to critically assess and comprehend social science statistics, especially as presented in mainstream media outlets. This is not a statistics course, but rather a general sociology course with a focus on comprehending quantitative research. It is recommended that students take Statistics (SOCY2200) prior to this course. The focus of this course will be on comprehending social science statistical research and its popular presentations.

Jeffrey Stokes

SOCY3319 Living in the Age of Big Data (Spring: 3)

We live in a world where every aspect of our lives, from our commute to shopping habits, from our circle of friends to our heart rate, is used to generate big data. In this course we will investigate what big data is, how it is collected and by whom, and the ways in which this data is used to impact our daily lives. We will explore examples of its use in diverse areas like marketing, the sharing economy, and health-care, and seek to understand both the exciting opportunities and ethical challenges of our new quantified reality.

Mehmet Cansoy

SOCY3320 Urban Agriculture in Detroit (Summer: 3)

Cross listed with ENVS3320

With more than 1400 farms and gardens, Detroit has become a global leader in urban agriculture and symbol of urban sustainability. In this course we will investigate the contemporary urban condition through the eyes of Detroit farmers and gardeners who are creating more equitable communities and sustainable relationships with the land. Daily urban agricultural fieldwork, class discussions, environmental media, and workshops with community partners will facilitate our engagement with Detroit as we reflect on our own relationship to food, ecology, and cities. Course themes include urban planning and

racial politics, problems and possibilities of deindustrialization, rise of the environmental justice movement, and community-based strategies for urban transformation.

Michael Cermak

Matthew Delsesto

SOCY3351 Food, Power, and Politics (Fall: 3)

The Department

SOCY3358 Gender and Sports (Spring: 3)

This course uses sport to understand gender relations in a society. The course examines the ways that gender and intersections of race, class, sexuality are produced by and within relations of power, and how normative definitions of gender and its intersections underpin normative practices in sport, health, and physical cultural contexts. Drawing on feminist scholarship, this course provides a critical insight into the history of gender relations, and how gender is used to reproduce and resist inequalities in sport, health, and physical culture.

Kyoung-yim Kim

SOCY3359 Sports in American Society (Spring: 3)

Sociology Majors Only

This course provides a critical entry point into the sociology of sport in American society that examines the sociological role of sport in the making of American society and culture, as well as the reverse. The purpose of the course is to better understand sport as a social institution, and to analyze the dynamic interplay of economic, political, social and other forces within which forms of sport and physical activity have been developed, implemented and contested in America.

Kyoung-yim Kim

Michael Malec

SOCY3367 Social Justice in Israel/Palestine (Fall: 3)

Satisfies Cultural Diversity Core Requirement

For permission to take this course, e-mail Professor Spangler directly.

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g., Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.

Eve Spangler

SOCY3368 Masculinity, Sexuality, and Difference (Spring: 3)

Cross listed with COMM2180

Satisfies one of three elective courses required within the Communication major

This course will examine constructions of masculinity and sexuality in Western society from a critical cultural perspective. We will consider the ways in which cultural narratives about “acceptable” masculine behaviors and attitudes catalyze social conflicts, reinforce established power hierarchies, and organize the modes of being available to people of different gender identities and sexual orientations. We will also evaluate the liberatory potential of emergent discourses and practices that seek to cultivate greater acceptance of diversity, and promote

social healing. There will be a concentrated focus on popular cultural forms (especially television, film, music, sports, and social media) that are particularly influential to contemporary men and boys.

Brett Ingram

SOCY3373 Sexuality and Society (Spring: 3)

This course explores societal understandings of sexuality through examining the ways that sexuality is promoted, repressed, and contested within American society. The topic will be surveyed in terms of social behavior, identity, culture, and power. Course readings will emphasize the influence of culture, institutions, and social interactions on sexuality, as well as explore the role of the state and the power of social norms in constructing sexuality.

Calista Ross

SOCY3375 American Economic Crisis and Social Change

(Spring: 3)

To get Sociology credit for the major or minor, you must register for SOCY3375 rather than the cross-listed course.

This course offers a new way to think about America, focusing on our values, our intertwined economic and social crises exploding in the 2008 Wall Street meltdown, and systemic solutions. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, family breakdown, global warming, overweening corporate power and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.

Charles Derber

SOCY3388 Culture Through Film (Spring: 3)

Satisfies Cultural Diversity Core Requirement

We will explore contemporary issues, perception and reality, language, race, gender, sexual orientation, indigenous rights, marriage, colonialism, protest and chaos, and attempt to think outside the box. Each week we will view one or more films that raise questions about the ways we understand these issues. The films have been selected to enable us to experience alternative ways of thinking about concepts with which we probably feel comfortable. The goal of the course is to allow us to realize that many of our beliefs are cultural constructions and in fact are always in the process of revision.

James Hamm

SOCY4901 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of instructor

This is not a classroom course. No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor’s written consent must be obtained prior to registration.

The Department

SOCY4931 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

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to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

Paul Gray

SOCY4961 Senior Honors Seminar (Fall: 3)

Prerequisite: Permission of the department

Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Paul Gray

SOCY4962 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of instructor

Enrollment limited to candidates for Scholar of the College. This is not a classroom course.

The Department

SOCY4963 Senior Honors Thesis (Spring: 3)

Prerequisite: Permission of the department

After having completed their research proposal in SOCY4961, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SOCY4963.01 students complete their thesis research under the direction of their faculty advisor. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

Paul Gray

SOCY5530 Studies in Crime, Deviance, and Social Control (Spring/Fall: 3)

This grad-level class involves a sociological exploration of power-charged rituals of social control and the deviants such rituals target, as well as resistance to control by those that power excludes, marginalizes, stigmatizes, or attempts to silence. How do gendered, class-based, and racialized forms of power influence battles between agents of control and those they label as other? Drawing on critical theoretical and historical scholarship, we review major religious, legal, medical, social science, and ethical-political approaches to crime, deviance, and social control, paying attention to global digital technologies of control and resistance. Other issues include racialized policing; mass incarceration; the pharmaceutical management of “madness”; surveillance in everyday life; elite and governmental deviance; and the global trafficking of people, sex, drugs, body parts, weapons, terrorism, and mesmerizing media images capable of inducing fascinating and fearful waves of affect.

Stephen Pfohl

SOCY5533 Social Psychoanalysis and the Unconscious of Power (Fall/Spring: 3)

This seminar explores social psychic repetitions at the heart of everyday life and how unconscious social forces affect the ritual organization of power, culture, and history. Inviting a dialogue between sociology and psychoanalysis, the course encourages a critical examination of suggestive social phantasms and fears, compulsive fascinations and desires, selective memories and forgettings. Intended as an advanced

introduction to the theories and methods of social psychoanalysis, the seminar pays particular attention to the unconscious haunts of gendered, racialized, erotic, and class-based forms of power in a global historical context.

Stephen Pfohl

SOCY5540 Internship in Sociology I (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. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

John B. Williamson

SOCY5541 Internship in Sociology II (Fall/Spring: 3)

Prerequisite: 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. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

John B. Williamson

SOCY5565 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PSYC2200 and SCWK6600

Available to undergraduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

SOCY5568 Sociology of Education (Fall: 3)

Cross listed with ELHE6349

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

SOCY5570 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. Students will be expected to participate in course discussions, provide weekly write-ups, and write a final paper.

Brian Gareau

SOCY5575 Global and Transnational Sociology (Spring: 3)

Global and transnational sociology is the study of social structures and processes that transcend the national level. In this class, we explore such transnational phenomena as immigration, international organizations, social movements, war and conflict, and global production systems. We also review and apply a variety of theoretical approaches to transnational phenomena. This course is designed to provide a broad overview of this important sociological subfield, and is suitable for graduate students planning area exams in global and transnational sociology, as well as advanced undergraduate students able to keep up with graduate-level work.

Sarah Babb

SOCY5597 Contemporary Race Theory (Fall/Spring: 3)

Cross listed with AADS5597

To get sociology credit for the major or minor, you must register for SOCY5597 rather than cross-listed course.

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

Zine Magubane

SOCY6670 Technology and Culture (Fall/Spring: 3)

Cross listed with CSCI2267, PHIL6670 and ISYS2267

Satisfies Computer Science Requirement.

Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms “citizen” and “ethics” in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

Theatre

Faculty

Scott T. Cummings, *Professor*; B.A., University of Michigan; M.F.A., Carnegie Mellon University; M.F.A., D.F.A., Yale University

Stuart J. Hecht, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

John H. Houchin, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Crystal Tiala, *Associate Professor*; *Chairperson of the Department*; B.A., University of Mississippi; M.F.A., University of Connecticut

Luke Jorgensen, *Associate Professor of the Practice*; *Assistant Chairperson*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

Jacqueline Dalley, *Associate Professor of the Practice*; B.A., University of California at Davis; M.F.A., Carnegie-Mellon University

Patricia Riggan, *Associate Professor of the Practice*; B.A., Cornell University; M.F.A., Brandeis University

Sun Ho Kim, *Assistant Professor of the Practice*; B.A., Cho Sun University; M.F.A., Boston Conservatory

Contacts

- Undergraduate Program Information: Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu
- www.bc.edu/theatre

Undergraduate Program Description

The Boston College Theatre Department—faculty, staff, and students—is committed to theatre education that combines art with scholarship and drama study with theatre practice. We seek to foster creativity, critical thinking, excellence, and professionalism through the integration of courses, productions, workshops, and other activities. We value theatre as a liberal art as well as a performing art, which means that we seek to understand it not only as a means of artistic expression and a form of entertainment but as a window onto history, a method of inquiry into all things human, and a vehicle for social change. Interested students are invited to join us in this mission regardless of previous experience. Those who do will develop an intellectual frame of reference, a theatrical imagination, and practical skills that prepare them for advanced training in a wide range of disciplines and vocations.

Major Requirements

The Theatre Department offers a major in theatre, and students earn a bachelor of arts degree. Students must successfully complete a total of twelve 3-credit courses, six of which constitute the foundation upon which the upper-level courses are built. Ideally, these six courses will be completed by the end of the sophomore year. The required Foundation courses are:

- THTR1172 Dramatic Structure and Theatrical Process (fall only). Students unable to register for this class may substitute THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR1140 Elements of Theatre Production II (fall only; prerequisite THTR1130)
- THTR2275 History of Theatre I (fall only)
- THTR2285 History of Theatre II (spring only)

Students must also complete six 3-credit courses that provide focused training and advanced study. Theatre majors will choose these courses as follows: (1) two upper-level Performance/Production courses (numbered from THTR3300 to THTR3369 or from THTR4400 to THTR4469); (2) two upper-level Dramatic Literature, Criticism, and Theatre History courses (numbered from THTR3370 to THTR3389 and from THTR4470 to THTR4489); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest. Students may bundle three 1-credit mini-courses together to make one General Theatre Elective.

In addition, theatre majors must complete a total of six Production Labs. These are experiential learning courses that involve practical work

backstage or in the shops (one credit) or as a designer or stage manager (two credits) on Theatre Department productions. Students register for Labs at the beginning of each semester.

Minor Requirements

The Theatre Minor is intended for students with a serious interest in theatre who for one reason or another are not able to commit to fulfilling the requirements for the Theatre Major. Based on the same principles and structure as the Theatre Major, it aims to provide students with a broad-based theatre education that balances courses in theatre studies and theatre practice.

A Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR2275 History of Theatre I (fall only) **OR** THTR2285 History of Theatre II (spring only)
- One upper-level Literature, Criticism, History course (see above)
- One upper-level Production/Performance course (see above)
- Three one-credit Production Labs (including at least one Prep Lab)

Students who wish to declare a Theatre Minor should contact Professor Luke Jorgensen, Assistant Chairperson, luke.jorgensen@bc.edu, with an e-mail indicating their interest and providing their Eagle ID number.

For students in the Lynch School of Education with an interest in the teaching and practice of theatre in school and institutional settings, the Theatre Department offers a Minor in Educational Theatre. An LSOE Educational Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring) **or** THTR1130 Elements of Theatre Production I (spring only)
- THTR2258 Creative Dramatics (fall only)
- THTR2268 Theatre for Youth (spring only) **or** THTR3366 Directing I (fall only) **or** THTR4469 Composition and Performance Workshop (intermittent)
- One upper-level Literature, Criticism, History course (see above) **or** THTR2275 History of Theatre I (fall only) **or** THTR2285 History of Theatre II (spring only)
- One upper-level Production/Performance course (see above) **or** THTR1140 Elements of Production II (fall only)
- Two one-credit Production Labs (including at least one Prep Lab)

Lynch School of Education students who wish to declare an Educational Theatre Minor should contact Professor Luke Jorgensen, Assistant Chairperson, (luke.jorgensen@bc.edu) with an e-mail indicating their interest and providing their Eagle ID number. Contact should also be made with the Assistant Dean in the Lynch School of Education.

All courses for the Morrissey College of Arts and Sciences Minor in Theatre and the Lynch School of Education Minor in Educational

Theatre need to be chosen from the Theatre Department curriculum. Courses taken abroad, courses taken at other institutions, and Readings and Research/Independent Study courses will only count towards a Theatre Minor in rare and exceptional circumstances.

Mentoring and Advisement

The Theatre Department faculty places great emphasis on academic advisement and professional mentoring. We are committed to helping students design an academic program that stimulates their curiosity, supports their interests, and advances their abilities. In this interest, we encourage students to pursue professional internships and/or summer training programs that provide practical experience and help to clarify long-range goals. When arranged in advance, internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they prepare for graduate study, advanced training, a full-time professional internship, or early-career job experience.

The Theatre Department Production Program

The Theatre Department maintains an ambitious co-curricular production program that includes four faculty-or-guest directed Mainstage productions and two student-directed, student-designed Workshop productions per academic year. Casting is open to all students and based mainly on audition. The Theatre Department actively encourages students of color to audition for all productions and is firmly committed to a policy of non-traditional (or “color blind”) casting, which means that race and ethnicity are not a factor when casting decisions are made. Opportunities abound for students who are interested in design, technical production, and stage management.

Information Regarding Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theatre training or theatre study. Students who are considering study abroad are advised to meet with their advisor a full year in advance of their departure in order to plan their academic progress and discuss the advantages and disadvantages of being off campus for a semester or more as an upperclassman. In general, students can receive credit towards the Theatre major (as appropriate) for no more than one course taken abroad. For more information, please contact Professor Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu.

Course Offerings

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

THTR1011 Theatre Production Lab I: Scenery Run (Spring/Fall: 1)

The Department

THTR1012 Theatre Production Lab I: Wardrobe Run (Fall/Spring: 1)

The Department

THTR1014 Theatre Production Lab II: Electrics Run (Spring/Fall: 1)

The Department

THTR1015 Theater Production Lab I: Sound Run (Spring/Fall: 1)

The Department

THTR1016 Theatre Production Lab I: Special Topics Run (Spring/Fall: 1)

The Department

THTR1021 Theatre Production Lab II: Scenery Prep

(Spring/Fall: 1)

*The Department***THTR1022 Theatre Production Lab II: Costumes Prep**

(Spring/Fall: 1)

*The Department***THTR1023 Theatre Production Lab II: Props/Paint Prep**

(Spring/Fall: 1)

*The Department***THTR1024 Theatre Production Lab II: Electrics Prep**

(Spring/Fall: 1)

*The Department***THTR1026 Theatre Production Lab II: Special Topics Prep**

(Fall/Spring: 1)

*The Department***THTR1031 Theatre Production Lab III: Assistant Scenic Designer**

(Fall: 1)

Prerequisite: Department permission*The Department***THTR1037 Production Lab 3:Dramaturgy (Fall/Spring: 1)***Stuart Hecht***THTR1039 Theatre Production Lab III: Assistant Stage Manager**

(Fall: 1)

Prerequisite: Department Permission*The Department***THTR1041 Advanced Production Lab: Scenic Design (Fall: 2)***Prerequisite:* Department permission*The Department***THTR1042 Advanced Project Lab: Costume Design (Fall: 2)***The Department***THTR1044 Advanced Project Lab: Light Design (Fall: 2)***Prerequisite:* Department permission*The Department***THTR1045 Advanced Production Lab: Sound Design (Fall: 2)***Prerequisite:* Department permission*The Department***THTR1049 Advanced Production Lab: Stage Manager (Fall: 2)***Prerequisite:* Department permission*The Department***THTR1051 Advanced Production Lab: Technical Director (Fall: 2)***Prerequisite:* Department permission*The Department***THTR1103 Acting I: Fundamentals of Performance (Fall/Spring: 3)**

Acting I trains students to acquire the essential skills of an actor: vocal and physical exercises to free the body and voice; improvisation and ensemble exercises to encourage creativity, to free one's imagination, and to release emotional spontaneity; and monologue and/or scene work to learn about the crafting and performance process of the actor.

*The Department***THTR1120 Elements of Dance (Fall/Spring: 3)****Satisfies Arts Core Requirement**

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles

of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition, and performance.

*Sun Ho Kim***THTR1128 Ballroom Dance: Mid-nineteenth Century (Spring: 1)**

Students in this course will learn a selection of mid-nineteenth century ballroom dances such as the waltz, the polka, a quadrille, and country dances such as the Virginia Reel. In addition, students will connect with the past through an exploration of topics such as women's and men's fashion, etiquette, and the physical world of the ballroom. Students will be asked to synthesize the information contained in the course through the embodiment of a character that will be presented in class. These elements will encourage each student to envision the past, bringing it to life with an understanding of the relationships between dance, etiquette, fashion, and the culture of the period.

*Quinn Burgess***THTR1130 Elements of Theatre Production I (Spring: 3)**

This course is required for theatre majors and minors, but it is also open to interested non-majors by permission. Minors please get permission from Theatre Department for registration.

Elements I introduces the history, theory, and practice of technical theatre production through lectures, discussions, observation and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props, costumes and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theatre and theatrical spaces. A number of exercises will expand your visualization and creative skills.

*The Department***THTR1140 Elements of Theatre Production II (Fall: 3)***Prerequisite:* THTR1130 Elements of Theater Production I

The course is major restricted, but interested students who have completed THTR1130 Elements of Theater Production I may take this with departmental permission. It is required for majors.

The course is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical production work, students will use class projects to begin creating designs for the stage. The final project will focus on professional design processes and collaborative procedures as they apply to scenic, costume, lighting and sound design. In addition, Elements II in combination with the Theater Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting and make-up for stage productions.

*The Department***THTR1170 Introduction to Theatre (Fall/Spring: 3)****Satisfies Arts Core Requirement**

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including

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historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.

The Department

THTR1172 Dramatic Structure and Theatrical Process (Fall: 3)

Satisfies Arts Core Requirement

Required for all Theatre majors

This foundational course provides a thorough introduction to theatre and drama study. It is geared towards, though not limited to, Theatre majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.

Scott T. Cummings

THTR1702 This Is Your Brain on Theatre: Neuroscience and the Actor (Fall: 3)

Corequisite: Must be concurrently enrolled in BIOL1703

Satisfies Arts Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

For the past century, theatre pedagogy has contemplated the dynamic relationship between actor training and neuroscience, enhancing our understanding of the complexity of the performer's skills. This class explores these connections while engaging in acting exercises that build the important foundations of the craft, allowing performers to create reality on stage while stimulating and holding the audience's attention. The class also considers how plays depict abnormalities in brain function, culminating in the performance of scenes related to these topics. The ability of the theatre to engender empathy, stimulate memory, and illuminate human behavior are the enduring questions we will explore.

Patricia Riggin

THTR2203 Acting II: Voice/Body/Text (Fall/Spring: 3)

Prerequisite: THTR1103

This course is a prerequisite course for upper level acting classes.

Voice, speech, gesture, and movement are essential tools for effective communication—for actors and for anyone who addresses an audience. The goal of this team-taught course is for the actor/speaker to achieve a greater range of expressiveness and agility and a stronger, healthier voice and body in performance. Kristin Linklater's voice technique, somatic-based body exercises, and rigorous physical training will be used to build awareness, sharpen focus, promote articulation, release tension, and create dynamic presentations of prepared texts.

Sun Ho Kim

Patricia Riggin

THTR2210 Improvisation for the Stage (Spring: 1)

A theater elective intended for a wide range of students. It will be a workshop in using improvisation and theater games as a technique for actor training, character development, and ensemble building.

Jacqueline Arko

THTR2220 Stage Movement for Actors (Spring: 3)

Through instruction in the essential skills of movement and dance, this course teaches actors how to use their bodies as expressive tools of stage performance. While developing strength, flexibility, and endurance through vigorous exercise, students will be taught somatic (body) awareness in such areas as breathing, centering, balancing,

posture, gravity, and rhythmic coordination. In addition, they will be trained in the techniques of movement improvisation, partnering, and stage violence, with attention also to period manners and dances.

Sun Ho Kim

THTR2221 Modern Dance I (Fall: 3)

This course introduces modern dance, in theory and in practice. Through training in various dance techniques, movement analysis, composition exercises, work on the floor and at the barre, study of modern dance history, and viewing of dance videos, students will learn the vocabulary and aesthetics of modern dance and begin to express themselves creatively in those terms. Coursework includes reading assignments, a research paper, exams, and a performance project. Appropriate dance attire is required.

Sun Ho Kim

THTR2239 Stage Management Basics (Spring: 2)

This course is a lecture/laboratory course with the major emphasis on the practice and application of the art and science of stage management. Course work will include a thorough investigation of the theory and principles of human resource management, as well as technical production. Special emphasis will be placed on the application of theory to actual stage management situations.

Howard Enoch

THTR2247 Makeup Design for the Stage (Spring: 3)

This course introduces students to basic makeup techniques for the stage. Students will study makeup design principles and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc.) and special-effect makeup.

Jacqueline Dalley

THTR2251 Principles of Theatre Management (Fall: 3)

This course is designed to provide an introduction to the managerial, administrative, and leadership aspects of both for-profit and non-profit theatre. This class will consist of lectures on the fundamentals of arts management, case studies, project work, and a series of in-depth conversations with leaders in the field of theatre and/or performing arts management. Emphasis will be placed on: marketing, PR, budgeting, audience development, producing, fundraising, education, and community relations. Producing work in today's world, the challenges and opportunities, will be a theme throughout the semester.

The Department

THTR2255 Theatre Skills: Sounds Design Basics (Fall: 3)

The Department

THTR2268 Theatre for Youth (Spring: 3)

Prerequisite: Permission of instructor

This class builds upon the knowledge acquired in Creative Dramatics. During this semester, students create an original piece of children's theatre that tours local schools.

Luke Jorgensen

THTR2275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study

the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

Stuart Hecht

THTR2285 History of Theatre II (Spring: 3)

Continuation of History of Theatre I. It begins in 1642 in England and tracks the simultaneous development of the actor, playwright, architect and director. However, it studies this evolution within the larger cultural and political contexts that implicated every decision from the content of dramas to the seating arrangements within auditoriums. Among the epochs and influences that will be considered are art and decadence in English Restoration comedy, the role of the playhouse in the rise American proletarian culture, the impact of sentimentalism and Victorian morality on playwriting, and the advent of psychology and its effect on acting.

Stuart Hecht

THTR3303 Acting III: Spontaneity and Imagination (Fall/Spring: 3)

Prerequisites: THTR1103 and THTR2203

Acting III explores the essential principles of acting using the methods developed by Sanford Meisner and William Esper. Through a progression of structured improvisations, the actor's ability to work moment by moment and to truthfully live in those moments is developed. These exercises are designed to stimulate impulses, sharpen concentration and listening skills, and develop the imagination, spontaneity and emotional skills of the actor. During the semester, students apply the expertise acquired through these exercises to scene work.

Patricia Rigglin

THTR3344 Stage Design I (Spring: 3)

Cross listed with ARTS2258

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

Crystal Tiala

THTR3347 Costume Design (Fall: 3)

Cross listed with ARTS3357

Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.

Jacqueline Dalley

THTR3362 Playwriting I (Fall: 3)

Cross listed with ENGL2241

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene. Exemplary plays by established playwrights will be studied as appropriate, but the overwhelming emphasis is on student writing.

Scott T. Cummings

THTR3366 Directing I (Fall: 4)

Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

Stuart J. Hecht

THTR3378 Creative Dramatics (Fall: 3)

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theater, drama therapy and social justice. This is a hands-on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with adolescents. Creative Dramatics is essential for activists, directors and for teachers in obtaining additional certification to teach drama. Subjects include storytelling, improvisation, Commedia Dell'Arte, drama therapy, Theatre of the Oppressed, and Theatre for Youth. It examines the work of Viola Spolin, Augusto Boal, Winifred Ward, Jerry Grotowski, and Jacob Moreno.

Luke Jorgensen

THTR3387 Modern Theatre and Drama (Spring: 3)

Cross listed with ENGL2240

Offered Biennially

This upper-level theater studies course traces the development of modern European drama from Ibsen to Beckett, or roughly speaking, from 1875 to 1975. Other major dramatists to be studied include Strindberg, Chekhov, Shaw, Pirandello, Brecht, Genet, and Ionesco. The various movements within modernism—naturalism, symbolism, expressionism, futurism and surrealism—are also examined.

Scott T. Cummings

THTR4466 Directing II (Spring: 4)

Prerequisite: THTR3366 or permission of instructor

Offered Biennially

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

Stuart J. Hecht

ARTS AND SCIENCES

THTR4901 Readings and Research in Theatre (Fall/Spring: 3)

Prerequisite: Department permission

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

The Department

THTR4961 Honors Project in Theatre (Fall/Spring: 3)

Prerequisite: Department permission

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

The Department

THTR5540 Theatre Practicum in Design (Fall/Spring: 3)

Prerequisite: Permission of instructor

Consideration for enrollment will be given to those students who have successfully completed the design sequence THTR1130–1140; the relevant upper level design course in scenic, lighting or costume design; and a student workshop design.

This is a senior project involving the design of sets, lights, costumes and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.

Jacqueline Dalley

Crystal Tiala

THTR5548 Theatre Practicum in Directing (Fall/Spring: 3)

Prerequisite: Department permission

This is a senior project in which a limited number of students direct a departmental workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a workshop production.

Stuart J. Hecht

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Harvey D. Egan, S.J., *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Rev. Robert P. Imbelli, *Associate Professor Emeritus*; A.B., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

Patrick J. Ryan, S.J., *Associate Professor Emeritus*; A.B., A.M., Boston College; S.T.D., Gregorian University

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

M. Shawn Copeland, *Professor*; Ph.D., Boston College

Catherine Cornille, *Professor*; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

Richard Gaillardetz, *Joseph Professor of Systematic Theology*;

Chairperson of the Department; B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

Roberto S. Goizueta, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

Kenneth R. Himes, O.F.M., *Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

Michael J. Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

James F. Keenan, S.J., *Founders Professor of Theological Ethics*; *Director of Graduate Studies*; B.A. Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Ruth Langer, *Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

Frederick G. Lawrence, *Professor*; A.B., St. John's College; D.Th., University of Basel

James W. Morris, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

John J. Paris, S.J., *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Liam Bergin, *Associate Professor*; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

Jeffrey L. Cooley, *Associate Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

Boyd Taylor Coolman, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Yonder Gillihan, *Associate Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

Mary Ann Hinsdale, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

John J. Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

Brian D. Robinette, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhooft, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Douglas Finn, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

Gregorio Montejo, *Assistant Professor*; B.A., University of St. Thomas; M.A., Marquette University; Ph.D., (Cand.), Marquette University

David Mozina, *Assistant Professor*; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

Andrew L. Prevot, *Assistant Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

Erik C. Owens, *Assistant Professor of the Practice*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

Matthew Petillo, *Assistant Professor of the Practice*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

Meghan Sweeney, *Assistant Professor of the Practice*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, *Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

Contacts

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- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Cara Burke, 617-552-4602, cara.burke@bc.edu
- www.bc.edu/theology

Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in Theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business, and law. For those wishing to pursue a career in ministry or religious education, of course, Theology is still a prerequisite. Long gone, however, is the time when Theology was considered the exclusive domain of seminarians and the religious. Many students now elect Theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the Department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, psychology of religion, and the dialog between Christianity and major religious traditions. A prestigious graduate program leads to the Ph.D. degree in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

The Theology Core requirement is a two-semester sequence (six credit hours). Students must first take Part I, then Part II of the same Core course (preferably with the same instructor and in the same academic year) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- THEO1001–1002 Biblical Heritage I and II
- THEO1016–1017 Introduction to Christian Theology I and II
- THEO1023–1024 Exploring Catholicism: Tradition and Transformation
- THEO1161–1162 The Religious Quest I and II
- THEO1700 Theological Inquiry and one of the Enduring Questions sections

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PHIL/THEO1090–1091 Perspectives on Western Culture (**for freshmen only**) and PHIL/THEO1088–1089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility, intensive focus and breadth of scope. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. Theology majors must choose one of the following two curricular tracks:

I. The **Standard Theology Major (30 hours)** is relatively unstructured and flexible, easily tailored to various motivations and goals for theological study and adaptable to the diverse paths and timetables by which students come to the major. It offers a theological enrichment and complement to a student's BC education, through the following requirements:

- *Theology Core* (2 courses; 6 credits)
- *Majors Course*: "Conciliar Traditions" (1 course; 3 credits)
- *Majors Seminar*: "Key Theologians and Texts" (1 course; 3 credits)
- *Electives* (6 courses; 18 credits)*/**

II. The **Honors Theology Major (36 hours)** is designed for Theology as a first major, especially for students with an interest in

further study of theology or related fields. Both rigorous and comprehensive, it provides an integrated introduction to the discipline and a broad foundation for further study. With its comprehensive distribution requirements across all areas it exposes students to the entire breadth of the theological discipline. With increased credit hours and an optional thesis, it is capacious enough for students to focus on a particular sub-discipline in which to pursue and demonstrate theological excellence. As an Honors Program it would also allow students to be recognized for their achievement, both within and outside the university, thus facilitating admission to the next level of study. Students are expected to maintain a 3.5 GPA.

Requirements:

- *Theology Core* (12 credits)
 - a. *Biblical Heritage* (2 courses; 6 credits) and
 - b. Either *Introduction to Christian Theology* or *Exploring Catholicism* or *Religious Quest* or *Perspectives/Pulse* (6 credits)
- *Majors Course*: “Conciliar Traditions” (1 course; 3 credits)
- *Majors Seminar*: “Key Theologians and Texts” (1 course; 3 credits)
- *Honors Distributions* (3 courses; 9 credits): 1 upper-level course (Level 3 or above) in each of the sub-disciplines *not already covered* by the Theology Core.
- *Honors Electives* (4 courses; 12 credits), including an *optional* Honors Thesis (6 or 12 credits)

*Only one Level 1 course may count toward the Theology Major (Standard or Honors) requirements.

**2 courses/6 credits from another discipline (including the first major) may also count toward the Standard Theology Major, provided that they have sufficient theological relevance as determined by the Director of Undergraduate Studies.

The Department’s membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 7,000 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world’s great centers of theological study.

Minor Requirements (21 hours)

The Theology minor consists of the Theology Core requirement (one 2-course core sequence) plus five 3-credit courses (only one of which can be Level 1).

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students

a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons

- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course (**or three credits of the Core**) before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. Application to the program must take place during junior year. The deadline for applications is **February 1**. Interested undergraduate Theology majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Applicants should have achieved an overall GPA of at least 3.33 and a major GPA of at least 3.5. Students admitted to the program will follow the curriculum for regular Theology majors, except that all of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (2) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (8) additional graduate courses (BTI included) and fulfilling the comprehensive and research language requirements.

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan’s published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Associate Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at www.bc.edu/lonergan.

Course Offerings

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

THEO1001 Biblical Heritage I (Fall: 3)

Satisfies Theology Core Requirement

You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world.

An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

The Department

THEO1002 Biblical Heritage II (Spring: 3)

Prerequisite: THEO1001

Satisfies Theology Core Requirement

You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage course.

The Department

THEO1016 Introduction to Christian Theology I (Fall: 3)

Satisfies Theology Core Requirement

This is a year long course where you must take both sections of Introduction to Christian Theology (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

THEO1017 Introduction to Christian Theology II (Spring: 3)

Prerequisite: Must take THEO1016 Introduction to Christian Theology I

Satisfies Theology Core Requirement

This is Part II of a year long course where you must take both sections of Introduction to Christian Theology (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

THEO1023 Exploring Catholicism: Tradition and Transformation (Fall: 3)

Satisfies Theology Core Requirement

This is a year long course where you must take both sections of Exploring Catholicism (THEO1023–1024) first Part I, then Part II to receive Core credit. There are no exceptions.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence as lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit; the sacraments as catalysts of ongoing transformation in Christ; and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

THEO1024 Exploring Catholicism: Tradition and Transformation II (Spring: 3)

Prerequisite: Must take THEO1023 Exploring Catholicism: Tradition and Transformation I

Satisfies Theology Core Requirement

This is Part II of a year long course where you must take both sections of Exploring Catholicism: Tradition and Transformation I and II (THEO1023–THEO1024) first Part I, then Part II to receive Core credit. There are no exceptions.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

THEO1037 Introduction to Modern Hebrew I (Fall: 3)

Cross listed with NELC1211

Offered Biennially

The course continues in second semester as NELC1212.

A course for beginners in Hebrew with attention to modern Israeli. The course is intended to develop the ability to read a variety of Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of the learning, students will be exposed to modern Israeli culture. No previous knowledge of Hebrew is assumed.

Gil Chalamish

THEO1038 Introduction to Modern Hebrew II (Spring: 3)

Prerequisite: NELC2211 Continuing Modern Hebrew I or equivalent

Cross listed with NELC1212

Offered Biennially

The second semester of a course for beginners in Hebrew, with attention to modern Israeli. The course is intended to develop the ability to read Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of their learning, students will be exposed to modern Israeli culture.

Gil Chalamish

ARTS AND SCIENCES

THEO1088 Person and Social Responsibility I (Fall: 3)

Corequisite: THEO1088

Cross listed with PHIL1088

Satisfies Philosophy and Theology Core Requirements

Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

The Department

089 Person and Social Responsibility II (Spring: 3)

Corequisite: THEO1089

Cross listed with PHIL1089

Satisfies Philosophy and Theology Core Requirements

Enrollment limited to freshmen, sophomores, and juniors

See description under PHIL1088.

The Department

THEO1090 Perspectives on Western Culture I/Perspectives I

(Fall: 3)

Corequisite: THEO1090

Cross listed with PHIL1090

Satisfies Philosophy and Theology Core Requirements

Freshmen only

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

THEO1091 Perspectives on Western Culture II/Perspectives II

(Spring: 3)

Corequisite: THEO1091

Cross listed with PHIL1091

Satisfies Philosophy and Theology Core Requirements

Freshmen only

See description under PHIL1090.

The Department

THEO1161 The Religious Quest: Comparative Perspectives I

(Fall: 3)

Satisfies Cultural Diversity and Theology Core Requirements

Religious Quest courses present Christianity and at least one other world religious tradition. Students are strongly encouraged to take both semesters of the same Religious Quest class. If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course. You must take both

sections of the Religious Quest I and II (THEO1161–1162) first Part I, then Part II to receive Theology Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, enduring values to live by, and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

Baker—Hinduism

Bannon—Hinduism

DeLong-Bas—Islam

Hur—Buddhism

Makransky—Buddhism

Massena—Judaism

Morris—Islam and Judaism

Mozina—Daoism, Buddhism, Confucianism

THEO1162 The Religious Quest: Comparative Perspectives II

(Spring: 3)

Prerequisite: You must take THEO1001 Religious Quest: Comparative Perspectives I for Theology core credit.

Satisfies Cultural Diversity and Theology Core Requirements

Religious Quest courses present Christianity and at least one other world religious tradition. Students are strongly encouraged to take both semesters of the same Religious Quest class. If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course. You must take both sections of the Religious Quest I and II (THEO1161–THEO1162) first Part I, then Part II to receive Theology Core credit. There are no exceptions. Please see specific instructor's section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, and secrets of love and death, as well as enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts between traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

DeLong-Bas—Islam

Langer—Judaism

Makransky—Buddhism

McDargb—Buddhism

Morris—Judaism and Islam

Mozina—Daoism

THEO1223 Saints and Sinners (Summer: 3)

Satisfies Theology Core Requirement

The course is of special interest to students participating in the programs of International Studies; Faith, Peace, and Justice Studies; and Latin American Studies.

Boyd Taylor Coolman

THEO1226 Religion, Racial Justice, and Reconciliation in South Africa (Summer: 3)

Cross listed with INTL1226 and AADS1226

Satisfies Cultural Diversity Core Requirement

The course requirements and evaluations are based on the following: daily journal and reflection pieces; class participation; and a final paper. For the duration of the program, the class will meet from 9:00 a.m. to approximately 1:00 p.m. in the arranged classroom followed by lunch and an afternoon excursion.

We will begin the course in Cape Town and then move to Pretoria for the remainder of the course. We will cover the following topics: key points in the history of South Africa; religious perspectives on apartheid; intellectual and armed conflict; fifty years of American foreign policy toward South Africa; Desmond Tutu and the Truth and Reconciliation Commission; reparations, forgiveness, trauma, and healing; economic empowerment, gender, justice and religion; refugees, migrants, and xenophobia; HIV/AIDS; Christians-Jews-Muslims in South Africa; community organizing; and economic justice

The Department

THEO1342 Peaceful Ethics: Social Action Leadership Methods

(Spring: 3)

Cross listed with UNAS1163

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

Richard Nielsen

THEO1361 Praying Our Stories (Fall: 3)

Significant experiences of God's presence are often thought of as extraordinary. They are moments we might expect while on retreat, during community worship, or while sitting under the stars. We might assume that to find God we must transcend our mundane life and get to another place. This course will explore how God is in fact more likely, and thankfully, discovered in the ordinary. Ignatian spirituality does not distinguish between secular and sacred, work and prayer, or God and "real life." Instead, it is about finding God in our lived experience and cooperating with God to transform that experience.

Daniel Ponsetto

THEO1700 Theological Inquiry (Fall: 3)

Satisfies Theology Core Requirement

One part of a two-course sequence: students taking this course will enroll in a Core Renewal Theology course during the other semester of the academic year. For freshmen only.

This course introduces students to the study of theology in an academic setting. With a focus on theology as a process of open-ended inquiry, the course explores such topics as God, faith, symbol, doctrine,

reason, transcendence, love, suffering, death, and the cultivation of spiritual and ethical practices in view of human flourishing. While working primarily within the Judeo-Christian tradition, the course draws upon insights from other religious traditions as well as other academic disciplines. One part of a two-course sequence: students taking this course will enroll in a Core Renewal Theology course in the other semester of the academic year.

Brian Robinette

THEO1701 Spiritual Exercises: Engagement, Empathy, Ethics (Spring: 3)

Prerequisite: Must have successfully completed THEO1700

Satisfies Theology Core Requirement

Core Renewal Course: Enduring Questions. For freshmen only.

This course introduces students to a variety of "spiritual exercises" that have helped shape the Christian theological traditions of the East and West. Focusing on figures and texts from antiquity to the current era, such a study presupposes that theology is not merely a theoretical enterprise but a way of life. Drawing upon insights from other disciplines (e.g., philosophy, psychology, the arts) as well from other religious traditions, the course highlights the perceptual, emotional, and cognitive transformation of the human person—or what Ignatius of Loyola, founder of the Jesuits, called "care for the whole human person" (*cura personalis*).

Brian Robinette

THEO2160 The Challenge of Justice (Fall/Spring: 3)

Cross listed with PHIL1160

This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Problems discussed may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

Meghan Sweeney

THEO2241 Roman Religion (Fall: 3)

Cross listed with HIST4211 and CLAS2242

The Romans lived in a world full of gods; religion affected every part of Roman life, from politics to warfare to entertainment. Christianity took shape within this world, and Roman religion, especially the mystery cults, has often been regarded as a model for the early church. Yet the Roman concept of religion has very little in common with modern, Judeo-Christian-influenced notions. In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts, as well as in epigraphic and archaeological evidence. Themes include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

THEO2290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion that 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

THEO2294 Cultural and Social Structures II (Spring: 3)

Prerequisite: Membership on PULSE Council

Cross listed with PHIL2294

This course is a continuation of the themes developed in Culture and Social Structures I, with the focus on American culture in particular and on more specifically contemporary issues.

Meghan Sweeney

THEO2327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross listed with PHIL2259 and SOCY2250

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

THEO2384 Church Latin (Fall: 3)

Cross listed with LING2384 and CLAS2384

A rapid yet thorough coverage of the grammar of Ecclesiastical Latin, with associated readings in liturgical, scriptural, devotional, doctrinal and procedural texts of the Roman Catholic Church. A look at underlying linguistic structures of Latin, ironing out seeming irregularities and aiding in vocabulary building. For students with little or no background in Latin. Non-novices may also enroll for grammar review and for extensive text reading practice, with the expectation that they will also meet higher demands and serve to tutor beginners.

M.J. Connolly

THEO2397 Dwelling between East and West (Summer: 3)

Cross listed with PHIL2397

Venice and Islam: a theological and philosophical meditation on the role that Byzantine and Islamic architecture play in helping to dwell contemplatively in the city.

Brian Braman

THEO2523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Prerequisite: Enrollment restricted to seniors only.

Cross listed with UNCP5523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at

significant myths that derive from religion, culture, and our families. We shall read works in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

H. John McDargh

THEO2800 Race, Freedom, and the Bible in America (Fall: 3) **Satisfies Cultural Diversity Core Requirement**

Discourse about American identity, purpose, and ethics has drawn on Scripture for its themes, terms, and claims to authority, from the nation's political genesis as a refuge for English Puritans to its current incarnation as "secular sanctuary" of ethnic and religious pluralism. This team-taught course surveys uses of the Bible and other "American Scriptures" in discourse on race and civil rights, focusing on its use by political opponents. Assigned readings, essays, and discussions will survey specific meanings that scriptures have acquired at critical historical moments, and what the multiplication of interpreters, methods, and meanings implies for prospects for unity.

Yonder Gillihan

Joel Kemp

THEO3004 Aquinas: His Theology and His Influence (Spring: 3)

This course offers an introduction to the theology of Thomas Aquinas through an extensive reading of his *Summa Theologiae*. It investigates the development and content of Aquinas' doctrines of God, the Trinity, creation, sin, grace, the virtues, Christology, redemption, and the Sacraments, with particular attention given to the biblical, patristic, and philosophical sources of his thought and the contemporary theological significance of his contributions.

The Department

THEO3116 Medieval Religions and Thought (Spring: 3)

Prerequisites: Core courses in Philosophy and Theology.

Cross listed with PHIL1116

Satisfies Cultural Diversity Core requirement

The medieval world of philosophy and theology was a multicultural world: Arabian, Jewish, and Christian thinkers from the three great religious traditions adopted, adapted, and shared the philosophical riches of the classical world and the religious resources of the biblical heritage. This course introduces students to the great Arabian thinkers Alfarabi, Avicenna, Algazel and Averroes; the respected Jewish authors Saadia Gaon, Moses Maimonides, and Gersonides; and the famous Christian writers Anselm, Bonaventure, and Thomas Aquinas and the intellectual challenges from the Greek intellectual world that they met and faced in the Middle Ages.

Stephen F. Broun

THEO3201 The Meaning and Way of Jesus (Spring: 3)

Prerequisite: Required completion of the Theology Core

As an elective course in the Pulse Program, students are required to engage weekly in four (4) hours of service at a non-profit community agency during the semester. The Pulse Program will work with the student in discerning an appropriate community service placement, setting up the Learning Work Agreement (LWA) with the supervisor, and handling details in relation to the community service agency. With its emphasis on discipleship or living the "way" Jesus taught, the course seeks to deepen students' understanding of the relation between action and reflection, social practice and religious faith.

This course inquires into the meaning of the person and mission of Jesus of Nazareth, the Messiah or Christ of God. The course seeks

(1) to probe and to clarify those key issues that emerge in the Church's centuries-long response to the question, "who was/is Jesus Christ?" and (2) to explore what concretely is at stake in "following Jesus" or in being his disciple. The first aim of the course requires a consideration of proper theological matters—divine and human natures, the salvific meaning of the ministry, death, and resurrection of Jesus; the second explores the invitation of the gospel "to follow" the way Jesus teaches—a way of compassionate solidarity and active commitment to the poor, abused, homeless, and excluded.

M. Shawn Copeland

THEO3202 Immigration and Ethics (Spring: 3)

Prerequisite: Theology Core

This course entails an interdisciplinary examination of contemporary immigration with a primary focus on the U.S. context. Texts from social scientific, legal, and policy perspectives frame the phenomenon of contemporary migration. Theological and philosophical texts, along with PULSE placement experiences, illuminate ethical assessments of immigration practices. Special attention will be given to Christian anthropology and ethics as resources for analysis as well as the role of gender in matters of migration and citizenship.

Kristin Heyer

THEO3261 Spirituality and Sexuality (Fall: 3)

Prerequisites: Permission of instructor and completed Theology core.

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

H. John McDargh

THEO3330 Theology Majors' Seminar (Fall/Spring: 3)

Prerequisite: Completion of Theology core.

Theology majors only

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work and identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

The Department

THEO3360 Living Truthfully: Way to Personal Peace and Social Change (Fall: 3)

Prerequisite: Completion of Theology core

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Anthony Penna

THEO3507 Buddhist Philosophy and Psychology (Fall: 3)

Prerequisites: For undergrads, at least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with PHIL3507 and TMCE7124

We focus on early and Mahāyāna Indian Buddhism, then some areas of Tibetan and Japanese Buddhism, exploring philosophical, psychological and spiritual understandings. Buddhist approaches to theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of meditation, phenomenological investigation and to philosophical and psychological analyses. Reading in classical and modern Buddhism and in a few areas of modern psychology that draw on Buddhism.

John Makransky

THEO3508 Just War, Pacifism, and Peacebuilding (Fall: 3)

Lisa Cahill

THEO3527 Meditation and Action: Interfaith Explorations (Spring: 3)

Prerequisite: At least one prior course in theology.

Cross listed with TMCE7113

Tibetan Buddhist understandings of the nature of awareness with its capacities for wisdom and compassionate responsiveness are explored through contemporary writing and guided meditations adapted for students of all faiths and backgrounds. Buddhist thought and practice is then brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen and other faith-based activists—for learning across religious boundaries (comparative theology) and to shed light on the students' own spiritualities as bases for social service and action.

John Makransky

THEO3548 Buddhist Thought and Practice (Spring: 3)

Prerequisites: For undergrads, at least one prior course in philosophy or theology is required, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with TMCE7110 and PHIL4448

We explore aspects of early, Southeast Asian, and East Asian traditions of Buddhism, focusing on ways that Buddhist philosophy informs and is informed by practices of meditation, phenomenological investigation, ritual and ethics. Students will be instructed in mindfulness exercises (cultivating fuller awareness of things) to inform our studies.

John Makransky

THEO3557 Catholicism and Social Responsibility (Fall: 3)

Prerequisite: Must have completed Theology Core

Satisfies Cultural Diversity Core Requirement

This course explores the tradition of Catholic social thought and in its theoretical and lived forms. It probes the theological and moral foundations of social responsibility and the relationships between the church and civil society. It investigates the implications of the tradition's core commitments (including human rights, solidarity, the option for the poor, liberation, the common good) for contemporary questions of justice. It attends to the ways structural inequalities and harmful ideologies impact the course's applied ethics topics (e.g., racialized violence, migration, labor rights, and food justice). Finally, it considers growing edges of the tradition in need of development.

Kristin Heyer

ARTS AND SCIENCES

THEO3577 Conciliar Traditions of the Catholic Church (Fall: 3)

Prerequisite: Theology Majors only.

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

Boyd Coolman

THEO4496 The Moral Dimension of the Christian Life (Spring: 3)

Prerequisite: Completion of the Theology core

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment, and moral decision-making.

Kenneth Himes, OFM

THEO4901 Readings and Research (Fall/Spring: 3)

Prerequisite: The professor's written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

The Department

THEO4921 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for theology majors selected as Scholars of the College. By arrangement with professor.

The Department

THEO4951 Senior Thesis (Fall/Spring: 3)

By arrangement with professor.

The Department

THEO4961 Senior Honors Thesis (Fall/Spring: 3)

By arrangement with professor.

The Department

THEO5348 New Testament Ethics (Fall: 3)

Prerequisite: Introductory course in either New Testament or Ethics.

An introduction to ethical reflection in the New Testament which will treat the teaching of Jesus in the Sermon on the Mount (Matt 5-7 and parallels), select parables (Luke 10-19 and parallels) and moral formation in Pauline churches (Gal, 1 Cor). Individual modules will treat (1) social justice and concern for the poor; (2) love commands; and (3) sexuality, marriage and family. Students are introduced to ethical material from both Jewish and Stoic sources that deal with comparable topics.

Pheme Perkins

THEO5349 Israel in Jewish Theologies (Spring: 3)

Cross listed with TMST7136

Israel, both the people and the land, are central to Jewish theology as concrete manifestations of God's covenants. This course will explore

the evolving meanings of these concepts from the Bible to today, looking at themes like peoplehood, life in the land, exile from it, and (messianic) return. The second part of the course will focus specifically on the theologies of a range of modern Jewish thinkers, with the goal of helping students to understand aspects of contemporary Israel and its meaning to world Jewry.

Ruth Langer

THEO5372 Patristic Greek (Fall: 3)

Cross listed with PHIL5372

This course is continued in the spring as THEO5373 New Testament Greek II.

This two-semester course is designed for the student with no previous knowledge of ancient Greek and has as its goal to develop reading and translation skills in New Testament Greek. The first semester covers chapters 1–15 of Summers, *Essentials of New Testament Greek*.

Margaret Schatkin

THEO5373 New Testament Greek II (Spring: 3)

Prerequisite: Must have completed THEO5372

Cross listed with PHIL5373

Continuation and conclusion of THEO5372. Translate I John, a "letter of love."

Margaret Schatkin

THEO5387 Mahayana Buddhism in East Asia (Spring: 3)

Cross listed with PHIL5387 and TMST7097

Satisfies Cultural Diversity Core Requirement

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

THEO5425 Patristic Seminar: Intermediate Greek and English (Fall: 3)

Prerequisite: Introduction to Ancient Greek

Divine Providence and human suffering. Apostolic Letter of Pope John Paul II on the Christian's significance of human suffering. Translation of the Greek text of St. John Chrysostom, *Treatise on Providence*.

Margaret Schatkin

THEO5426 African Christian Fathers and Mothers of the Church (Spring: 3)

This course counts as an elective towards the interdisciplinary Minor in Ancient Civilization.

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

Margaret Schatkin

THEO5438 Career and Calling (Spring: 3)

Cross listed with TMPS7105

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of "workplace spirituality." The Academy

of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

James Weiss

THEO5448 Patristics: Latin and English (Spring: 3)

Prerequisite: Introduction to Latin

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

THEO5498 HIV/AIDS and Ethics (Fall: 3)

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

James Keenan, S.J.

THEO5500 Women and Gender in Islam (Spring: 3)

Cross listed with ICSP3310

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

Natana DeLong-Bas

THEO5505 Sacraments and Art (Spring: 3)

The Department

THEO5554 Encountering the Qur'an: Contexts and Approaches (Fall: 3)

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

THEO5559 Dante's *Divine Comedy* in Translation (Fall: 3)

Cross listed with ITAL5526, PHIL5508 and ENGL4696

Conducted in English. Elective for Italian major or minor.

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European

civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

THEO5563 Ethics, Religion, and International Politics (Fall/Spring: 3)

Corequisite: Must be concurrently enrolled in either INTL5562 or INTL5564. Your discussion group must match with the professor teaching your course.

Cross listed with PHIL5563 and INTL5563

Major Restricted for IS.

See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

The Department

THEO5566 Mystical Poetry in the Islamic Humanities (Spring: 3)

Cross listed with TMST8535 and NELC4466

Supplemental Persian reading session available.

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the Qur'an and Hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds*; Rumi's *Masnavi*; and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities (in translation) from a different Muslim culture or cognate artistic forms (film, music, literature) from contemporary spiritual settings.

James Morris

THEO5572 Intermediate Biblical Hebrew I (Fall: 3)

Prerequisites: Introductory Biblical Hebrew I and II

Cross listed with NELC2251

The course begins with a refresher of the basic grammar learned in Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhoof

THEO5599 A Theology of Food: Eating, Drinking and the Eucharist (Fall: 3)

Eating and drinking are primordial human experiences that nourish individuals, sustain communities and are at the heart of rituals in many religions. In the Judeo-Christian tradition meals play an important part in the unfolding dialog between God and humanity. Christians believe in a privileged encounter with the Lord Jesus in the Eucharistic meal of bread and wine. Eternal life is portrayed as a great banquet in God's presence. This course articulates a theology of the Eucharist that takes meal as its point of departure. It examines how this

central Christian action both shapes the divine-human relationship and informs our response to contemporary issues such as creation and ecology, hunger and suffering, solidarity and exclusion, hope and eternity.

Liam Bergin

THEO5794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with PHIL7794

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

Margaret Schatkin

THEO6578 Daoism (Fall: 3)

Cross listed with PHIL6578

Satisfies Cultural Diversity Core Requirement

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

University Courses

Undergraduate Program Description

University Capstone Courses

For up-to-date information on Capstone, including the best way to register, the seminars available, their syllabi, and the faculty, please see the Capstone website at www.bc.edu/capstone.

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UNCP5500–UNCP5599 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They invite seniors to discover the patterns underlying their choices up to now. They also relate the life and learning of the past four years to the life and learning ahead. In this way, Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income? How do I wish to live responsibly and affect society?

Special features of the course:

- Faculty from various departments
- Each section limited to 15–20
- Innovative teaching methods
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar:

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar during their time at Boston College.** Capstone Seminars may not be taken Pass/Fail.

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary. You may register for any one of the seminars as a University (UN) course.

In addition, several Capstone seminars are cross-listed, both as University courses with a UNCP number and also as courses in the department of the professor offering the course. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UNCP5523 is closed, try to register for the class as THEO2523, and vice versa). A Capstone Seminar can count as an elective for students in all colleges (Morrissey College of Arts and Sciences, Connell School of Nursing, Lynch School of Education, Carroll School of Management). For majors in English, Philosophy, Theology, and certain other departments it might satisfy the major requirements if the seminar is taken under the cross-listing in the department of his/her major.

Students should also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under the UNCP department numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.

University Courses

Course Offerings

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

UNAS1005 Applications of Learning Theory (Fall: 3)

The Department

UNAS1010 Perspectives on Management (Spring: 3)

Cross listed with UGMG1010

This course, taught by practitioners John Clavin (BC '84) and Jere Doyle (BC '87), provides BC students with an excellent opportunity to explore the functional disciplines of business from a real-world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course provides students the opportunity to get grounded in each of the CSOM concentrations while gaining outside views on careers in related fields and industries. The course will also provide a framework to explore and discuss cross-functional issues that impact business strategy and execution. This is a highly interactive class that places a premium on both preparation and participation each week. The course is initially open to CSOM sophomores but normally has availability for juniors and seniors across all undergraduate majors.

John Clavin

Jere Doyle

UNAS1015 Career Exploration for Humanities and Social Science Students (Spring: 1)

Course is graded as Pass/Fail.

In this course, sophomore Humanities and Social Science students will learn how to connect the value of the liberal arts education to their futures. Through self-assessment exercises, lively discussion and thought-provoking activities, students will identify and reflect upon

their values, interests, and skills and connect them to career options. We will discuss ways to research the varied career paths for Humanities and Social Science majors and learn targeted internship and job search strategies to achieve professional goals.

Amy Flynn

UNAS1020 OTE First Year Success Seminar (Fall: 1)

Prerequisite: MUST have completed OTE Program in the previous summer.

MUST have completed OTE Program in the previous summer.

The First Year Success Seminar will take place in the fall semester of every year, and will provide OTE Summer graduates with supplemental information on both the Thea Bowman AHANA and Intercultural Center and other Boston College resources, in-depth coverage of certain topics through interactive workshops, readings, videos, and group discussions. The First Year Success Seminar will also serve as the primary mode of communication between students and BAIC staff. Students can expect to participate in workshops presented by various organizations in the BC community focused on stress management, budgeting, time management, financial literacy, and effective studying techniques.

Ines Maturana Sendoya

UNAS1104 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UNAS1105

Satisfies Arts Core Requirement

This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

The Department

UNAS1105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UNAS1104

Satisfies Arts Core Requirement

A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)

Total of 6 credits each term

See course description under UNAS1104.

The Department

UNAS1106 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UNAS1107

Satisfies Arts Core Requirement

A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)

Total of 6 credits each term

See course description under UNAS1104.

The Department

UNAS1107 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UNAS1106

Satisfies Arts Core Requirement

A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)

Total of 6 credits each term

See course description under UNAS1104.

The Department

UNAS1109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UNAS1110

Satisfies Mathematics Core Requirement

This two-semester course fulfills the 6-credit Philosophy core requirement and the 6-credit Social Science core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UNAS1110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UNAS1109

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1109–1110 and UNAS1111–1112)

Total of 6 credits each term

See course description under UNAS1109.

The Department

UNAS1111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UNAS1112

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1109–1110 and UNAS1111–1112)

Total of 6 credits each term

See course description under UNAS1109.

The Department

UNAS1112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UNAS1111

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1109–1110 and UNAS1111–1112)

Total of 6 credits each term

See course description under UNAS1109.

The Department

UNAS1119 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UNAS1120

Satisfies Mathematics Core Requirement

This two-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3 credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth

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century, and into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

The Department

UNAS1120 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UNAS1119

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1119–1120 and UNAS1121–1122)

Total of 6 credits each term

See course description under UNAS1119.

The Department

UNAS1121 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UNAS1122

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1119–1120 and UNAS1121–1122)

Total of 6 credits each term

See course description under UNAS1120.

The Department

UNAS1122 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UNAS1121

Satisfies Mathematics Core Requirement

A two-semester sequence (UNAS1119–1120 and UNAS1121–1122)

Total of 6 credits each term

See course description under UNAS1120.

The Department

UNAS1163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)

Cross listed with THEO1342

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

Richard Nielsen

UNAS1164 Global Ethics and Pragmatic Solidarity (Spring: 3)

This interdisciplinary seminar offers participants an opportunity to critically reflect upon selected philosophical and social scientific readings and their lived experiences towards understanding multiple local and global systems and structures that give rise to and sustain social injustice. Specifically, you will begin by exploring your social positions at the intersection race, gender, social class, sexuality, ethnicity, language, abilities, etc. You will develop criteria for understanding the multiple local and global contexts in which you live towards exploring options for taking actions alongside individuals and communities directly affected by social injustices. You will also explore how action-reflection processes can contribute to clarifying your self-understanding and social position vis-à-vis each other and those with whom you act locally and globally.

Tomeu Estelrich

Brinton Lykes

UNAS1199 Gateway to the Sciences Seminar I (Fall: 1)

The Department

UNAS2240 Public Relations (Fall/Spring: 3)

This course focuses on the complex relationship between an organization or individual and the public. Through commercial, corporate and nonprofit case examples, students will explore reputation positioning and management, audience and influencer research, messaging in support of specific objectives, and the importance of ethics and transparency across proactive and reactive communication. Students will develop targeted written materials and a comprehensive campaign proposal, using both traditional and social channels.

The Department

UNAS2241 Advanced Public Relations (Fall/Spring: 3)

Prerequisite: UNAS2240 is preferred, but not required.

Public Relations is a field that demands of its practitioners excellent oral and written communications skills as well as effective problem-solving abilities. Advanced Public Relations will provide students with the skills needed to succeed in the field through extensive writing, media relations, problem solving, public speaking and institutional advocacy/defense tactics and strategies.

The Department

UNAS2251 Mock Trial Practicum (Fall: 1)

The Department

UNAS2252 McNair Program Internship (Fall: 1)

The Department

UNAS2256 Environmental Law and Policy (Spring: 3)

Cross listed with ENVS2256

This course is intended for undergraduates interested in environmental law, legal process, and environmental policy. For pre-law and non-pre-law students. The course is team-taught under the supervision of BC Law Professor Zygmunt Plater.

The course introduces students to the structure, doctrines, and logic of environmental law and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, and ethics and policy issues.

Zygmunt Plater

UNAS2260 BC Internship in Madrid (Fall: 3)

The Department

UNAS2262 BC Internship in Prague (Summer: 1)

The Department

UNAS2265 Museums of Life I: Cabinets to Natural History Museums (Spring: 3)

UNAS2265 runs from beginning of semester to Spring Break. It is followed by UNAS2266.

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the

Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

Rory Browne

UNAS2266 Museums of Life II: From Menageries to Zoos and Aquaria (Spring: 3)

UNAS2266 follows UNAS2265 and runs from after Spring Break to end of semester.

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

Rory Browne

UNAS2270 BC Internship in Paris (Fall: 3)

The Department

UNAS3330 Cross Currents Seminar: Thinking About Race

(Fall/Spring: 1)

Offered Biennially

The Cross Currents: Thinking About Race seminar explores the concept of race; the effects of race on individuals; the presentation and negotiation of race in society; and the role of race at Boston College. The topics covered in the course are not only important, but also complex and provocative. The seminar is an opportunity to have candid conversations with others who are also exploring race and its effects in society. The seminar will help develop your understanding and intellectually through discussions with other students.

Karl Bell

UNAS3332 Cross Currents Seminar: Thinking About Economic Inequality and College Student Life (Spring: 1)

This seminar will look at the consequences of economic inequality in the lives of high financial need undergraduates studying at elite universities. Students will apply what they are learning in other classes to daily campus life. We will ask questions about the challenges of thriving at an affluent institution. The class includes readings from memoirs of low income students at Princeton, Vassar, Saint Michael's, Stanford, and Boston College. This course is recommended for Montserrat students.

Burton Howell

UNAS3333 Cross Currents: Thinking About Law and Economics (Fall: 1)

This seminar, co-taught by a distinguished lawyer and an economist, investigates how economic theory applies to several areas of law. In 1897, Oliver Holmes prophesied that, "[f]or the ... study of the law, ... the [lawyer] of the future is the [lawyer] of statistics and ... economics." Many lawyers and economists name groundbreaking articles by Ronald Coase and Guido Calabresi from the early 1960's as the advent of this collaboration of law and economics: Since then, economic theory has been applied in ever-expanding areas of law. Along the way, economics has dramatically changed legal scholarship and the practice of law.

Kenneth Felter

UNAS3334 Cross Currents: Thinking About Jesuit Spirituality (Spring: 1)

Thinking about Jesuit Spirituality will ask students to encounter Jesuit Spirituality as a tool for navigating the wide array of academic, social, and spiritual decisions facing them in contemporary life. Students will explore the history and themes of Jesuit spirituality and have an opportunity to engage with practical elements of this 500 year old tradition. Through readings, conversations, prayer and reflective writing, students will link the themes of Jesuit Spirituality and its practices to their daily lives, and explore their utility in forming conscience and guiding choices in modern, pluralistic society.

Jessica Graf

Brian Regan

UNAS3335 Cross Currents Seminar: Thinking About Leadership (Fall: 3)

Offered Biennially

Thinking about Leadership seminar is based on the Social Change Model of Leadership Development. Students will have the opportunity to grow as individuals with a social mission and be more prepared to serve as change agents in their roles at BC and beyond. This discussion seminar will expose students to leadership as an empowerment tool that inspires people to take responsibility in their communities. This seminar will help students to better understand the goal of leadership as impacting social change. As students learn to discern their own values, they will build confidence, be prepared for and have courage to stand up for what is right and to make responsible decisions.

Kathryn Daly

Maria Dichiappari

UNAS3340 Cross Currents Seminar: Thinking About Sustainability I (Fall: 1)

Students taking UNAS3340 in the Fall MUST take UNAS3342 in the Spring.

This seminar style course examines the topic of sustainability from an interdisciplinary lens. The course is the first part of a year-long curriculum and focuses on the following areas of sustainability theory and practice: Systems Thinking, Catholic Social Teaching, Agriculture and Food, Water, and Economics. Student participants can expect to engage in dialogue, interact with expert faculty speakers, and complete a culminating action based group project at the end of the year-long course.

Daniel DiLeo

Anya Villatoro

UNAS3341 Cross Currents Seminar: Thinking About Gender (Fall: 1)

This seminar course will ask students to discuss the social construction of gender and how it relates to their lives. Discussions will examine how gender is developed in contemporary social, cultural, and political structures. Students will recognize ways in which gender and other dimensions of identity intersect and how gender role conflict emerges within people's lives. Through readings, conversations, and reflective writing, students will link their academic experience to their personal lives by reflecting on gender roles, sexuality, faith, and the life of a college student. The seminar will culminate with the writing of a gendered history.

Kathryn Dalton

Michael Sacco

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UNAS3343 Cross Currents Seminar: Thinking About Intercultural Competency (Spring: 3)

Students entering the workforce today, no matter what profession or field of study, need to be equipped with the knowledge, skills, and attitudes to successfully interact with colleagues, clients, customers and communities who are different from themselves. This seminar will help students develop their knowledge and skills through intentional exposure to relevant theoretical materials, meaningful and structured interactions with diverse groups of people, and reflection on the impact of these experiences on their own identities and their relationships with others. Experience with domestic and international diverse populations will be explored.

Ines Maturana-Sendoya

Adrienne Nussbaum

UNAS3344 Cross Currents Seminar: Thinking About Successful Teams (Spring: 1)

This seminar studies strategies for working with and building successful teams in contexts like education, athletics, business, health care, government. Students discuss stages of team development and defined roles found on high-functioning teams. Katzenbach and Smith define a team as “a small number of people with complementary skills committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.” We utilize team-based theories to reflect on students’ team experiences, connect discussions to their coursework, and think creatively about their impact as productive team players in the future.

Adrienne Dumpe

Caitriona Taylor

UNAS3360 Globalization, Culture, and Identity: Res/Global Context (Fall: 3)

The Department

UNAS4942 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisite: Completion of FPJ requirements.

Open only to senior students in the FPJ Program.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present the preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter’s project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program while at the same time learning about an interesting range of issues from fellow students.

The Department

Capstone

Course Offerings

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

UNCP5505 Capstone: Life and Career Planning (Fall/Spring: 3)

Prerequisite: Seniors only.

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical

responses to a series of questions about their lives to find themes related to possible careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the twenty-first century. The integration of spirituality and ethical decision making into one’s life will be addressed by readings on ethical perspectives and the students’ written reflections.

Robert F. Capalbo

UNCP5514 Capstone: Growing Up Ethnic in America (Spring: 3)

Cross listed with AADS5513

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

In this seminar students will read writing that depicts a variety of experiences but suggest that what constitutes an American identity is far from settled. Ethnic difference has a profound effect on personal and social understandings of what it means to be an American. As we discuss the literature, students will be expected to share their own personal narratives of growing up—stories of race, ethnicity, class, gender, faith, and nationality—and what it means to be American. Some of the writers we will read include: Jhumpa Lahiri, Amy Tan, Louise Erdrich, Chang Rae-Lee, Sherman Alexie, Sandra Cisneros, Junot Diaz, Edwidge Danticat, Mat Johnson, and Ta-Nehisi Coates.

Akua Sarr

UNCP5515 Capstone: Exploring Art, Exploring Self (Spring: 3)

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course presents art as a means of personal development, encouraging students to appreciate not only art, but also the capacities and self-knowledge art can stimulate. We will explore art by experiencing it, sharing it, discussing it, and writing about it. Artworks will represent various levels and periods (e.g., fine art, popular art, contemporary art, past art) and forms (e.g., photography, music, dance, writing, sculpture, painting, theatre). How can exploring art show us who we are? Artistic engagement will help us understand our experiences and goals, in education, relationships, spirituality, career, and society, preparing us to flourish.

Dustin Rutledge

UNCP5516 Capstone: Whose Social Justice? (Fall: 3)

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Social justice and the education of “Men and Women for Others” are central precepts at Boston College. Through your own experiences in family, community and schooling, and based on readings by “others,” this class asks you to reflect on abounding questions. How have you come to understand, interpret and act on dictums of social justice? And what are those dictums? According to whom? Who are “others,” and what does being “for” “others” mean? The class will also ask you to think about the implication of your insights for spirituality, vocational decisions, and citizenship in a changing and often overwhelming world.

Deborah T. Levenson

UNCP5517 Capstone: Love and Indoctrination: A Foundation for the Rest of Your Life (Spring: 3)

Cross listed with ENGL5517

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

In our world of political spin and fake news, the surveillance state and social media, the pressure to separate what's real and valuable from what's fake and mere propaganda (another way of saying "lies") is paramount, and critical for figuring out how to live, practically, spiritually, intellectually and psychologically. In George Orwell's *1984*, the affair of Winston Smith and Julia threatens the entire structure of Big Brother. Why? What is it about love that threatens large systems based on indoctrination? In this course we will explore and develop working definitions of both *love* and *indoctrination* in order to differentiate them.

*Thomas Kaplan-Maxfield***UNCP5523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)***Prerequisite:* Enrollment restricted to seniors only.

Cross listed with THEO2523

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at significant myths that derive from religion, culture, and our families. We shall read works in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

*H. John McDargh***UNCP5525 Capstone: Life, Money, and Generosity (Spring: 3)**

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course starts with students reflecting on their education at BC, the role of friendships, and the kind of person they are becoming. Then, it allows students to reflect on their assumptions and tensions about money that may or may not be influenced by their experiences on BC campus, study abroad, and/or on service trips. In the middle, the course considers some tools relating to budgeting and debt. The final part considers readings that integrate money with other areas. In so doing the instrumental value of money will be contrasted with the wider, intrinsic goods, as defined by each student.

*Elizabeth Bagnani***UNCP5528 Capstone: Holistic Living (Fall: 3)**

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will

provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.

*Rachel E. Spector***UNCP5530 Capstone: Gender and Leadership (Spring: 3)***Prerequisite:* Seniors only.

Cross listed with MGMT5530

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

As your time at BC winds down, it is time to take stock before you enter into post-college adulthood. How will you make choices to lead, work, love, and play? What role has your gender already played in your choices and experiences as you have chosen your educational pathway, explored vocational choices, got involved in formal and informal leadership, and anticipated a transition to post-college life? In this course we will explore these enduring questions. The lessons built through the class aspire to help women and men leaders in the quest to design and lead organizations so that all employees, regardless of gender or other differences, are able to reach their full potential. We rely on a variety of learning methods, including discussion and reflection, critique of readings, experiential exercises, and when available, connections with guest speakers who seek to inspire our learning and own leadership development.

*Judith Clair***UNCP5532 Capstone: Boston College/Your Life (Spring: 3)**

Cross listed with HIST4601

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

*J. Joseph Burns***UNCP5533 Capstone: Desire and Discernment (Fall/Spring: 3)**

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course aims to help students review the process of their education and preview the process of making long-term commitments by taking a long, loving look how we experience desire, and how we act upon those desires to construct a life well lived. The course will first expose students to spiritual practices of discernment, rooted in the Ignatian and Benedictine spiritual traditions. Second, it will involve careful thinking about stories of discernment which involve the sorting and pruning of desire. Discussions will reflect on these stories, in order to help each other consider what they mean for our own lives.

Timothy P. Muldoon

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UNCP5540 Capstone: Making History in a Changing World (Spring: 3)

Prerequisite: Seniors Only.

Cross listed with SOCY3306

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

The central theme of this class is to consider the dialogue between individual choice and social context as we struggle to construct a life of effectiveness and balance. The course begins with a focus on what makes a good question. Largely, good questions are ones that can produce fruitful answers—answers that allow us to move forward in ways rooted in understanding and yet knowing that most information is incomplete, ambiguous, and contested. We will look at Boston College as a context for social action and then three case studies: Palestine (in which the context poses a single overarching challenge), South Africa (in which most people are struggling to figure out what the next chapter should be) and the U.S. (where we share in a sense that anything goes). Students will be asked to focus on the balance between constructing a private life and participating in the struggle for social justice in each of these very different settings.

Eve Spangler

UNCP5541 Capstone: Into the Woods (Fall: 3)

Cross listed with ENGL4670

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

Bonnie Rudner

UNCP5544 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)

Cross listed with ENGL4637

Satisfies Cultural Diversity Core Requirement

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students’ four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality and relationships, and have prepared them to face the great mystery of life ahead. The main texts include *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter’s Daughter*, and *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*. Personal reflection papers and class participation are a main component of this course.

Dorothy Miller

UNCP5550 Capstone: Building A Life (Fall: 3)

Cross listed with PHIL5550

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as “constructing” the future. Lives are not created “ex nihilo” but built in the context of the places in which we live and have lived, built on the foundations that we have already laid, constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.

David McMenamin

UNCP5561 Capstone: Creativity and Human Development (Fall: 3)

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

By the time most people have reached the age of 20, they have formed a solid set of beliefs, self-perceptions, and values. Often these are antithetical to their ability to think creatively. Powerful authorities tend to encourage conformity. To reverse this trend, such adverse qualities must be identified and countermanded. The best path to becoming a more creative thinker is to become aware of how creativity works. This course will help you understand how creative people think. You will look at your life retrospectively and prospectively with an emphasis on what role your creativity has played or will play.

John Dacey

UNCP5562 Capstone: Finding and Following Life’s Calling (Fall: 3)

Prerequisite: Seniors only.

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

We live in changing times. Major social trends are impacting us as individuals, employees, family members, and citizens. These changes call on us to play a much more pro-active role in managing our lives (where possible) and to respond to the unexpected “callings” we hear. Doing this effectively requires an in-depth self-understanding coupled with a heartfelt desire to live a life of meaning. This course will help students develop a clearer sense of identity through a rigorous self-assessment process. It will help each answer the questions: Who am I? How can I make a difference in the world?

J. Bradley Harrington

UNCP5563 Capstone: Beyond Study Abroad (Fall: 3)

Cross listed with RLRL6620

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the

challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.

Elizabeth Goizueta

UNCP5565 Capstone: Moral of Story (Spring: 3)

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Hanging in Boston's Museum of Fine Arts is the magna opus of Paul Gauguin, *Where Do We Come From? What Are We? Where Are We Going?*. Gauguin left family, friends, and a career in banking to flee to Tahiti, in search of life's meaning. *Where Do We Come From? What Are We? Where Are We Going?* is his ultimate representation of these philosophical questions. We will move through a different artistic medium—that of the short story—as we ask those same questions. We will examine complex plots and characters in the hopes of exploring our own stories.

Ethan Sullivan

UNCP5566 Capstone: Pilgrim's Progress—The Discerned Life on Pilgrimage (Spring: 3)

Seniors ONLY.

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This Capstone course will provide seminar members with the opportunity to pause in order to consider how the image of pilgrimage might assist in the interpretation of life as an act of faithful trust. The intention is that this might be accomplished through particular focus upon life experiences occurring before, during, and after matriculation at Boston College—especially regarding one's engagement with relationships, society, work, and spirituality. We will attempt this through the careful pondering of the pilgrim way of life to elicit greater desires for the future journey, specifically through works of fiction, autobiography, business practice, and prayer.

Casey Beaumier, S.J.

UNCP5567 Capstone: Five Heroic Americans (Spring: 3)

Prerequisite: Seniors only.

Cross listed with ENGL4628

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. We will read: Thoreau's journals; poems by Emily Dickinson and Robert Frost; essays by Emerson; and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the Capstone program: relationships; work; civic responsibility; and spirituality.

Robert Farrell, S.J.

UNCP5569 Capstone: How We Decide (Spring: 3)

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Why did I eat at White Mountain at 11 p.m. last night? And how can my friends convince me to go to Cityside when I know I should be studying? In this seminar, we will focus on how the mind and brain function to produce the decisions we ourselves make. The class is

open to students from all majors, and there is no science prerequisite. Throughout the semester, we will reflect on our own past decisions, and consider alternative decision making strategies for the future.

Jeffrey Lamoureux

Cornerstone

Course Offerings

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

UNCS2201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)
This will be an interactive three-credit seminar of fifteen students, serving as one of students' university electives and one of the five courses in the first semester. Your instructor will serve as your academic advisor during the first year.

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.

The Department

UNCS2205 Mentoring and Leadership Seminar (Spring: 3)

For Senior TAs of "Courage To Know" classes only. Class is Pass/Fail only.

Elizabeth Bracher

UNCS2245 Freshman Topic Seminars (Fall: 1)

The Freshman Topic Seminars give freshmen an opportunity to meet with their faculty advisor once a week to enjoy small group discussions on a topic of research and intellectual interest to the instructor. The Freshman Topic Seminars are limited to 14 students per section, meet once a week for 75 minutes, end before the Thanksgiving break, earn one credit, and are graded pass/fail. The short readings in the Topic Seminars focus on specific topics unique to each section and are designed to allow students to explore new academic areas. A list of current topics can be found at www.bc.edu/offices/fye/cornerstone/freshman/.

The Department

Journalism

Course Offerings

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

JOUR2000 Introduction to Journalism (Fall/Spring: 3)

Students who have taken JOUR223301 Advanced Journalism CANNOT take this course.

Organized like a professional newsroom, this course will give students interested in journalism a taste of its various facets, including topic-generation, reporting, interviewing, and editing, for print, broadcast, and online media. It will cover basic news writing, beat reporting, investigative journalism, feature writing, and writing for the web, and provide an introduction to media law and ethics and the business and history of journalism. Students will produce a feature-length final project and will also work in teams to formulate, report, and write investigative stories. Students should expect to meet deadlines and high standards of grammar, style, punctuation, and factual accuracy.

Jon Marcus

ARTS AND SCIENCES

JOUR2223 Sports and News Broadcasting (Fall: 3)

This course will focus on developing performance and writing skills for sports and news broadcasting. From play-by-play to interviewing to writing for news broadcasts, this class will help prepare you for working in the ever-changing broadcasting world. Participants will learn how to present on-air and interview politicians, athletes, and other newsmakers. Industry leaders in broadcasting will be frequent guest lecturers, and we'll also analyze and critique each other's work.

Jon Meterparel

JOUR2225 Journalism and New Media (Fall: 3)

The rise of the internet as a news delivery system has changed the face of the news business, for better or worse, in the twenty-first century. This one semester seminar will trace the history of new media's relationship with journalism while preparing students for the leaner online world. Students will learn about practical matters (storytelling for the web, condensing complex narratives into 140-character missives) while grappling with larger concerns affecting the industry and readers (traffic-based journalism, slippery sourcing) as they report and write on the world around them.

The Department

JOUR2226 Writing About Popular Music (Spring: 3)

Reporting on popular music is a keenly effective way to take a snapshot of culture as it's happening. In this discussion-intensive class, students will get hands-on tips on how to write about music effectively, hone their critical thinking skills, and examine the ways that the business struggles experienced by both music and publishing have affected the way pop writing is disseminated and consumed. Guest speakers from the music writing world will provide further insights on their career paths, their views on where music is now, and the artists and songs that stoke their passion.

The Department

JOUR2227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

Christine Caswell McCarron

JOUR2229 Introduction to Magazine Writing (Fall: 3)

What does it take to make a magazine? This course will introduce students to the creative process of magazine publishing. Students will learn what distinguishes lifestyle magazines from news, and how to pitch a story. They'll write and edit short front-of-book features, develop elements in themed issue packages, and work on story development for features, profiles, and food and culture reviews. The class will provide instruction on blogging, and the rigors of research and fact-checking. Upon conclusion, students will be well prepared for an internship or entry-level position at a magazine.

Janelle Nanos

JOUR2230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

Kimberly Blanton

Jimmy Golen

JOUR2231 Feature Writing (Fall/Spring: 3)

This is a course on contemporary feature writing—literary nonfiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective, factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are also applicable to writing nonfiction books.

Donald Aucoin

Jon P. Marcus

JOUR2232 Investigative Journalism (Fall: 3)

Investigative reporting holds the powerful accountable in government, business and large institutions. This course will provide you with an opportunity to both learn about investigative journalism and do in-depth investigative reporting that has the potential to make a difference. Students will learn a variety of reporting techniques while working on semester-long investigative projects that could end up in several major newspapers across Massachusetts. Story subjects will focus on holding government agencies and powerful institutions accountable for a wide-range of problems and systemic failures.

Joseph Bergantino

JOUR2234 News Ethics (Spring: 3)

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast, and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others. The method for teaching will be primarily case studies. Students will be expected to do extensive background reading in the general area of each case and be prepared to help lead a class discussion.

Joseph Bergantino

JOUR2235 Sports Writing (Fall: 3)

Why is the sports section so often the best-written part of the newspaper? You will find out why in this course that examines the art of sports writing, from game and beat coverage to in-depth interviews and other long features. Discussions will cover current events in sports journalism and review some of the classic works of sports non-fiction.

Jimmy Golen

JOUR2237 The Art of Editing (Fall: 3)

Writers get all the attention. But where would they be without discerning editors to recognize their talents, provide perspective on their ideas, help shape their work, and, ultimately, publish it? This discussion-based class will focus primarily on editing as it is practiced at magazines such as *The New Yorker* and *The Atlantic*. We'll think big and small, about whole publications, individual articles, and critical matters of style; we'll read and discuss published works; we'll invite top editors and writers in to share their secrets with us; and we'll write and edit our own articles.

Toby Lester

JOUR2238 Food Writing (Fall: 3)

This class takes a close look at the practice and tradition of food journalism, introducing students to narrative techniques, elements of reporting, and works that have shaped the genre. Students will learn how to avoid the clichés and traps of food writing and to develop original, persuasive, surprising ideas about food and the culture of eating. Issues of voice, scene, social observation, and dramatic structure

are addressed, with additional attention paid to crafting and pitching articles. Readings will include works from early practitioners like A. J. Liebling and M.F.K. Fisher and contemporary writings by Gabrielle Hamilton, Frank Bruni, David Foster Wallace, and others.

John O'Connor

JOUR2239 Travel Writing (Spring: 3)

Traveling can be one of life's more rewarding experiences, and for writers it can supply an inexhaustible trove of material. But the appeal of the genre—who wouldn't want to take an all-expenses-paid trip to Fiji's finest eco-resorts?—can also be its biggest crutch. With few exceptions, travel stories today merely recast the excruciating details of five-star hotels, hairy-chested masseurs, and the salutary effects of jalapeño margaritas. This class aims to show students ways to write about travel deeply and intelligently, with the hope of developing clear, informed opinions on the subject they're writing about (and not merely "covering"). Readings will include works by Hunter S. Thompson, Geoff Dyer, Sloane Crosley, and others.

John O'Connor

JOUR2240 Profile Writing (Spring: 3)

One of the few forms of literary nonfiction open to new writers that is still welcome in the magazine world, profiles offer a unique opportunity to explore the breadth and complexity of intriguing characters within the context of the larger culture, which is always the profile writer's second subject. We'll examine exemplary profiles by masters of the form, including George Plimpton, Lillian Ross, and John Jeremiah Sullivan. Each week we'll address the problems and processes of students' work-in-progress, with close attention paid to interviewing techniques, tricks of observation, story structure, and authorial presence (valuable skills for writers of any genre). Additional emphasis will be placed on research, revision, and follow-up interviews.

John O'Connor

JOUR2242 Political Journalism (Spring: 3)

This course will offer students an introduction to political journalism, how it has evolved since the Watergate era and how it is still changing with recent political developments. We will focus on what distinguishes political reporting, how its practitioners develop tradecraft, and the ethical guidelines around it. There will be special emphasis on the import of political coverage at the local and state levels, and how those spheres frequently differ from media in Washington. Alongside the syllabus, students would be required to follow current domestic political events and bring a base-level understanding of recent American political history. Class discussions will be premised in part on these tracks and will count toward grades. Writing assignments will range from coverage of political events, including local—a board of aldermen's meeting, for instance, or a state legislative campaign—and national, to analysis of others' journalism.

James V. O'Sullivan

Lynch School of Education

The Lynch School offers undergraduate and graduate programs in education and applied psychology and human development.

The mission of the Lynch School of Education is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Teachers, scholars, and learners at Lynch engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Peter Lynch, a Boston College graduate, is one of the country's best known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Applied Psychology and Human Development. All students entering Lynch School undergraduate programs follow a program of study in selected majors and complete Core requirements and electives needed to fulfill degree requirements.

Elementary Education majors must also complete a second major either in a content area in the Morrissey College of Arts and Sciences or in one of several interdisciplinary majors. Interdisciplinary majors include American Heritages, General Science, Mathematics and Computer Science, and Perspectives on Spanish America.

Secondary Education majors must also major in a state-approved licensure area. These areas include Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, Latin Studies, foreign language, and Classical Humanities.

All education majors complete three pre-practicum experiences (1 day/week for 10 weeks) and one full practicum experience (5 days/week for 14 weeks) in a variety of classrooms where they mediate theory and practice to develop and provide instruction that enhances the life chances of all children. All Elementary and Secondary Education programs lead to endorsement for Initial Licensure in the state of Massachusetts. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts *must* pass all the appropriate Massachusetts Tests for Educator Licensure (MTEL), regardless of in which state students wish to teach.

Graduates from Elementary and Secondary Education programs attain positions in public, private, parochial, and charter schools and other education-related fields and areas that require strong liberal arts, subject matter, and pedagogical preparation and the ability to collaborate with others.

The major in Applied Psychology and Human Development prepares students for work in human, social, and community services and/or for graduate study in counseling, human development, educational psychology, organizational studies, higher education, and related fields.

Coursework in this major curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in a variety of contexts.

Students in Applied Psychology and Human Development obtain employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major provides a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of the Lynch School, an interdisciplinary minor or major in the Morrissey College of Arts and Sciences or the Carroll School of Management, or a second major or interdisciplinary major in the Lynch School. Graduates receive a Bachelor of Arts or a Bachelor of Science depending on the degree requirements of the second major.

In addition, there is a number of Fifth Year Programs available for academically superior students through which the bachelor's and the master's degrees can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

Satisfactory Academic Progress

Lynch School of Education students who are Elementary or Secondary Education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are majoring in Applied Psychology and Human Development must also successfully complete 120 credits, which must include the Core curriculum, the Applied Psychology and Human Development major, and at least one minor in a Morrissey College of Arts and Sciences discipline or an Interdisciplinary Minor in the Lynch School or the Carroll School of Management.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (Elementary and Secondary Education majors usually carry 15–17 credits each semester during the first three years and 30 credits during the senior year). For example, a first semester sophomore student must have completed at least 30–32 credits during the freshman year. Any student who is permitted by the Dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Failure to maintain good standing either through a low cumulative grade point average or by incurring excessive deficiencies including failures, withdrawals, or unapproved underloads will result in placement on academic probation, possible withdrawal or dismissal, as determined by the Academic Standards Committee or the Dean.

A student on probation may return to good standing by approved methods, e.g., make-up of credits via approved summer school work, raising GPA to acceptable standards, etc. (Students may make up no more than nine credits in summer study.) A student who incurs

additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the institution at the time of the next review.

Information for First Year Students

Although students may satisfy Core requirements (42 credits) during any of their four undergraduate years, they are advised to complete most or, if possible, all Core requirements within the first two years. The remaining 78 credits (minimum) are to be fulfilled by courses required in the major(s), minor(s), and elective choices.

All first semester, first year students should select ENGL1010 First Year Writing Seminar or a Core Literature course, APSY1030, Child Growth and Development, First Year ERA, and the course(s) designated by your major department. (Students who advance place out of Core courses will take different courses selected in collaboration with an advisor.) Major requirements are listed in the sections that follow. If you have not declared a major and are listed as undeclared, follow the course requirements for the Applied Psychology and Human Development major.

The First Year Experience, Reflection, and Action Seminar (First Year ERA), a three-credit course (2 credits first semester and 1 credit second semester), is also a requirement for all Lynch School students and is taken as a sixth course during first and second semesters, freshman year.

The Bachelor of Arts in Applied Psychology and Human Development degree requires the completion of at least 120 credits, which includes the University Core. Students must achieve at least a cumulative grade point average of 1.667. Furthermore, students majoring in Applied Psychology and Human Development must also complete an approved minor (18 credits).

Students majoring in Elementary Education or Secondary Education must also complete 120 credits, which includes the University Core and which are normally distributed over eight semesters of four academic years. Both Elementary and Secondary Education students must also fulfill a second major. Elementary Education majors may fulfill the second major in either a subject in the Morrissey College of Arts and Sciences or one of the five Lynch School interdisciplinary majors. Secondary Education majors can only fulfill a second major in specific content areas in the Morrissey College of Arts and Sciences. All Teacher Education majors must complete three pre-practica, a full practicum, and an inquiry seminar. Students pursuing teacher licensure programs, however, must maintain a cumulative grade point average of at least 2.5 in order to be eligible to participate in the full practicum (full-time student teaching). Any student who enrolls in a pre-practicum must obtain a Massachusetts Education Personnel Identification (MEPID). Please consult the Office of Practicum Experiences and Teacher Induction for more information.

The Associate Dean or the Associate Director of Undergraduate Student Services must approve a program of study in the declared major in the Lynch School before the end of sophomore year. Students majoring in Applied Psychology and Human Development or a teacher licensure program must be accepted officially into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form and an application for Admission to a Teacher Education Program to the Associate Director (Campion 104). This office reviews applications and accepts qualified

applicants prior the end of the sophomore year. Early application to the program is encouraged. Applied Psychology and Human Development majors need to complete a Declaration of Major form.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School Director of Practicum Experiences, the Program Supervisor, and the Supervising Practitioner. The Office of Practicum Partnerships and Professional Development, Campion 102, approves and arranges placements for pre-practica and full-practica leading to licensure only for eligible students enrolled in programs in the Lynch School. Placement also requires prospective teacher candidates to complete a successful interview with the Principal/Headmaster and/or potential cooperating teacher from the school in which they plan to fulfill this requirement. The Director of Practicum Partnerships and Professional Development, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) regardless of in which states students wish to teach upon graduation.

Pre-practica and full practica are essential components and experiences of the teacher preparation curriculum in the Lynch School. Students must complete three semesters of pre-practicum placements (1 day/week/10 days) before they enter a full time student teaching placement in Elementary and Secondary Education classrooms. A full description of student teaching policies may be found at: www.bc.edu/schools/lsoe/academics/practicum/policies.html.

A full practicum (student teaching) is a full-time, five-days, per week experience that occurs for a minimum of 14 weeks during the senior year. In the Lynch School, a full practicum must meet the teaching standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence according to the standards outlined in the Boston College Candidate Assessment of Performance (BC-CAP)

The semester prior to completing a field placement, students must formally apply and participate in an interview in the Office of Practicum Partnerships and Professional Development before securing a field assignment.

Subject to eligibility, students submit an online application for pre-practicum and practicum experiences. Online applications are available at: www.bc.edu/schools/lsoe/academics/practicum/Pre_Prac_.html.

All students seeking teacher licensure must complete the full practicum. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses in Secondary Education and 4/5 of Morrissey College of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 87 credits must have been completed before placement is approved. Additional information on full practicum student teaching is available at: www.bc.edu/schools/lsoe/academics/practicum.html. All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be counseled into courses that will complete an appropriate degree program from Boston College. These students will not be recommended for endorsement for teacher

licensure and will not receive the BC Endorsement (a recommendation for licensure). The Commonwealth of Massachusetts issues teacher licenses not the endorsing university. Therefore, students who earn the BC Endorsement submit all licensing documentation directly to the Massachusetts Department of Elementary and Secondary Education. Students will not be allowed to overload courses while student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Application deadlines for all pre-practica are May 1 for fall placements and December 1 for spring placements. Application deadlines for all full-practica are March 15 for fall placements and October 15 for spring placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants. Applications are submitted online at: www.bc.edu/schools/lsoe/academics/practicum/Pre_Prac_.html.

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

Applied Psychology Field Practica

Applied Psychology and Human Development students should visit www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html for information on practicum experiences for this major and register for Apsy2152 or Apsy4245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the University Policies and Procedures section of this catalog.

The Lynch School's International and Special Practicum Placement Program offer opportunities for undergraduate coursework in a variety of foreign countries for pre- and full-practicum placements. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Partnerships and Professional Development Lynch School, Boston College, Campion 102, Chestnut Hill, MA, 02467-3804.

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only prior to the beginning or at the end of freshman year, based on prior academic accomplishments and other criteria.

Majors in Education

The undergraduate majors in the Lynch School, with the exception of the major in Applied Psychology and Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. The Lynch School accreditation process and the Interstate Licensure Compact (ICC) facilitate licensure in other states. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass all appropriate tests of the Massachusetts

Tests for Educator Licensure. All students must consult with the Office of Practicum Experiences and Teacher Induction and/or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers two minors and one concentration for Education majors—Middle School Mathematics Teaching, Leadership in Higher Education and Community Settings, and a Special Education Concentration. The Massachusetts Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Please consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Associate Dean of Undergraduates at LSOE for the most current information.

The concentration in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All education students are strongly urged to consider this important concentration. Detailed information on the concentration in Special Education can be found in the Minors section of the Lynch School catalog and on the Lynch School website.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with a Morrissey College of Arts and Sciences Mathematics major or Mathematics/Computer Science interdisciplinary major, or to Secondary Education majors with a Morrissey College of Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors section of the Lynch School catalog and the Lynch School website.

The minor in Leadership in Higher Education and Community Settings is open to Lynch School majors in Applied Psychology and Human Development as well as students in the Morrissey College of Arts and Sciences, Carroll School of Management and Connell School of Nursing. This minor is limited to 15 students per class and requires a specific grade point average of 3.5, a completed application, and a 250-word rationale for pursuing this minor. See the Minors section of the Lynch School catalog and the Lynch School website.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1–6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, pedagogy, and development from diverse social, cultural, and historical perspectives. Professional courses integrate theoretical and pedagogical knowledge of subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies, informed by a pupil-centered perspective.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, inquiry, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables teacher candidates to effectively integrate children with disabilities into regular classrooms. Teacher candidates have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

The learning outcomes for Elementary Education majors include:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing the student performance and growth data, using the data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.
- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrates cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 4: The teacher candidate will demonstrate an inquiry stance by collecting and reporting data on pupil outcomes for the purpose of assessing, teaching, and modifying instructional practice.
- Outcome 5: The teacher candidate will identify policies and practices that contribute to systemic inequities in education and be aware of how his or her own background experiences are influenced by these systems, and recognizes a professional responsibility to promote and practice principles of social justice teaching.

A second major, either interdisciplinary or in a subject discipline in the Morrissey College of Arts and Sciences or Applied Psychology and Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in secondary schools, grades 8–12. The major in Secondary Education is ideal for those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; inquiry; and classroom assessment. The program also includes three pre-practicum experiences beginning sophomore year and culminating in a full practicum in the senior year.

Learning outcomes for Secondary Education majors include:

- Outcome 1: The teacher candidate will promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and

meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

- Outcome 2: The teacher candidate will promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
- Outcome 3: The teacher candidate will promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- Outcome 4: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 5: The teacher candidate will promote an inquiry stance of critical reflection about personal practice through individual and collaborative inquiry in service of improving pupil academic, emotional, and social learning.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Elementary and Secondary Education via an alternate route. A special option is provided for students who plan to minor in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

Major in Applied Psychology and Human Development

The major in Applied Psychology and Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for graduate study in many fields of psychology, including counseling, developmental or educational psychology, organizational studies, business, and social work. This major prepares students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses or a minimum of 30 credits are required for the major.

The Applied Psychology and Human Development major requires five specified courses and five additional courses selected from one of the following concentrations: Human Services, Organization Studies, and Community, Advocacy and Social Policy. Each concentration includes 2–3 specified courses and/or 2–3 electives.

Learning outcomes for Applied Psychology and Human Development majors include:

- A. Understand the processes of human development and learning from infancy into late adolescence or the transition to adulthood.
- B. Understand how social and cultural contexts shape developmental and educational processes.
- C. Understand how contemporary social problems affect children, families, and communities.
- D. Use foundational theories of applied psychology and human development to analyze educational and other real-world settings.
- E. Articulate a researchable theoretical argument and apply appropriate research techniques to empirical analysis.

- F. Articulate their personal core values and beliefs, how these are informed by critical engagement with theoretical and empirical knowledge in applied psychology and human development, and how these inform their relationships with their families and communities.
- G. Develop a specialized understanding of 1 of 3 areas:

Human Services: Basic knowledge of psychosocial challenges to normal development and of a range of individual and community-level strategies to prevent mental illness and enhance psychosocial well-being and mental health;
Organizational Studies—Human Resources: Basic knowledge of organizational behavior theories, their applications in human resource management, and the contributions of applied psychology in these contexts.

Community, Advocacy and Social Policy: Basic knowledge of theories of community psychology and the applications of psychological knowledge to advocacy and social policy for and with children, youth and their families and communities.

The Applied Psychology and Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Applied Psychology and Human Development as their primary major within the Lynch School, regardless of class year, are required to complete coursework in one of the following:

- a minor of eighteen credits in a single subject discipline in the Morrissey College of Arts and Sciences, in Management and Leadership in the Carroll School of Management, in Leadership in Higher Education and Community Settings in the Lynch School or in other specific interdisciplinary minors. Please note: the minor in Management and Leadership is limited to 15 students per class and requires a specific grade point average, rationale, and application.
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in the Morrissey College of Arts and Sciences; or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of credits acceptable for most minors is 18, which may include applicable Core courses. The concentration in Special Education (which does not satisfy the required minor for students in Applied Psychology and Human Development), however, requires only 12 credits. This is an excellent option as a second area of concentration for Applied Psychology and Human Development majors interested in special needs settings. The minor in Management and Leadership, offered in collaboration with the Carroll School of Management, is another excellent option for students planning to work in business or industry. The Lynch School also offers an interdisciplinary minor in Leadership in Higher Education and Community Settings. Students who have a second major automatically fulfill the minor requirement. Approved areas of study for both majors and minors are listed under the Morrissey College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Applied Psychology and Human Development majors is available on the Lynch School website, www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html. There is a link at the bottom of this page for details about course requirements. There are also links from this page to a list of faculty who teach in the program, field practicum courses, supporting fields of study, and study abroad opportunities, as well as information about future career choices. It is strongly recommended that all students

pursue a field practicum course which includes ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar. Links to existing sites are available on the web and can be discussed with the Coordinator of the Applied Psychology and Human Development Program or the Associate Dean for Undergraduate Students.

Second Majors and Interdisciplinary Majors for Lynch School Students

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in the Morrissey College of Arts and Sciences or an interdisciplinary major as outlined below. Applied Psychology and Human Development majors are also required to carry a minor of 18 credits in a single subject discipline in the Morrissey College of Arts and Sciences, a major or an interdisciplinary minor in the Morrissey College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Morrissey College of Arts and Sciences disciplines that are relevant to teaching in elementary school settings. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Applied Psychology and Human Development. Students should consult their advisors regarding the specific courses required for these interdisciplinary majors.

Note: Secondary Education students **cannot** become licensed to teach in any of these interdisciplinary areas. Secondary licensure requires a Morrissey College Arts and Sciences major in one of the specific subject disciplines listed under the description of Secondary Education requirements.

Applied Psychology and Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their Morrissey College of Arts and Sciences minor requirement.

American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

General Science

Designed for students seeking a broad and general background in science to help them teach in an elementary or special education setting. Nine courses are required from four science departments—Biology, Chemistry, Physics, and Earth and Environmental Sciences (Geosciences).

Mathematics/Computer Science

This major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators. Many students who complete this interdisciplinary major in conjunction with Applied Psychology and Human Development or Elementary Education go

on to acquire licensure to teach mathematics at the secondary level by fulfilling master's degree requirements in Secondary Education through the Fifth Year Program.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, this minor coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

Minors in the Lynch School

Minors for Lynch School Students

All Lynch School majors may minor in Special Education, as well as any Morrissey College of Arts and Sciences discipline. A minor consists of 6 three-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Applied Psychology and Human Development majors may apply for the minor in Management and Leadership through the Carroll School of Management. These minors are described below.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with a Morrissey College of Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with a Morrissey College of Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Director (Campion 104). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure through the Lynch School, it does fulfill the National Council of Teachers of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences and Teacher Induction.

A listing of specific course requirements may be obtained from the Lynch School Office for Undergraduate Student Services.

Minor in Management and Leadership

The minor in Management and Leadership, offered by the Carroll School of Management is **only** open to Lynch School Applied Psychology and Human Development majors. This minor is especially applicable to Applied Psychology and Human Development majors who are interested in pursuing a career in personnel work or organizational studies. Students must apply and be accepted into this minor and may submit applications during their sophomore year. The minor is limited to fifteen students.

Concentration in Special Education

All Lynch School undergraduate majors may choose a concentration in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this concentration. **Note:** Applied Psychology and Human Development majors in the Lynch School may declare the Special Education concentration in addition to the required Morrissey College of Arts and Sciences minor. Interested students must complete a Declaration of Major form and submit it to the Associate Director (Campion 104). While the concentration in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5–12)

or as a Teacher of Students with Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). The concentration in Special Education is not available to students outside of the Lynch School.

Teaching English Language Learnings (TELL/ESL) Certification

Although the Lynch School currently offers a certificate in Teaching English Language Learners, this course of study is under modification due to changing education licensure requirements. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, and others). This program is designed to prepare teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses. In addition, candidates need to complete a field experience in a classroom that includes bilingual learners.

Minor in the Carroll School of Management for Lynch School of Education Students

The Department of Management and Organization offers a minor in Management and Leadership to a limited number of Lynch School Applied Psychology and Human Development majors who are interested in pursuing a career in human resources or organization studies. The minor consists of six courses in the Carroll School of Management: two required courses (MGMT1021 or MGMT1031 and MGMT1127) and four electives, chosen from among all CSOM course offerings. Applications may be submitted to Prof. Richard Spinello, Fulton Hall by October 15, beginning in a student's sophomore year.

Minors for Morrissey College of Arts and Sciences

Majors

Some Morrissey College of Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Morrissey College of Arts and Sciences majors may choose a minor in Foundation in Education. More information on these minors appears below.

Inclusive Education Minor

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the Morrissey College of Arts and Sciences and the Carroll School of Management. The minor is designed to (1) introduce Morrissey College of Arts and Sciences and Carroll School of Management students to the world of disabilities and special education, with an emphasis on special education practice; and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six (3 credit) courses and a zero-credit field observation.

Minor in Secondary Education

Students who are pursuing a major in biology, chemistry, geology (earth science), physics, English, history, mathematics, foreign language or Latin and classical studies in the Morrissey College of Arts and Sciences may apply to minor in Secondary Education. **Note:** This minor is **only** open to eligible Morrissey College of Arts and Sciences undergraduate students. This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the approved disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure

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in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). NB: Students must complete all the requirements of the University Core and the Morrissey College of Arts and Sciences major.

Before submitting an application, interested students should meet with an advisor through the Lynch School Student Services Office, Campion 104.

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Applied Psychology and Human Development for Carroll School Majors or Foundation in Education. More information on these minors is listed below.

Minor in Applied Psychology and Human Development

The Lynch School of Education, in cooperation with the Carroll School of Management, offers an 18-credit minor in Applied Psychology and Human Development, which is open to fifteen Carroll School undergraduates each year. This minor may interest you if you wish to (1) deepen your knowledge of human behavior in the areas of psychology, human development, and learning in preparation for a career in fields such as human resource management, marketing research, or advertising; (2) gain specialized knowledge in certain specific areas of human resources management, for example: counseling, training, personnel assessment, family crisis assistance, drug, and alcohol abuse programs, and aging/elderly care; or (3) prepare for employment in a government or private sector social services organization.

Minor for Connell School of Nursing, Morrissey College of Arts and Sciences, and Carroll School of Management Majors

Minor in Foundation in Education

All undergraduate students in the Connell School of Nursing, Morrissey College of Arts and Sciences, and Carroll School of Management who have an interest in Education may pursue a minor of six courses with their advisor's approval. **Note:** This minor is not available to Lynch School students.

Minor for the Lynch School of Education, Connell School of Nursing, Morrissey College of Arts and Sciences, and Carroll School of Management Majors

Minor in Leadership in Higher Education and Community Settings

The minor in Leadership in Higher Education and Community Settings is offered by the Lynch School of Education and is open to students in the Lynch School of Education, the Morrissey College of Arts and Sciences, the Connell School of Nursing, and the Carroll School of Management. This minor serves students who are interested in college student development and in the applications of psychology to work settings in institutions of higher education, in local and international Non-government Organizations (NGOs) and/or in community-based programs. Interested students may inquire and submit applications, by October 15, in Campion Hall 104.

FIFTH YEAR AND EARLY ADMIT PROGRAMS

For Boston College Juniors

The Fifth Year and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, Morrissey College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (*See additional Early Admit requirements below)

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum & Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Measurement, Evaluation, Statistics, and Assessment
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs and Secondary Science Teaching.

Early Admit Programs are available in Mental Health Counseling and School Counseling. Given the number of credits required for licensing in Mental Health and School Counseling, both Early Admit Program and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) complete two master's-level courses during senior year.

Students interested in a Fifth Year or Early Admit Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special master's degree program in Social Work program is also available for a limited number of students pursuing a B.A. in Applied Psychology and Human Development. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Applied Psychology and Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of practical, field-based or helping experience (e.g., residential advisor, camp counselor, hotline operator, youth worker, etc.), either volunteer or paid, are strong candidates for this program.

Application Process

- Students must apply by March 1 of their junior year.
- Applicants must meet all graduate admission requirements.
- Download the Application Checklist.
- The application fee is waived for applicants to the Fifth Year and Early Admit Programs.
- Notification of approval to begin the program is usually made in May by the Office of Graduate Admission.
- If students are in a study-abroad program during their junior year but are still interested in one of these programs, they should contact the Office of Graduate Admission at gsoe@bc.edu or (617) 552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the master's program upon completion of their undergraduate degree.

Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 or higher in their two graduate courses). Early admit students will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if the work was not previously documented in their application for the Fifth Year and Early Admit programs. Upon final admission, the student will receive an official letter of acceptance into the full master's program by the Office of Graduate Admission (gsoe@bc.edu or 617-552-4214).

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

Curt Dudley-Marling, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

George T. Ladd, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

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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

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Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

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Martin Scanlan, *Associate Professor*; B.A., Catholic University of America; M.A., Trinity College; Ph.D., University of Wisconsin, Madison

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Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Kristen Bottema-Beutel, *Assistant Professor*; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley

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David Miele, *Assistant Professor*; B.A., M.A., Columbia University; M.S., Ph.D., Northwestern University

Lauren P. Saenz, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

Patricia Weitzel-O'Neill, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer*; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University

Nathaniel Brown, *Research Associate Professor*; B.S., Harvey Mudd College; M.Sc., Cambridge University; Ph.D., University of California, Berkeley

Hans de Wit, *Professor of the Practice*; B.A., M.A., Ph.D., University of Amsterdam

Nettie Greenstein, *Associate Professor of the Practice*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

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Nelson Portillo, *Assistant Professor of the Practice*; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

Contacts

- Dean's Office, Campion 101, 617-552-4200
- www.bc.edu/lsoe

Counseling, Developmental, and Educational Psychology

Course Offerings

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

APSY1030 Child Growth and Development (Fall: 3) Satisfies Social Science Core Requirement

First part of a two-course sequence (APSY1030–APSY1031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined.

Students discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

The Department

APSY1031 Family, School, and Society (Spring: 3)

Prerequisite: APSY1030

Satisfies Cultural Diversity and Social Science Core Requirements

Second part of a two-course sequence (APSY1030–APSY1031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

The Department

APSY2032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning (readiness to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

The Department

APSY2041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

Jackie Lerner

Belle Liang

APSY2152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to the applications of psychological theory within various human and community service contexts. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class and diversities of language, ability, sexuality, etc. Students volunteer for 8–10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.

The Department

APSY2216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the

basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

Laura O'Dwyer

Michael Russell

APSY2240 Personality Theories: Behavior in Context (Fall/Spring: 3)

Prerequisites: APSY1030/APSY1031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

Robert Romano

APSY2241 Mental Illness: Social and Clinical Perspectives (Fall/Spring: 3)

Prerequisite: APSY2240

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

The Department

APSY2242 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: APSY1030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

The Department

APSY2295 Spirituality, Religion, and College Student Experience (Fall: 3)

The Department

APSY3243 Counseling Theories (Fall/Spring: 3)

Prerequisite: APSY2241

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

Pratyusha Tummala-Narra

APSY3244 Adult Psychology (Fall/Spring: 3)

Prerequisites: APSY1030 and APSY1031 or permission of instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on

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one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

The Department

APSY3248 Gender Roles (Spring: 3)

This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender, and how factors such as racism and homophobia interact with societally prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.

James Mahalik

APSY3310 Contemporary Issues in Applied Psychology and Human Development (Fall/Spring: 3)

This advanced undergraduate seminar course will focus on heightened income inequality and poverty in the U.S. Studying social views, empirical evidence, and social policies, the course will consider the extent of income inequality, its causes, and the effects it has on children, families, and communities, as well as mechanisms to stem the roots or repercussions of inequality. As a senior capstone seminar, this course will be innovative and demanding, run using a problem-based learning (PBL) format to explore the integration of social science and social policy to understand complex social phenomena, delineate repercussions for human development, and create innovative solutions to vexing societal challenges.

Eric Dearing

APSY3375 Educational Leadership/Higher Education (Spring: 3)

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.

The Department

APSY4050 Public Health Practice in the Community (Spring: 3)

Prerequisites: Must have successfully completed NURS1210 and NURS3210

This course puts public health into practice, with an experience of community engagement and public health activity. Students will develop a deeper understanding of applying public health principles and evidence-based practice in a community setting, locally or globally. Themes stressed in the previous two courses will be reinforced, this time in practice, including: the importance of data and evidence, the interdisciplinary approach to solving public health problems, and a focus on at-risk populations and reducing health disparities.

Nelson Portillo

APSY4199 Independent Study/Internship Experience

(Fall/Spring: 3)

Cross listed with EDUC4911

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

APSY4901 Readings and Research (Fall/Spring: 3)

Cross listed with EDUC4901

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

APSY4961 Honor Thesis I (Fall: 3)

Registration for this course requires advance approval and the submission of additional paperwork. Students, with the approval of the program coordinator and department chair, may write a thesis during the senior year. In most cases, the thesis involves empirical research, although other scholarly forms may be permitted. Students must meet with a prospective thesis advisor during the junior year to develop a thesis proposal.

The Department

APSY4962 Honor Thesis II (Fall: 3)

Registration for this course requires advance approval and the submission of additional paperwork. This course is a continuation of APSY4961.

The Department

APSY6348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.

A.J. Franklin

APSY6397 Social Issues and Social Policy (Spring: 3)

Prerequisite: Course open to seniors, juniors only

Offered Biennially

This seminar provides participants with a foundation of knowledge concerning current social policy issues involving children and families in the U.S., with a particular focus on issues related to poverty and disadvantage. Considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policy, and how social policies impact children and families. Seeks to help students explore scientific evidence and social perceptions, and think critically about central social issues and social policies.

Gilda Morelli

Teacher Education and Curriculum and Instruction

Course Offerings

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

EDUC1044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, concepts of disability, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future educators to understand the process of designing and implementing an Individualized Educational Program (IEP).

Richard Jackson

David Scanlon

EDUC1100 First Year Experience, Reflection, and Action (Fall: 2)

Corequisite: Must be concurrently enrolled in EDUC1111

First Year Experience, Reflection, and Action is a seminar designed to help first year students negotiate the rigors and dilemmas of college life and become more critical citizens. Readings, discussions, and panel presentations will address moral-cognitive decision-making, vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research. Participants will read and critique current research about college student issues and learn to self-reflect critically in order to make more informed choices and decisions.

Audrey Friedman

EDUC1111 Freshmen Era/Group Section (Fall: 0)

Corequisite: EDUC1100

Students break up into small groups to further discuss the main topics they have read about and heard during the large group lectures. Group facilitators and Peer Advisors lead discussions and all students must participate and submit assignments and research. The goals of the experience are the same as EDUC1100.

The Department

EDUC1112 Professional Development Seminar for Freshmen II

(Spring: 1)

Continued from Fall

Designed as a continuation of orientation; mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

The Department

EDUC1128 Computer Applications for Educators (Spring: 3)

Offered Biennially

This is not a course in computer programming. (EDUC1128 is for undergraduate students only).

The technology which is often available in contemporary classrooms affords opportunities for reaching more students in relevant ways. This course covers fundamental knowledge and skills needed by teachers who wish to use that technology and affords students opportunities to develop their expertise in mainstream and emerging educational technologies. This course includes presentations on hardware (e.g., computers, scanners, digital cameras, video cameras) and

software (e.g., interactive, web, productivity) and discussion of how these integrate into classroom instruction. Substantial hands-on project time is provided.

Alec Peck

EDUC1150 Critical Reading and Writing: Beyond the Gist (Summer: 3)

Entry by permission of the instructor only

This course is designed for (1) incoming first year students that need critical reading/writing strategies to understand/write about difficult texts required in literature, philosophy, and other reading/writing-intensive Core courses; and (2) rising sophomores that experienced difficulty passing reading/writing intensive courses. Instruction will address literal, interpretive, and applied reading comprehension strategies, identifying critical themes; questioning the text; visualizing and physicalizing text; responding to informational texts and texts in different genres; developing, supporting, and writing arguments; understanding the specific, functional, and conceptual meanings of vocabulary; reading visuals; test-taking strategies; citing references. All reading materials will be drawn from actual texts used in Core courses. The critical reading and writing skills of prospective students will be assessed prior to admission into the course.

Audrey Friedman

EDUC2039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)

Corequisite: EDUC2104

Students must be registered for EDUC2151 and arrange their schedules to be on-site in a school Tuesday or Thursday.

Introduces students to the profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

The Department

EDUC2101 Teaching Language Arts (Fall/Spring: 3)

Corequisite: EDUC2108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

Curt Dudley-Marling

EDUCATION

EDUC2104 Teaching Reading (Fall/Spring: 3)

Corequisite: EDUC2039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

Curt Dudley-Marling

Lisa Patel Stevens

EDUC2105 Teaching the Social Sciences and the Arts

(Fall/Spring: 3)

Corequisite: EDUC2109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

Patrick McQuillan

EDUC2108 Teaching Mathematics and Technology

(Fall/Spring: 3)

Corequisite: EDUC2101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.

Lillie R. Albert

EDUC2109 Teaching About the Natural World (Fall/Spring: 3)

Corequisite: EDUC2105

This course is designed to increase confidence, enthusiasm and knowledge for teaching elementary science. Science can be an essential part of an elementary classroom not only to achieve key science learning goals, but also as a means to engage and motivate students as well as support literacy and mathematics learning. An overarching focus of the course is on the idea that science is a “practice” that includes specific ways of reasoning, communicating and acting. The course is also designed in partnership with the after-school program at Gardner Pilot Academy in BPS. For eight weeks during the course, undergraduates will work with elementary students to teach them science and to reflect on how to design more effective science lessons.

G. Michael Barnett

EDUC2131 Undergraduate Inquiry Seminar: I (Fall/Spring: 1)

Corequisite: EDUC2151

Graded as Pass/Fail.

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

Fran Loftus

Melita Malley

EDUC2151 Pre-Practicum I (Fall/Spring: 1)

Corequisite: EDUC2131

For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

Fran Loftus

Melita Malley

EDUC2208 Educational Strategies: Children with Special Needs

(Spring: 3)

Offered Biennially

This course provides instruction to pre-service teachers interested in learning more about instruction, curriculum, and teaching for children with special needs, with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

The Department

EDUC2211 Secondary Curriculum and Instruction (Fall/Spring: 3)

Corequisite: EDUC2151

Department permission required.

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first prepracticum experience, this course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.

Audrey Friedman

EDUC3132 Undergraduate Inquiry Seminar: II (Fall/Spring: 1)*Corequisite:* EDUC3152**Graded as Pass/Fail.**

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

*Fran Lofius**Melita Malley***EDUC3133 Undergraduate Inquiry Seminar: III (Fall/Spring: 1)***Corequisite:* EDUC3153**Graded as Pass/Fail.**

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

*Fran Lofius**Melita Malley***EDUC3134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)***Corequisite:* EDUC3154**Department permission required. Graded as Pass/Fail. Restricted to students completing a pre-practicum abroad.**

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

*Fran Lofius**Melita Malley***EDUC3152 Pre-Practicum II (Fall/Spring: 1)***Corequisite:* EDUC3132**For Lynch School undergraduate students only. Graded as Pass/Fail.**

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

*Fran Lofius**Melita Malley***EDUC3153 Pre-Practicum III (Fall/Spring: 1)***Corequisite:* EDUC3133**For Lynch School undergraduate students only. Graded as Pass/Fail.**

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

*Fran Lofius**Melita Malley***EDUC3154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)***Corequisite:* EDUC3134**Department permission required. For Lynch School undergraduate students only. Graded as Pass/Fail.**

A one-day-a-week practicum for Lynch School juniors who study abroad for one semester majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*Fran Lofius**Melita Malley*

EDUC3308 Bilingualism in Schools and Communities (Fall: 3)
Successful completion of the courses EDUC3308 and EDUC3346 entitles students to receive a certificate indicating that you have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

*Mariela Paez***EDUC3323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)**

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

EDUCATION

EDUC3386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.
Edward Mulligan

EDUC4231 Senior Inquiry Seminar (Fall/Spring: 3)

Corequisite: EDUC4250

This capstone inquiry seminar requires teacher candidates to continue to develop an inquiry stance in their practice through the systematic analysis of teaching and learning in their classroom experiences. Grounded in a theory of teacher education for social justice that encourages practitioners to challenge educational inequities by inquiring into practice, this course advances teacher candidates' skills in planning, delivering, assessing and analyzing instruction that promotes pupil learning and enhances their life-chances.

The Department

EDUC4250 Practicum for Lynch School Students (Fall/Spring: 12)

Prerequisite: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisite: EDUC4231

For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

EDUC4255 Seminar: International/Out-of-State Program (Fall/Spring: 3)

Department permission required

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

Fran Loftus

Melita Malley

EDUC4360 Inclusive Education Field Observation (Fall/Spring: 0)

Open to undergraduate majors in the Morrissey College of Arts and Sciences, the Inclusive Education Minor is offered in the LSOE. The minor is designed to (1) introduce Morrissey College of Arts and Sciences students to the world of disabilities and special education with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special education. The minor consists of six-courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.

David Scanlon

EDUC4901 Readings and Research (Fall/Spring: 3)

Cross listed with APSY4901

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

EDUC4911 Independent Study/Internship Experience

(Fall/Spring: 3)

Cross listed with APSY4199

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

EDUC4921 Independent Study: Fifth Year Program

(Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

The Department

EDUC4961 Honors Thesis I (Fall/Spring: 3)

Open only to students who are candidates for Latin honors.

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

The Department

EDUC4962 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.

The Department

EDUC6300 Secondary/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

EDUC6301 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

EDUC6302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides

knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

Audrey Friedman

EDUC6303 Foreign Language Pedagogy (Fall: 3)

Cross listed with RLRL5597 and LING4330

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

EDUC6304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

EDUC6307 Teachers and Educational Reform (Spring: 3)

Graduate students by permission only

Issues of school reform are constantly in the media—high-stakes testing, charter schools, the Common Core. At the heart of these reforms are teachers and the work they do with students in their classrooms. In this course, students look in-depth at the nature of teaching and learning in schools and classrooms. In particular, the course attends to issues and practices linked to current efforts at educational reform, approaching these matters through active inquiry and experiential enactment of such practices. Focused reflection is also a central component of this class.

The Department

EDUC6316 Developmentally Appropriate Curriculum in Early Childhood Education (Spring: 3)

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health, and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

Mariela Paez

EDUC6346 Teaching Bilingual Students (Fall/Spring/Summer: 3)

Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary Ed majors

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

Anne Homza

Patrick Proctor

EDUC6347 Teaching Bilingual Students in Secondary Education (Fall: 3)

The Department

EDUC6363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

The Department

EDUC6367 Restructuring the Classroom with Technology (Fall: 3)

Prerequisite: EDUC1128, EDUC6628, or equivalent knowledge of instructional software

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated. Students will design curriculum materials that fully integrate appropriate software and technology tools. Students will develop a curriculum website and use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

The Department

EDUC6373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

EDUC6374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

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

EDUCATION

EDUC6384 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. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

EDUC6389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3) **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

EDUC6493 Language Acquisition Module (Fall: 1)

Corequisite: EDUC6593

See course description for EDUC6593.

The Department

EDUC6495 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.

Susan Bruce

EDUC6496 Foundations of Autism Spectrum Disorder (Summer: 3)

This course covers the major theoretical explanations for ASD symptomology, including contributions from education, psychology, neuroscience and related fields. Major debates surrounding identification, treatment, and outcomes of students with ASD, including recent commentaries from the ASD self-advocacy community, will be discussed.

Kristen Bottema-Beutel

EDUC6497 Intervention for Students with Autism Spectrum Disorder (Summer: 3)

In this course students will learn strategies and purported mechanisms behind current intervention models designed for students with ASD. Student will be able to evaluate research evidence and claims of effectiveness of each intervention, and will design and implement appropriate interventions for student with ASD.

The Department

EDUC6540 Ed Implications/Sensory, Motor, and Health Impairments (Spring: 3)

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

Thomas Miller

EDUC6588 Teaching and Learning Strategies for Moderate Special Needs (Spring: 3)

Prerequisite: EDUC7579

Not open to non-degree students. EDUC6589 is intended for general educators and EDUC6588 is required for special educators

This course is intended to help prospective and experienced special education teachers and other educators a repertoire of skills for teaching students with mild/moderate (high incidence) educational disabilities. Participants will accomplish this goal by making connections among their knowledge of disabilities, special education policy and practices, assessments, education theory, and teaching methods. Students will learn how to develop, implement, and monitor individualized education programs, implement research-based effective intervention practices, and collaborate with others to meet the needs of special education students in inclusive and other educational settings. Successful students will have familiarity and competency with a variety of special education procedures and teaching approaches and specific practices. Appropriate for both elementary and secondary level education. Class sessions will routinely include time to practice skills being learned.

David Scanlon

EDUC6589 Teaching and Learning Strategies for Inclusive Secondary Educators (Spring: 3)

Designed primarily for elementary and secondary education teacher candidates and practicing educators, this course helps them develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild/moderate disabilities in inclusive classrooms. Participants will learn to develop comprehensive instructional plans fully inclusive of students with educational disabilities, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to students and the curriculum, design individual, small, and large group instructions, and evaluate various service delivery options for educating students with special needs.

The Department

EDUC6592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy,

the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

Curt Dudley-Marling

EDUC6593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: EDUC6493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

EDUC6595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

Prerequisite: EDUC7542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K–12). Focus is on the needs of students from varied populations.

The Department

EDUC6628 Computer Applications for Educators (Spring: 3) Offered Biennially

This is not a course in computer programming. Alternates every other Spring with EDUC1128. (EDUC6628 is for graduate students only).

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

Alec Peck

EDUC6674 Teaching Mathematical Problem Solving in Grades 4–12 (Spring: 3)

Offered Biennially

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

Lillie R. Albert

EDUC6686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

Susan Bruce

Measurement, Evaluation, Statistics, and Assessment

Course Offerings

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

ERME1060 Classroom Assessment (Fall/Spring: 3)

This course emphasizes that assessment entails more than quizzes, unit tests, and standardized multiple-choice measures of student learning. The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.

The Department

Educational Leadership and Higher Education

Course Offerings

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

ELHE2295 Spirituality, Religion, and College Student Experience (Spring: 3)

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education and student personnel development. This semester-long, upper-level, undergraduate course explores the historic, developmental, sociological, and philosophical dimensions of the college student experience at the intersection of faith life, spirituality and academic culture. This course approaches themes and readings from an ecumenical and interreligious set of perspectives. Students will engage several major texts as well as articles from scholarly journals and narratives from institutional models that attempt to integrate faith life and spirituality into the prevailing academic and student development culture.

Michael James

ELHE3375 Educational Leadership in Higher Education (Spring: 3)

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.

Michele Kerrigan

ELHE6349 Sociology of Education (Fall: 3)

Cross listed with SOCY5568

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

Carroll School of Management

Founded in 1938, Boston College's Carroll School of Management educates undergraduate students for careers in the various disciplines of management, as well as graduate students and practitioners who seek deeper insights into a complex global economy. The School has a dual mission: to carry out both top-level teaching and cutting-edge research. It sees this mission as a collaborative effort among faculty, staff, and students, in engagement with alumni and other management practitioners.

A Carroll School education is a lively blend of the liberal arts and the functional areas of management. Undergraduates are introduced to a broad slate of topics related to accounting, economics, finance, information systems, business law, marketing, and other disciplines. But they are also encouraged to branch out and delve into subjects ranging from history and literature to natural science and the fine arts. Academic rigor and close interaction with faculty go hand in hand with this multidisciplinary approach.

Situated within a Jesuit liberal arts university, the Carroll School helps its students cultivate the habits of intellectual discernment along with a commitment to service and the public good. There are numerous opportunities for students to apply their specialized knowledge to a vast array of human, social, and organizational challenges.

In keeping with its philosophy of undergraduate management education, the Carroll School aims to:

- Teach analytical reasoning, problem solving, and communication skills to create effective leaders.
- Inform students of the latest advances in accounting, finance, data analytics, marketing, operations, and many other fields.
- Help students carve out a specialization in one or more fields, making them ready for management practice and leadership upon graduation.
- Provide them with the tools and inspiration to seek out, develop, and experiment with innovative ideas drawn from a wide mix of sources.
- Create a variety of programs that allow students to gain hands-on experience and apply theory to practice. Specialized research and education centers provide many of these opportunities.
- Develop a multicultural and global outlook, attentive to the needs of diverse communities and a fast-changing world.
- Emphasize the ethical responsibilities of managers and business and assist students in the development of their capacity for moral reasoning.
- Inculcate the habits of lifelong learning and self-reflection.

Through the curriculum and other offerings, Carroll School students are taught to value both knowledge and wisdom, both hard skills and broader insights. They emerge from Boston College as capable professionals and thoughtful leaders ready to make a difference in their organizations and in their world.

INFORMATION FOR FIRST YEAR STUDENTS

In most ways, the first year in the Carroll School of Management resembles the first year in the Morrissey College of Arts and Sciences. Carroll School of Management freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

All Carroll School freshmen will enroll in PRTO1000 Portico, a 3-credit course, offered in the fall semester, which combines an introduction to business with ethics and attention to globalization.

During freshman year, CSOM students should also complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MATH1100 or higher) and one semester of Business Statistics (OPER1135). These five courses, or their equivalent via Advanced Placement, along with ISYS1021 Computers in Management, are indispensable in the first year. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for Carroll School students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, with the exception of one sophomore section, is restricted to freshmen; PULSE may be taken at any time except senior year.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

MANAGEMENT CORE COURSES

Note: All courses are 3 credits

- PRTO1000 Portico (freshman, fall)
- OPER1135 Business Statistics (freshman)
- ECON1131 Principles of Economics I—Micro (freshman or sophomore)
- ECON1132 Principles of Economics II—Macro (freshman or sophomore)
- ISYS1021 Computers in Management (freshman or sophomore)
- ACCT1021 Financial Accounting (sophomore or freshman, spring)
- ACCT1022 Managerial Accounting (sophomore)
- OPER2235 Math for Management (sophomore)*
- BSLW1021 Introduction to Law (sophomore or junior)
- MGMT1021 Organizational Behavior (sophomore or junior)
- OPER1021 Operations Management (junior)
- MFIN1021 Basic Finance (junior)
- MKTG1021 Principles of Marketing (junior)
- MGMT3099 Strategic Management (senior)
- 4–6 CSOM concentration courses (junior, senior)
- 12 credits of MCAS Electives

With the exception of MGMT3099 Strategic Management, all Management Core courses usually are completed by the end of the

junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

Students who enroll in a Morrissey College of Arts and Sciences or Lynch School of Education minor may reduce, by one, their Management Core courses; note that not all courses are eligible for this reduction. All students must take Portico, Statistics, and Financial Accounting. Students who pursue a Morrissey College of Arts and Sciences major may reduce their Management Core by two courses, with the exceptions noted above. Students who wish to pursue one of these options must consult with the Associate Dean's office.

Prerequisites, which are listed in the individual course descriptions, must be followed.

*All students must complete, either via AP or course work, one course in Calculus. A second Mathematics course must be taken at BC and be chosen from among a "bucket" that includes Math for Management, Calculus II, Multivariable Calculus, Linear Algebra, and Econometric Methods. All Carroll School of Management students must take at least one mathematics course at BC.

SATISFACTORY ACADEMIC PROGRESS

All students must complete 120 credits for graduation.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.5 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed. For example, a first semester sophomore student must have completed at least twenty-four credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

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

MORRISSEY COLLEGE OF ARTS AND SCIENCES

MAJORS

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the Morrissey College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the Morrissey College of Arts and Sciences as early in their studies as possible.

Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

INTERNATIONAL STUDY

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the Carroll School Undergraduate Assistant Dean, Erica Graf.

The Office of International Programs administers a growing number of programs for Boston College including course-based summer programs for those who desire a shorter abroad experience or cannot go during the regular academic year. Carroll School of Management students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from the Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 grade point average.

SPECIAL PROGRAMS

Management Honors Program

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions as entering freshmen. In January of freshman year, a few students who have excelled during the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take two courses beyond the business core: MHON1126 Business and Professional Speaking and MHON1199 Senior Honors Thesis.

Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Amy DiGiovine, Assistant Director for Career Engagement, in the Career Center, and the University's prelaw advisor.

The Ethics Initiative

In addition to PRTO1000 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Summer Management Catalyst Program

The Carroll School of Management Summer Management Catalyst Program is an intensive, full-time, 10-week program designed to develop a solid and broad foundation in the functional areas of management for non-management students.

Participants take three full courses and five micro courses that cover a wide range of business management topics, including management, accounting, finance, marketing, operations, ethics, business law and strategy.

Additional information and application can be found at: www.bc.edu/schools/csom/undergraduate/catalyst.html

Program Benefits

- Learn how organizations operate and develop management skills to contribute to complex, not-for-profit, business and government entities.
- Complete the core management courses in one summer—ideal for students who find it difficult to fit management courses into their schedule.
- Qualify to take higher-level management courses upon completion of the summer program.
- Develop career strategies in building your personal brand through sessions on skills assessment, writing resumes and business letters, interviewing skills, effective networking, and employer panels.
- Stand out in the competitive job market for internships or full-time positions with enhanced credentials from the summer program.

CARROLL SCHOOL OF MANAGEMENT DEAN'S OFFICE COURSES

PRTO1000 Portico (Fall: 3)

This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC. Portico fulfills the Carroll School ethics requirement.

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive three-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student's first year.

The Department

BCOM5588 Business Writing and Communication

(Fall/Spring: 3)

Restricted to CSOM juniors and seniors

The course focuses on the types of communication done on the job, especially in corporations. Business assignments are used to illustrate appropriate writing and communication strategies, protocols,

styles, and formats. Students work alone and in collaboration with others around a variety of assignments and tools including traditional paper reports, electronic discussion boards, e-mails, wikis, live chats, social media, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, resumes and presentation materials.

Timothy Gray

Rita Owens

CO-CONCENTRATION IN BUSINESS ANALYTICS

The Business Analytics co-concentration is designed to be a second concentration for Carroll School of Management students, who must choose a primary concentration such as Accounting, Finance, Information Systems, Management and Leadership, Marketing or Operations Management. Up to one class from the co-concentration course list can be counted towards another concentration.

Business Analytics draws upon a portfolio of methods and tools including statistics, forecasting, experimental design, data mining, and modeling to turn data into information and insights. The business analytics field includes descriptive, predictive, and prescriptive analytics. Descriptive analytics help organizations describe what has happened in their operating environment and includes gathering, organizing, tabulating, and communicating historical information: how many online subscribers do we have? Predictive analytics helps organizations understand what to do by uncovering relationships and associations in the available data, and uses techniques such as probability and forecasting to reveal the likelihood of outcomes: the number of online subscribers increases when we have banner advertising on search sites. Prescriptive analytics is focused on understanding the causal effects that can be discerned from data sets, and strives to predict what will happen, given a particular course of action: if we increase our banner advertising and provide one-click subscribing, how will the number of subscribers change?

The Business Analytics co-concentration builds upon the Carroll School of Management core. The co-concentration is designed to align with a variety of functional disciplines making Business Analytics an excellent complement to other concentrations.

Objectives of the Undergraduate Co-concentration in Business Analytics

The objectives of the undergraduate co-concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in business analytics
- are adept at data management and analysis
- understand and utilize quantitative techniques for historical analysis, predictive analysis, modeling and simulation
- are capable of applying analytical skills and knowledge to
- address management problems across disciplines and industries

Careers in Business Analytics

Students with skills in business analytics are in high demand in private industry, government, academia, and not-for-profit organizations in both cutting-edge technology firms and in older, more traditional industries such as financial services, transportation, healthcare, consulting, and transportation. Demand for people with strong analytical skills and the capability to use and analyze big data to make effective

decisions is very strong and growing. Salaries for majors in Business Analytics are strong and will likely remain very competitive with all other concentrations in management.

Business Analytics Co-concentration Requirements

The following two courses are required for the co-concentration:

- OPER6604 Management Science (spring)
- ISYS3340 Analytics and Business Intelligence (fall)

also take one of the following:

- OPER3384 Predictive Analytics (spring)
- MKTG6620 Marketing Information Analytics (spring)

also take two additional courses, excluding any courses taken from above list:

- OPER3304 Quality Management (spring)
- OPER3384 Predictive Analytics (spring)
- OPER6605 Risk Analysis and Simulation (fall)
- OPER6606 Forecasting Techniques (fall and spring)
- ISYS3257 Database Systems and Applications (fall and spring)
- ISYS6621 Social Media for Management (fall and spring)
- MKTG3161 Customer Relationship Management (fall and spring)
- MKTG2153 Marketing Research (fall and spring)
- MKTG3258 Advanced Marketing Analysis (fall)
- MKTG6620 Marketing Information Analytics (spring)
- MFIN6610 Financial Econometrics (spring)

CO-CONCENTRATION IN ENTREPRENEURSHIP

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups.

The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

Required courses:

The courses in the co-concentration include the following:

Required:

- MGMT2170 Entrepreneurial Management
- Required: one of the following two finance courses:
- MFIN2212 Venture Capital/Private Equity
- MFIN2210 Entrepreneurial Finance

Students must also take two electives from the following list:

- BSLW6604 Law for the Entrepreneur
- ISYS3205 TechTrek West
- ISYS3215 Technology and Economic Development
- ISYS3253/MKTG3253 Digital Commerce
- ISYS3340/MKTG3340 Analytics and Business Intelligence
- ISYS6621/MKTG6621 Social Media and Web
- MGMT2123 Negotiation
- MGMT2139 Social Innovation and Entrepreneurship
- MKTG3156 Digital Marketing
- MKTG3158 Product Planning & Strategy
- MKTG3170 Entrepreneurial Marketing in a Digital World

CO-CONCENTRATION IN MANAGING FOR SOCIAL IMPACT AND THE PUBLIC GOOD

Overview

The Managing for Social Impact and the Public Good co-concentration is jointly sponsored by the Business Law and Society, Information Systems and Marketing departments. It is designed to be a second concentration for Carroll School of Management undergraduate students, who must first choose a primary concentration such as Accounting, Finance, Information Systems, Management & Leadership, Marketing, or Operations Management.

Managing for Social Impact and the Public Good aims to provide Carroll School students with a well-defined, interdisciplinary co-concentration focused on analyzing the multifaceted impacts of today's global corporations, social enterprises, public sector, and nonprofit organizations.

In successfully completing this co-concentration, students will:

- Develop a theoretical and practical understanding of the extended social impacts of global corporations and why responsible enterprise values and the public good are relevant for all stakeholders
- Learn to apply research and critical thinking to understand the challenges, benefits and current practices in corporate social responsibility
- Explore the philosophical, ethical, legal, economic and ecological implications of the decisions made by corporate and public sector global leaders through case studies, readings and class discussions
- Understand the challenges, available tools and innovative models for managing social impacts and balancing stakeholder value in a variety of corporate, nonprofit and public sector organizations
- Develop and articulate a personal vision for integrating moral decision-making, social justice, citizenship and responsible management in their future professional lives

Course Requirements

This co-concentration requires four courses (representing at least 12 credits), two of which are required and two of which are electives. In accordance with the interdisciplinary nature of Managing for Social Impact and the Public Good, students in this co-concentration will select their two electives from a list of courses jointly approved by the Carroll School of Management and participating departments in the Morrissey College of Arts and Sciences. The MCAS elective courses taken for credit toward completing this co-concentration cannot be counted toward fulfilling other Boston College or MCAS course distribution requirements.

The following two Carroll School courses are required:

- ISYS/MGMT3345 Managing for Social Impact (fall)
- Social Impact Senior Seminar (spring of senior year)

In addition, students must take two approved MCAS elective courses (for a total of at least 6 credits), the list below is representative, not exhaustive:

- ECON2273 Development Economics
- ECON2278 Environmental Economics
- ECON3317 Economics of Inequality
- ECON3358 Industrial Organization: Creation and Strategy
- EESC1174 Climate Change and Society
- EESC1187 Geoscience and Public Policy

ENGL1011 Writing as Activism
ENGL4008 Writing as Social Impact
HIST2430 Business in American Life
HIST4890 American Environmental History
PHIL2216 Boston: An Urban Analysis
PHIL5534 Environmental Ethics
POLI2301 Policy and Politics in the U.S.
POLI2415 Models of Politics
SOCY1072 Inequality in America
SOCY3348 Environmental Sociology
SOCY5552 Social Entrepreneurship
THEO4433 Faith, Service and Solidarity
THEO5354 Modern Catholic Social Teaching
THEO5563 Ethics, Religion and International Politics

Application Process

During the two-year pilot period, which began in spring 2016, a maximum of 25 students per year will be accepted into the Managing for Social Impact co-concentration. Carroll students who are graduating in 2019 or later are eligible to apply. Online applications will be available in late January, applications will be due in mid-March, and students will be notified in early April.

For questions about the Managing for Social Impact co-concentration, contact Professor Mary Cronin in the Information Systems Department at cronin@bc.edu.

Accounting

Faculty

Mark Bradshaw, *Professor; Chairperson of the Department*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.
Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.
Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester
Sugata Roychowdhury, *Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester
G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University
Mary Ellen Carter, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.
Lian Fen Lee, *Associate Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan
Alvis (Kin Y) Lo, *Associate Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia
Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University
Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts
Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester
Vishal Baloria, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.
Mengyao Cheng, *Assistant Professor*; B.A., B.B.A., University of Michigan; Ph.D., Emory University
Carlo Gallimberti, *Assistant Professor*; B.S., M.S., Ph.D., Bocconi University

Ewa Sletten, *Assistant Professor*; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University
Elizabeth Bagnani, *Associate Professor of the Practice*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst
Elizabeth Quinn, *Senior Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., *Senior Lecturer; Assistant Department Chairperson*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

Dianne Feldman, *Lecturer*; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a career in accounting or a related field. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a career in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department: Accounting, Accounting and Information Systems, and Corporate Reporting and Analysis. Students will not be allowed to concentrate in more than one of these three.

Concentration in Accounting

Accounting is the language of business. To concentrate in accounting is to understand how business information is derived, analyzed, and communicated to its users. The traditional accounting concentration exposes students to all facets of accounting: managerial and financial accounting, auditing, and taxation. It prepares students for a career in public accounting, industry, financial institutions, government, consulting, law, or not-for-profit organizations. Students intending to acquire a Certified Public Accountant (CPA) designation should choose this concentration to best satisfy its requirements.

Required 12 credits hours in:

ACCT3301 Financial Accounting Standards and Theory I
ACCT3302 Financial Accounting Standards and Theory II
ACCT3307 Managerial Cost and Strategic Analysis
ACCT4405 Federal Taxation

And at least three credits from one of the following four courses only:

ACCT3309 Audit and Other Assurance Services*
ACCT3351 Financial Statement Analysis
ACCT6601 Financial Accounting Standards and Theory III
ACCT6618 Accounting Information Systems

***Auditing** is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

Most states require from eight to eleven accounting classes (24 to 33 accounting credits) in order to be qualified as a Certified Public Accountant (CPA). Because the accounting concentration requires only seven accounting classes (21 credits), a student must take additional accounting classes. **The department offers a number of accounting electives that students can take to satisfy their CPA requirements. These electives are listed below.**

ACCT3398 Directed Readings in Accounting

ACCT3399 Directed Readings and Research

ACCT4409 Advanced Auditing

ACCT6601 Financial Accounting Standards and Theory III

ACCT6610 Accounting Research and Standard Setting

ACCT6615 Advanced Federal Taxation

ACCT6616 Personal Wealth Planning

ACCT6634 Ethics & Professionalism in Accounting

ACCT6635 Forensic Accounting

ACCT6690 International Accounting Experience

Concentration in Accounting and Information Systems

Employers continually emphasize the value of graduates who understand both business and the information system (IS) that supports it. While IS professionals develop competence in the design and implementation of business information systems, accountants have a broad understanding of the business process and controls, and how the systems are used to generate information for decision making. Having the two skill sets is invaluable.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six courses (five required and one Accounting elective), and is designed for students interested in careers either with the consulting divisions of professional service firms, such as major accounting firms and IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Required 15 credit hours in:

ACCT3301 Financial Accounting Standards and Theory I

ACCT6618/ISYS6618 Accounting Information Systems

ISYS2157 Introduction to Programming for Management (or CSCI1157)

ISYS3257 Database Systems and Applications

ISYS4258 Systems Analysis and Design

And at least three credit hours from one of the following:

ACCT3302 Financial Accounting Standards and Theory II

ACCT3307 Managerial Cost & Strategic Analysis

ACCT3309 Audit & Other Assurance Services

ACCT3351 Financial Statement Analysis

Concentration in Corporate Reporting and Analysis

Students who wish to enter the field of finance and would like to develop a deeper and better understanding of the financial statements that underlie most financial decisions are encouraged to pursue the Corporate Reporting and Analysis concentration. Taken together with a Finance concentration, the Corporate Reporting and Analysis concentration provides the course work for finance majors to understand the assumptions and procedures behind the preparation of financial statements and the skill set to better understand and evaluate financial statements.

Unlike the traditional accounting concentrations, the Corporate Reporting and Analysis concentration focuses solely on financial accounting and provides a valuable complement to a finance concentration. Most students who concentrate in Corporate Reporting and Analysis end up working for investment and commercial banks, mutual funds, and consulting and private equity firms.

This concentration requires five courses (15 credits): three courses in financial accounting, one elective in accounting and one elective in economics or statistics.

Required nine credit hours in:

ACCT3301 Financial Accounting Standards and Theory I

ACCT3302 Financial Accounting Standards and Theory II

ACCT3351 Financial Statement Analysis

And at least three credit hours in one of the following:

ACCT6601 Financial Accounting Standards and Theory III

ACCT6610 Accounting Research and Standard Setting

And at least three credit hours in one of the following:

OPER3384 Applied Statistics

OPER6606 Forecasting Techniques

ECON2228 Econometric Methods

ECON2229 Economic and Business Forecasting

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department will recognize certain Core and elective courses for transfer to BC (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators should meet with the department assistant chair, chair, or secretary to plan their study abroad programs and to obtain definitive course approvals.

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants (CPAs) check the board of accountancy of the state in which they plan to practice for its specific educational requirements (www.nasba.org). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA licensure. In addition, a minimum number of accounting courses with specific topical coverage may be necessary. For more information please refer to the BC Guide to Meeting CPA Requirements available online or in the department office.

Because Boston College students typically graduate with only 120 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credit hours. Boston College offers a Master of Science in Accounting (M.S.) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. website: www.bc.edu/msa. Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Please contact the Accounting Department in Fulton 520 or via e-mail at csom.accounting@bc.edu if you have any additional questions.

Course Offerings

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

ACCT1021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the Internet to conduct a financial statement analysis project.

The Department

MANAGEMENT

ACCT1022 Managerial Accounting (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are discussed.

The Department

ACCT1031 Financial Accounting—Honors (Fall: 3)

Honors section of ACCT1021.

Edward Taylor

Peter Wilson

ACCT1032 Managerial Accounting—Honors (Spring: 3)

Honors section of ACCT1022.

Sugata Roychowdhury

Edward Taylor

ACCT3301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

Betty Bagnani

Mary Ellen Carter

ACCT3302 Financial Accounting Standards and Theory II (Fall/Spring: 3)

Prerequisite: ACCT3301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzon

ACCT3307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

Prerequisite: ACCT1022 or ACCT1032

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also discussed.

Jeffrey Cohen

Elizabeth Quinn

ACCT3309 Audit and Other Assurance Services (Fall/Spring: 3)

Prerequisite: ACCT3301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

Jeff Cohen

Liz Quinn

ACCT3351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisites: ACCT1021 or ACCT1031, and MFIN1021

Cross listed with MFIN3351

This course covers current techniques and applications of Financial Statement Analysis (FSA). Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports. FSA may be taken through the Accounting (ACCT3351) or Finance (MFIN3351) Department. Note that students planning to count the class as part of their accounting requirements for purposes of meeting the CPA requirements should register for the class through the Accounting department (ACCT3351). Students who wish to use the class to satisfy both their finance and accounting or corporate reporting major requirements should register for the class through the Finance department (MFIN3351). This latter option is valid only up to the class of 2018.

Mark Bradshaw

Amy Hutton

ACCT3399 Directed Readings (Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

The Department

ACCT4405 Federal Taxation (Fall/Spring: 3)

Prerequisite: ACCT3301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of tax laws. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.

Edward Taylor

ACCT4409 Advanced Auditing (Spring: 3)

Prerequisite: ACCT3309

This course builds on the assurance services knowledge and skills that developed in the introductory audit class. The principal objectives are to develop a solid understanding of the audit process, associated professional standards, and the application of standards to actual auditing situations.

Frederick Husk

ACCT6601 Financial Accounting Standards and Theory III (Fall/Spring/Summer: 3)

Prerequisite: ACCT3302 (undergraduate) or ACCT8814 (graduate)

This course extends the study of the relationship between accounting theory and practice as it applies to business combinations, and the accounting for government entities and not-for-profit organizations.

Mark Crowley

ACCT6615 Advanced Federal Taxation (Fall/Spring/Summer: 3)

Prerequisite: ACCT4405 or ACCT8816

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is

on the corporate entity, but some time will be spent on partnerships, “S” corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

Edward Taylor

ACCT6618 Accounting Information Systems

(Fall/Spring/Summer: 3)

Prerequisites: ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

Cross listed with ISYS6618

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

ACCT6623 Fair Value Accounting and Measurement (Spring: 3)

Prerequisite: Must have successfully completed ACCT3302 or ACCT8814

Fair Value is an important measurement basis in financial reporting, an area of interest and debate with current financial market events and changes in the global economy. This course will focus on the practical application of fair value measurement as an integrated feature of financial reporting, investments, risk management, valuation and regulatory reforms.

Roger Pearson

ACCT6634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)

Prerequisite: ACCT3309 or ACCT8815

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA’s profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA’s code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

The Department

ACCT6635 Forensic Accounting (Fall/Spring/Summer: 3)

Prerequisite: ACCT3301 (undergrad), or ACCT7701, or ACCT7713, or ACCT8813 (graduate)

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.

Vincent O’Reilly

Timothy Pearson

ACCT6690 International Accounting Experience (Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

This course introduces students to accounting and international business in the emerging economies of Argentina and Chile, using

the countries as a microcosm for the globalization of commercial and financial markets. Students will examine Argentina’s and Chile’s recent economic and political histories and research Argentine and Chilean companies and industries as preparation for a trip to the two countries over spring break.

The Department

Business Law and Society

Faculty

Stephanie M. Greene, *Professor*; B.A., Princeton University; M.A., J.D., Boston College

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School

Christine N. O’Brien, *Professor*; *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, Amherst

Richard E. Powers, *Senior Lecturer*; B.A., M.A., J.D., Boston College

Thomas Wesner, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

Contacts

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, kathleen.kyrtzoglou.1@bc.edu

Undergraduate Program Description

The Department of Business Law and Society in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law and Society are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I—Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. Elective courses are offered in a variety of topics that may interest students interested in starting their own business, considering law school, or preparing for the Certified Public Accounting examination. A core course and other electives that relate to concentrations are offered at the graduate level.

Course Offerings

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

BSLW1021 Law I—Introduction to Law and Legal Process

(Fall/Spring: 3)

This course is part of the required core for the CSOM students and an elective for other students.

This course introduces students to the legal system and the social, legal, and regulatory environment of business. In addition to learning how the legal system works, students study substantive areas of business law including antitrust law, securities regulation, environmental law, employment law, international business and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.

The Department

BSLW1022 Law II—Business Law (Fall: 3)

Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements BSLW1021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, as well as bankruptcy, real property, insurance, wills, trusts and estates, and accountants' liability are discussed.

Richard Powers

BSLW1023 Catalyst: Introduction to Law and Legal Process (Summer: 3)

This course introduces students to the legal system and the social, legal, and regulatory environment of business. In addition to learning how the legal system works, students study substantive areas of business law including antitrust law, securities regulation, environmental law, employment law, international business and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.

The Department

BSLW1031 Introduction to Law—Honors (Fall/Spring: 3)

This course is a more rigorous version of BSLW1021 designed for students in the Honors Program.

Thomas Wesner

BSLW1102 Law and Ethics (Fall: 3)

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap, and the application of moral principles in the absence of legal requirements. While laws provide some guidance on the right course of action, individuals are not strictly constrained by legal principles. The emphasis throughout this course is on assisting students to develop the decision-making skills necessary for their future roles as responsible managers and leaders.

Richard Powers

BSLW1125 Real Estate Fundamentals (Fall: 3)

This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and, a capstone project of teams preparing a development plan for an actual site in the Boston areas. This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments; the ways that development is a catalyst for neighborhood improvement and local economic growth; and, trends in sustainable development.

Edward Chazen

BSLW1145 Real Estate Development (Spring: 3)

This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and, a capstone project of teams preparing a development plan for an actual site in the Boston areas. This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments; the ways that development is a catalyst for neighborhood improvement and local economic growth; and, trends in sustainable development.

Edward Chazen

BSLW1147 Constitutional Law (Fall: 3)

This course offers in-depth coverage of the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current issues in constitutional law.

Angela Lowell

BSLW1148 International Law (Fall: 3)

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.

Stephanie Greene

BSLW1150 Topics: Non Profit Management (Fall: 3)

Students study a specific nonprofit and develop an analysis of important elements, strategies and management techniques. Class discussion, simulations, and lectures provide an opportunity to understand important concepts at a number of levels. Finally, guest speakers offer an opportunity to have contact with nonprofit leaders who function in the real world. The culmination of this work is the production of a strategic plan for the nonprofit that the student has chosen. The plan and a presentation offer the opportunity to integrate course material, demonstrate creativity, and mesh a conceptual understanding with real world issues and challenges.

Sy Friedland

BSLW1152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of

arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

Christine O'Brien

David Twomey

BSLW1156 Real Estate (Fall/Spring: 3)

Offered Biennially

The course examines the sources of property law, the legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

Richard J. Monahan

BSLW1160 Real Estate, Community Development and Planning

(Fall/Spring: 3)

Offered Biennially

This course explores historical and recent conceptions of urban planning and the complicated process of public/private discourse that precedes physical change in our communities. Cities and towns grow and change through a creative process, strengthened by the interchange of ideas between citizens, government officials, and the private sector. Students will use simulation and role playing to explore a case study for the master planning of a city block. We will use historical cases, current projects, and invited guest lecturers to examine the processes that contribute to making communities strong healthy and vibrant. We will explore policies and planning principles that have evolved and more recent policies and principles emerging from climate change and urbanization.

Neil McCullagh

BSLW1185 Topics: Law and Economics (Fall: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? Through this course, students will utilize an interdisciplinary approach to understanding important legal, business, and economic issues they will soon be called to address as leaders, policymakers, businesspersons, and citizens. Over the course of the semester, students will work to create politically and economically viable solutions to many of the most critical legal, economic, and policy issues facing our nation and world.

Thomas Wesner

BSLW2206 Real Estate and Urban Action (Fall: 3)

Cross listed with ECON2206

The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

Real Estate and Urban Action is a class in which students explore the interdisciplinary fields that are engaged in neighborhood revitalization. The course uses the transformation of the failed Columbia Point housing project (Dorchester, MA) into Harbor Point, a successful mixed income neighborhood, as a core teaching case study, highlighting how successful redevelopment addresses the social and economic needs of community residents. Classes include guest lectures from developers, public planning officials, and supportive services experts on the

social, cultural, and political factors critical to transforming distressed neighborhoods into safe and economically viable neighborhoods. It is a practical course, in which students gain experience through field trips and interactions with real estate and supportive services professionals, culminating in a team neighborhood transformation proposal.

Neil McCullagh

BSLW2299 Real Estate Field Projects (Spring: 3)

Each team will work under the supervision of the instructor, with weekly team meetings to review the work plan, progress toward identified goals and practicing several presentations that form an important part of the learning experience. There will be three field projects planned. This course is a complement to in-class learning and provides an experiential learning component to the real estate education at CSOM. The course consists of teams of 4–5 students each working on a field project for a real estate/developer investor, not-for-profit organization or government agency. The field projects are real-world real estate projects that involve extensive data collection/analysis, interviews with a range of experts and others that can influence the conclusions and recommendations of the team, and presentations to management of the sponsoring organization. The field projects typically include development proposals for a property; re-development plans for an existing property; and, real estate market research to assist an investor considering expansion into new geographic markets.

Edward Chazen

BSLW6604 Law for the Entrepreneur (Fall/Spring: 3)

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business’ digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

The Department

BSLW6674 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.

Warren Zola

Economics**Undergraduate Program Description**

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- Principles of Economics (ECON1131–ECON1132)
- Microeconomic Theory (ECON2201 or ECON2203)
- Macroeconomic Theory (ECON2202 or ECON2204)
- Business Statistics (OPER1135 or OPER1145)
- And two electives, at least one of which must be an upper level course

At least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Students with a serious interest in economics, however, are urged to complete the 11-course major in Economics within the Morrissey College of Arts and Sciences. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–ECON1132) and Business Statistics (OPER1135 or OPER1145).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, for businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance**Faculty**

Pierluigi Balduzzi, *Professor*; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles

Thomas J. Chemmanur, *Professor*; B.S., Kerala University, India; Ph.D., New York University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edith Hotchkiss, *Professor*; B.A., Dartmouth College; Ph.D., New York University

Edward J. Kane, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*, *Mario J. Gabelli Endowed Chair*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia H. Munnell, *Professor*, *Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helan Frame Peters, *Professor*; A.B., M.A., Ph.D., University of Pennsylvania

Jeffrey Pontiff, *Professor*, *James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Ronnie Sadka, *Professor*, *Chairperson of the Department*; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University

Philip E. Strahan, *Professor*, *John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*, *Griffith Family Millennium Chair in Finance*; *Senior Associate Dean of Faculty*; *Executive Director, Center for Asset Management*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Rui Albuquerque, *Associate Professor*; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

Vyacheslav Fos, *Associate Professor*; Ph.D., Columbia University; M.A., B.A., Ben-Gurion University

Darren Kisgen, *Associate Professor*; B.A., Washington University–St. Louis; Ph.D., University of Washington

Nadya Malenko, *Associate Professor*; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

Jonathan Reuter, *Associate Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Ian Appel, *Assistant Professor*; Ph.D., University of Pennsylvania; M.A., Johns Hopkins University; B.S., Duke University

Oguzhan Karakas, *Assistant Professor*; B.S., Middle East Technical University; M.S.E., Princeton University; Ph.D., London Business School

Leonard Kostovetsky, *Assistant Professor*; B.A., M.A., Ph.D., Princeton University

Dmitriy Muravyev, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

Jordan Nickerson, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

Michael Barry, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

Richard McGowan, S.J., *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

Drew Hession-Kunz, *Senior Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

Robert James, *Senior Lecturer*; B.S., Northeastern University; M.S., Boston College

Michael Rush, *Senior Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School

Elliott Smith, *Senior Lecturer*; M.S., Boston College

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kate Averwater, 617-552-4647, kathryn.averwater@bc.edu
- www.bc.edu/finance

Undergraduate Program Description

Accessibility to preeminent finance faculty and cutting-edge academic research are key ingredients to providing undergraduate and graduate students with the tools and methods necessary to expand their understanding of finance. Rigorous training at all academic levels prepares students for the quantitative and analytical challenges in both the business and academic fields.

Concentrations and degrees for qualified students include:

- Undergraduate Concentration in Finance
- Master of Science in Finance
- Ph.D. Program in Finance

Our nationally recognized Finance Department, cited by *U.S. News & World Report* as among the top 15 in the country, hosts the Finance Department Seminar Series featuring top scholars from around the world addressing current research and trends in the field. These weekly seminars provide an engaging forum for students, faculty, and practitioners alike. In addition, informal brown bag lunches are hosted throughout the year by the Department.

Members of the Finance Department consistently facilitate meaningful interaction between students and professionals through an alumni advisement system which supplements faculty advisement in the areas of financial institutions, manufacturing firms, service firms, nonprofit organizations, and government agencies.

For more information about the undergraduate program description, visit www.bc.edu/schools/csom/departments/finance.html.

Concentration in Finance

Finance Concentration Course Requirements

All required finance core courses and select elective (#1–#4) must be taken in CSOM only.

Five Prescribed Courses

1. MFIN1021 Basic Finance (prerequisite: ACCT1021)
2. MFIN1127 Corporate Finance (prerequisite: MFIN1021)
3. MFIN1151 Investments (prerequisite: MFIN1021)
4. One Elective from the following list* (*courses listed below must be taken in CSOM*)
 - MFIN2202 Derivatives & Risk Management
 - MFIN2205 Corporate Financial Strategies
 - MFIN2225 Financial Policy
 - MFIN2230 International Finance
 - MFIN2235 Investment Banking
 - MFIN2250 Fixed Income Analysis
5. At least 1 Elective from any MFIN[^] course offered outside of the required courses or another from the set list above.

* Not every course will be offered each semester. Additional courses may be added to set list in the future. Please pay careful attention to prerequisites which are listed in Course Information and Schedule.

[^] All MFIN66XX electives require senior status and permission from the Department. This requires that seniors visit with Prof. Elliott Smith in Fulton 437 to seek approval, giving consideration to the student's successful completion of the required prerequisites.

See *Course Information and Schedule for up-to-date course listings*.

Beginning with the class of 2019, Financial Statement Analysis ACCT3351 will no longer count as a finance elective.

Regardless of your concentration, we expect finance majors to have understanding in the following areas:

- major investment, financing and governance decisions (e.g., capital structure, merger and acquisitions, dividend, board of directors, etc.) of corporations;
- the risk and return trade-offs in investment and know how to evaluate basic financial products (e.g., stocks, bonds and derivatives);
- the role of financial institutions/intermediaries (e.g., investment and commercial banks, asset management companies) in the financial system;
- the role of financial markets in the economy and the need for efficient regulations.

For more information about the concentration in finance, visit www.bc.edu/schools/csom/departments/finance/concentration.html.

Information for Study Abroad

All students wishing to study abroad must first meet with an advisor in the Office of International Programs (OIP).

If accepted into the study abroad program and approved by Richard Keeley, Senior Associate Dean of the Undergraduate Program (Fulton 315), the student should then contact either the Department Chairperson, Ronnie Sadka (Fulton 560C), or Elliott Smith (Fulton 437), by e-mail or in person, with all supporting documentation (course description, detailed syllabus, etc.) for elective course approvals.

Any requested finance elective abroad must be equivalent to a finance elective taught at BC.

The Finance Department requires that Financial Accounting (ACCT1021) and Basic Finance (MFIN1021) be taken at Boston College as prerequisites for any finance elective prior to going abroad. **All required finance concentration core courses must be taken in CSOM only.**

In the rare circumstance where course selection is only available upon arrival at the university, you must e-mail the course syllabus to either the Department Chairperson, Ronnie Sadka, or Elliott Smith **before enrolling** in the course in order to obtain approval. If the course is deemed a suitable finance elective, the Finance Department will send a confirming e-mail to you approving the course for credit.

All approvals should be obtained prior to going abroad.

No approvals will be granted after the course has been completed.

For more information about study abroad, visit www.bc.edu/schools/csom/departments/finance/studyabroad.html.

Course Offerings

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

MFIN1021 Basic Finance (Fall/Spring: 3)

Prerequisite: ACCT1021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

The Department

MFIN1031 Basic Finance—Honors (Fall/Spring: 3)

Prerequisites: ACCT1021, CSOM Honors program

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

The Department

MFIN1127 Corporate Finance (Fall/Spring: 3)

Prerequisite: MFIN1021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance. The teaching method will be a combination of lectures, problems, and cases.

The Department

MFIN1132 Money and Capital Markets (Fall: 3)

Prerequisite: Must have successfully completed MFIN1021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

The Department

MFIN1151 Investments (Fall/Spring: 3)

Prerequisite: MFIN1021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

The Department

MFIN2202 Derivatives and Risk Management (Fall/Spring: 3)

Prerequisites: MFIN1151 and MFIN1127

This course is an introduction to derivative assets such as futures, forwards, swaps, and options, financial engineering, risk management, and mortgage and credit derivatives. We will cover the pricing of these derivative assets as well as securities that contain embedded options. We will consider risk management strategies such as static and dynamic hedging. Applications will be considered from equity, commodity, bond, and mortgage-backed markets.

Alan Marcus

MFIN2205 Corporate Financial Strategies (Fall: 3)

Prerequisite: Must have successfully completed MFIN1127

This course examines how corporate financial managers create value for stakeholders through a broad range of financial transactions. We will first take an in-depth look at corporate valuation methodologies from both a theoretical and applied perspective. Then, using a combination of case studies, class presentations, and assigned readings, we will focus on applications of these methods in the context of various types of corporate restructurings. Specific applications will include capital structure and financing decisions, M&A and other asset restructuring decisions, and more complex financial transactions including buyouts and distressed restructurings.

Edith Hotchkiss

MFIN2207 Real Estate Finance (Fall/Spring: 3)

Prerequisite: MFIN1021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

The Department

MFIN2210 Entrepreneurial Finance (Spring: 3)

Prerequisite: Must have successfully completed MFIN1021

The objective of this course is to introduce undergraduate students with a special focus on entrepreneurial finance, investment banking, and financial engineering. The first part of the course will cover such issues as venture capital, private equity, and IPOs with the second part of the course will cover different aspects of the investment banking industry, and the role of investment banks in various corporate transactions such as IPOs, Seasoned Equity Offerings, Stock Repurchases, Corporate Spin-offs, Equity Carve-outs, Leveraged Buyouts, and Mergers and Acquisitions.

Rory Smith

MFIN2212 Venture Capital (Fall/Spring: 3)

Prerequisite: Must have successfully completed MFIN1021

This course will provide a thorough understanding of how venture capital and private equity firms operate. Topics include how VC/PE firms are structured and how they manage a fund over the course of its life cycle: raising a fund, sourcing deals, evaluating investment opportunities, valuing businesses, negotiating term sheets with entrepreneurs, adding value to portfolio companies, and exiting investments. While this course takes the perspective of the investor, it will also cover the funding life cycle of a typical start-up with an emphasis on what the roles of Venture Capital and Private Equity are relative to other sources of financing. Course material will be presented primarily through case studies and selected readings. Class participation is important as students will learn from each other as they discuss the real problems faced by private equity professionals. This course will be beneficial to anyone interested in investing in/buying a business someday.

The Department

MFIN2225 Financial Policy (Fall/Spring: 3)

Prerequisites: MFIN1127, MFIN1151

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other sub-fields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

The Department

MFIN2230 International Finance (Fall/Spring/Summer: 3)

Prerequisite: MFIN1021

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics including the source and use of funds, capital management, and capital budgeting are discussed in light of such multinational

complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government. The environments of trade are also studied.

The Department

MFIN2235 Investment Banking (Fall: 3)

Prerequisite: Must have successfully completed MFIN1127

This course is the study of investment banking beginning with strategic planning and financial management; moving to the analysis, financing and valuation of investment opportunities; and finishing with the study of corporate governance and ethical issues faced by investment bankers. This course examines the primary functions of investment banking such as syndication, mergers and acquisitions (M&A), leveraged buyouts (LBO) and corporate restructuring.

Darren Kisgen

MFIN2250 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MFIN1151

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

MFIN2299 Individual Directed Study (Fall/Spring: 3)

Prerequisites: MFIN1021, senior status, CSOM, and permission of faculty member and department chairperson

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

MFIN3351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisites: ACCT1021 or ACCT1031, and MFIN1021

Cross listed with ACCT3351

This course covers current techniques and applications of Financial Statement Analysis (FSA). Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports. FSA may be taken through the Accounting (ACCT3351) or Finance (MFIN3351) Department. Note that students planning to count the class as part of their accounting requirements for purposes of meeting the CPA requirements should register for the class through the Accounting Department (ACCT3351). Students who wish to use the class to satisfy both their finance and accounting or corporate reporting major requirements should register for the class through the Finance Department (MFIN3351). This latter option is valid only up to the class of 2018.

Mark Bradshaw

Amy Hutton

MFIN6602 Venture Capital and Investment Banking

(Fall/Spring: 3)

Prerequisite: MFIN1127 (undergraduate students). MFIN7704 or higher (graduate students).

Undergraduate students seeking enrollment in a 6000-level course require department permission.

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

The Department

MFIN6616 Investment Banking (Fall/Spring/Summer: 3)

Prerequisites: MFIN1021, MFIN1151, and MFIN1127 (undergraduate students). MFIN8801 is recommended for graduate students.

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

The Department

MFIN6619 M.S. in Finance Seminar: Economic Crises

(Fall/Spring: 3)

Prerequisite: MFIN1127 (undergraduate students). MFIN7704 or higher (graduate students).

Undergraduate students seeking enrollment in a 6000-level course require department permission.

Presented by Professor Richard Syron, former President of Freddie Mac, this course examines the current financial and economic situation in light of previous financial panics and regulatory responses.

Richard Syron

MFIN6621 Equity Securities Analysis (Spring: 3)

Prerequisites: MFIN1127, MFIN1151 undergraduate; MFIN7704 graduate

Undergraduate students seeking enrollment in a 6000-level course require department permission.

The equities securities analysis and valuation course will teach a highly rigorous approach to equities securities analysis and valuation with a heavy emphasis on in-class discussion and case study analysis. Initially, the course will focus on financial theory that underpins equity security valuation, and then will move on to understand how industry structure and a company's competitive advantage influences an investor's decision making and valuation. Financial statement analysis, modeling, and different valuation techniques will be explored in detail. Where appropriate, guest lecturers will be brought in to share their specific expertise and perspectives as an investor. By the end of the course, the goal will be to have every student be able to analyze a company as a potential investment and understand its valuation.

The Department

MANAGEMENT

MFIN6622 Mergers and Acquisitions (Spring; 3)

Prerequisites: MFIN1127, MFIN1151 undergraduate; MFIN7704 graduate. Undergraduate students seeking enrollment in a 6000-level course require department permission.

Paul Marcus is a Managing Director in the Boston office of Duff and Phelps, and is part of the Dispute and Legal Management Consulting Practice. Paul has over 25 years of experience in advising clients in commercial disputes or litigation, corporate finance, mergers and acquisitions, security and business valuation, solvency analysis, investment decision making, performing independent fundamental research and due diligence, strategic planning and financial analysis, raising and providing capital, originating, structuring, and negotiating complex financial transactions.

This course will review the merger and acquisition process from the perspective of buyers and sellers of both private and public companies. Placing emphasis on the valuation of companies as well as the analysis of non-financial factors, the course will endeavor to provide the participants with a practical approach to analyzing and advising clients on the positive and negative aspects of an M&A transaction. Additional topics will include understanding the use of leverage, transaction structure, due diligence, and the concept of fairness. The class will be a combination of lectures and case studies presented in class by the participants.

Paul Marcus

MFIN6665 Fundamental Analysis (Fall; 3)

Prerequisite: MFIN1127 (undergraduate students). MFIN7704 or higher (graduate students).

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investor face in determining the earnings power of a company.

Arvind Navaratnam

General Management

Undergraduate Program Description

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Courses:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II

OR

Required Course:
ACCT3307 Managerial Cost and Strategic Analysis

Plus one elective:

- ACCT3351 Financial Statement Analysis
- ACCT4405 Federal Taxation
- ACCT6618 Accounting Information Systems

Information Systems

Required Course:

- ISYS2157 Introduction to Programming in Management

Electives (choose one):

- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

Finance

Required Courses:

- MFIN1127 Corporate Finance
- MFIN1151 Investments

No Electives

Marketing

Required Course:

- MKTG2153 Marketing Research

OR

- MKTG4256 Applied Marketing Management

Electives (choose one):

- MKTG2152 Consumer Behavior
- MKTG3153 Retailing
- MKTG3154 Communication and Promotion
- MKTG3156 Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3174 Social Change Marketing
- MKTG3177 Crafting/Publishing Behavioral Science
- MKTG/ISYS3205 Tech Trek-West
- MKTG/ISYS3253 E-Commerce
- MKTG3258 Advanced Market Analysis
- MKTG6610 Sports Marketing
- MKTG/ISYS6620 Marketing Information Analytics
- MKTG/ISYS6621 Social Media and Digital Business
- MKTG/ISYS6635 New Media Industries
- MKTG/ISYS6640 Analytics and Business Intelligence

Management and Organization

Required Course:

- MGMT2127 Leadership

Electives:

- Choose one additional MGMT course other than MGMT1021, MGMT1031, MGMT3099, MGMT3100, or MGMT2127

Operations Management

Required Course:

- OPER3375 Operations Strategy and Consulting

Electives:

- OPER2255 Managing Projects
- OPER3304 Quality Management
- OPER3310 Sports Analytics
- OPER3332 Supply Chain Management
- OPER3384 Predictive Analytics
- OPER6604 Management Science
- OPER6605 Risk Analysis & Simulation
- OPER6606 Forecasting Techniques

Management Honors Program***Undergraduate Program Description***

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions as entering freshmen. In January of freshman year, a few students who have excelled during the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take two courses beyond the business core: MHON1126 Business and Professional Speaking and MHON1199 Senior Honors Thesis.

Course Offerings

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

MHON1126 Business and Professional Speaking (Fall/Spring: 3)

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

The Department**MHON1199 Senior Honors Thesis (Fall/Spring: 3)**

Prerequisite: The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

The Department**MHON3398 Thesis Research Seminar (Fall: 3)*****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; Chairperson of the Department*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

James Gips, *Professor, John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.Sc., Ph.D., Stanford University

Gerald Kane, *Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

John Gallagher, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Sam Ransbotham, *Associate Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Marios Kokkodis, *Assistant Professor*; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University

Zhuoxin (Allen) Li, *Assistant Professor*; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin

Burcu Bulgurcu, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

George Wyner, *Associate Professor of the Practice*; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Shannon Provost, *Assistant Visiting Professor*; B.A., Washington & Lee University; Ph.D., MBA, The University of Texas at Austin

Peter Sterpe, *Assistant Professor of the Practice*; S.M., S.B., Massachusetts Institute of Technology

Leonard Evenchik, *Assistant Professor of the Practice*; S.M., S.B., Massachusetts Institute of Technology

Contacts

- Department Secretary: Ben Horton, 617-552-2331, benjamin.horton.2@bc.edu
- www.bc.edu/is

Undergraduate Program Description

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

Concentration in Information Systems

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among U.S. corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in large part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business

solutions, as well as to understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to strategize, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

Objectives of the Undergraduate Concentration in Information Systems

The objectives of the undergraduate concentration are to develop managers who:

- understand how to analyze the linkages between information technology (IT), innovation, business strategy, and competitive advantage,
- possess the technical skills (related to programming and databases) and managerial concepts needed to effectively plan, develop, and implement IT.
- understand how to promote more effective use of IT in organizations, taking into consideration how IT aligns with an organization's strategic focus, culture, business processes, etc.
- appreciate the broader ethical and societal implications of the burgeoning application of information technologies.

Careers in Information Systems

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics' list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

Courses Required for the Information Systems Concentration

- ISYS2157 Introduction to Programming for Management (or CSCI1101)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- One additional ISYS course of level 1000 or above.

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with their Associate Dean. Students should then meet with the Department Chairperson for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Course Offerings

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

ISYS1021 Computers in Management (Fall/Spring: 3)

This course is required for all CSOM students and should be taken in their first year at BC.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in promoting innovation and organizational competitiveness across a variety of functional areas of the firm (e.g., marketing, finance, operations).

The Department

ISYS1031 Computers in Management: Honors (Fall: 3)

Cross listed with CSCI1031

CSOM Honors Program version of ISYS1021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

James Gips

ISYS2157 Introduction to Programming in Management (Fall/Spring: 3)

Prerequisite: ISYS1021/CSCI1021

Cross listed with CSCI1157

This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized and analytical way, (2) the process of designing

software applications, and (3) creating a custom application program. Students who have taken CSCI1101 Computer Science I may not take this course.

James Gips
George Wyner

ISYS2255 Managing Projects (Spring: 3)

Cross listed with OPER2255

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

The Department

ISYS2267 Technology and Culture (Fall/Spring: 3)

Cross listed with SOCY6670, PHIL6670 and CSCI2267

Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

ISYS3205 TechTrek West—Undergrad (Spring: 3)

Prerequisite: Permission of instructor

Cross listed with MKTG3205

Enrollment is limited. Admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

ISYS3253 Digital Commerce (Fall: 3)

Cross listed with MKTG3253 and OPER3253

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make

informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

Mary Cronin

ISYS3257 Database Systems and Applications (Fall/Spring: 3)

Prerequisite: ISYS2157/CSCI1157 or CSCI1101

Cross listed with CSCI2257

This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

John Spang

ISYS3345 Managing for Social Impact and the Public Good (Fall/Spring: 3)

Cross listed with MGMT3345

Course topics include corporate impacts on sustainability and the environment, economic development and resource allocation, employees and customers, as well as the extended impact of supply chain vendors and partners, impact investing, and the use of technology and social media to manage corporate image and engage with various stakeholder communities. As part of a semester-long team project, students will work together to conduct in-depth research on the multiple social impacts of a selected global enterprise with a Boston-area presence.

Managing for social impact in the twenty-first century is a multi-faceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value and wealth creation. Through a combination of research, reading, class discussion, group projects and case studies, students will examine and debate the boundaries of corporate social and ethical responsibility for public good. They will learn about the various frameworks and metrics that are in widespread use to measure global and local impacts of large enterprises, including impact investing, public benefit corporations, the Triple and Quadruple Bottom Lines and the Global Reporting Initiative.

Mary Cronin

Robert Fichman

ISYS4258 Systems Analysis and Design (Fall/Spring: 3)

Prerequisites: ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257. CSCI1101 may substitute for ISYS2157/CSCI1157.

This course is required for Information Systems concentrators.

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts; serving as intermediaries between users, managers, and implementers; and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process. Please note that Database Systems and Applications (ISYS3257/CSCI1157) must be completed prior to taking this course.

George Wyner

MANAGEMENT

ISYS4901 Readings and Research (Fall/Spring: 3)

Extensive reading under the direction of a faculty member.

The Department

ISYS4911 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of department chairperson.

By arrangement.

The student works under the direction of an individual professor.

The Department

ISYS4921 Advanced Independent Research (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

ISYS6618 Accounting Information Systems (Fall/Spring/Summer: 3)

Prerequisites: ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

Cross listed with ACCT6618

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

The Department

ISYS6620 Marketing Information Analytics (Spring: 3)

Prerequisites: MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

Cross listed with MKTG6620

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, e-commerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

ISYS6621 Social Media and Digital Business (Fall/Spring: 3)

Cross listed with MKTG6621

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

Gerald Kane

ISYS6635 New Media Industries (Spring: 3)

Cross listed with MKTG6635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail

the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

ISYS6640 Analytics and Business Intelligence (Spring/Fall: 3)

Cross listed with MKTG6640

Students who have taken ISYS7730 may not enroll in this course.

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Sam Ransbotham

Management and Organization

Faculty

Donald White, *Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean Bartunek, *Professor, Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Andrew Boynton, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina—Chapel Hill

Mary Ann Glynn, *Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith Gordon, *Professor; Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Metin Sengul, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mary Tripsas, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

Tieying Yu, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Curtis Chan, *Assistant Professor*; A.B., A.M., Ph.D., Harvard University

Lyndon Garrett, *Assistant Professor*; B.S., Brigham Young University; Ph.D., University of Michigan

Simona Giorgi, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Kellogg School of Management, Northwestern University

Suntae Kim, *Assistant Professor*; B.B.A. Seoul National University; M.S., Ph.D., University of Michigan

Sean Martin, *Assistant Professor*; B.A., University of California, Santa Barbara; M.B.A., California Polytechnic State University—San Luis Obispo; Ph.D., Cornell University

Beth Schinoff, *Assistant Professor*; B.S., Northwestern University; M.B.A., University of Illinois at Chicago; Ph.D., Arizona State University

Richard Spinello, *Clinical Associate Professor; Director, Carroll School Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Juan Montes, *Assistant Professor of the Practice*; J.D., Universidad de Chile; Ph.D., University of Navarra

Contacts

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- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/schools/csom/departments/mgtorg.html

Undergraduate Program Description

The Department of Management and Organization offers an undergraduate concentration in Management and Leadership, which focuses on building the human and social capital of the organization. The department also offers a new Entrepreneurship co-concentration and a minor in Management and Leadership for students in the Morrissey College of Arts and Sciences and the Lynch School of Education.

Concentration in Management and Leadership

The Management and Leadership concentration will help develop and enhance your ability to lead and manage people and organizations. These skills are highly desired by virtually all potential employers, making the Management and Leadership concentration beneficial to all Carroll School undergraduates.

Upon completing the concentration, students will (1) demonstrate an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate skills of effective leadership.

In addition to taking MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors, the concentration requires MGMT2127 Leadership and three electives. Two electives in particular are highly recommended for this concentration: MGMT2123 Negotiation and MGMT2137 Managing Diversity.

Required of all concentrators:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

Three electives chosen from the following:

- MGMT2110 Human Resources Management
- MGMT2111 Ethical Leadership Skills
- MGMT2119 Communication and Personal Branding
- MGMT2123 Negotiation
- MGMT2132 Managing Change

- MGMT2133 Leading High Performance Teams
- MGMT2137 Managing Diversity
- MGMT2139 Social Innovation and Entrepreneurship
- MGMT2140 International Management
- MGMT2160 Special Topics: Strategic Alliances: Achieving Goals Through Partnering
- MGMT2165 Managing in Adversity
- MGMT2170 Entrepreneurial Management
- MGMT2173 Consulting Practice
- MGMT2260 Leadership and Corporate Accountability
- MGMT2265 Globalization, Culture, and Ethics
- MGMT2270 Ethics of Risk
- MGMT3345 Managing For Social Impact
- MGMT4901 Independent Study (by permission of instructor)
- MGMT5530 Capstone: Gender & Leadership
- UNAS5548 Leadership and Mindfulness

Minor in Management and Leadership for Morrissey College of Arts and Sciences Undergraduates

A minor in Management and Leadership is offered to students in the Morrissey College of Arts and Sciences and the Lynch School of Education who are interested in pursuing management careers. This minor focuses on the behavioral side of management by offering courses designed to increase students' knowledge of leadership and management and build skills in these areas. Students must complete six courses offered by the Management and Organization Department.

The Management and Leadership minor will help students develop and enhance their ability to lead and manage people and organizations. More specifically, students will (1) develop an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate effective leadership and management skills. The minor is completed by taking two required courses and four MGMT electives.

Required courses:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

Four additional electives (any MGMT course including MGMT3099 Strategic Management)

The Management and Leadership minor prepares students for managerial roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations. Sophomores and juniors who wish to minor in Management and Leadership must complete an application, available either in the Office of the Dean of Arts and Sciences, the Office of the Dean of the Lynch School of Education, or the Management and Organization Department. A completed application should be submitted to the Management and Organization Department by October 15 for the following year. Students are expected to have a 3.5 or higher GPA. Students will be notified shortly thereafter if they have been accepted into the minor.

For more information, please consult Professor Richard Spinello, in Fulton 430E or e-mail him at spinello@bc.edu to set up an appointment.

Entrepreneurship Co-concentration

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong

background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups.

The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

Required courses:

The courses in the co-concentration include the following:

Required:

MGMT 2170 Entrepreneurial Management

Required: one of the following two finance courses:

MFIN2212 Venture Capital/Private Equity

MFIN2210 Entrepreneurial Finance

Students must also take two electives from the following list:

BSLW6604 Law for the Entrepreneur

ISYS3205 TechTrek West

ISYS3215 Technology & Economic Development

ISYS3253/MKTG3253 Digital Commerce

ISYS3340/MKTG3340 Analytics and Business Intelligence

ISYS6621/MKTG6621 Social Media and Web

MGMT2123 Negotiation

MGMT2139 Social Innovation and Entrepreneurship

MKTG3156 Digital Marketing

MKTG3158 Product Planning & Strategy

MKTG3170 Entrepreneurial Marketing in a Digital World

Information for Study Abroad

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MGMT1021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Management and Organization Department, who will need a detailed copy of the course syllabus, assignments, and readings.

Course Offerings

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

MGMT1021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MGMT1031 Organizational Behavior—Honors (Spring: 3)
Satisfies the Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MGMT1021 in including an independent field project relating to an actual organization as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Mindy Payne

MGMT2110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

This course surveys the functions, processes, and techniques of human resource management. It examines human resource management from the perspective of human resources systems implemented by managers and human resources professionals. The development of programs to reduce turnover, forecast personnel needs, and create career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.

Judith Gordon

Richard Nielsen

MGMT2111 Ethical Leadership Skills (Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

This course focuses on ethics leadership and engagement methods in different types of pre-modern, modern, and postmodern organizational and political-economic contexts. What are our visions of ethical leadership, relationships and organization? What were we doing when we were at our best in leading meaningful and effective change and problem resolution in our relationships with family and friends and in our work and citizenship lives? What have been the individual, organizational, and environmental obstacles that made it difficult for us to lead meaningfully and effectively? What are different types of methods in trying to intervene and lead ethical change?

Richard Nielsen

MGMT2119 Communication and Personal Branding (Fall: 3)

An innovative, interactive course for juniors and seniors who want to effectively manage how they communicate individually and in a group in their everyday work life and as they develop their careers in all types of organizations. Self-branding is how people both hear you and perceive you and makes you a powerful job candidate and improves your performance on the job. This course helps you understand what is unique about you and how to practice skills that make you a powerful communicator in both written and verbal formats.

Philip Fragasso

MGMT2123 Negotiation (Fall: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

Negotiating is a key process in leadership, conflict resolution, and change management at every level of internal and external management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-lose, win-win, dialogic, and third party negotiating methods as appropriate. Emphasis is on practical application and personal development. Teaching methods used are role playing, discussion of readings, discussion with practitioners, original student

projects, and discussion of current events. Students are invited to reflect upon how negotiating and conflict resolution practices help them developmentally change themselves, their organizations, and the world.

Richard Nielsen

MGMT2127 Leadership (Fall/Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

Judith Clair

Michael Pratt

MGMT2132 Managing Change (Fall: 3)

Steven Leduc

MGMT2133 Leading High Performance Teams (Spring: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some teams more effective than others. Students will learn and practice high performance team fundamentals, intervening to problem solve and understand the consequences of interpersonal conflicts. The course emphasizes a diagnostic and reflection approach within varied team settings and includes an independent field analysis project relating to an actual team within an organization.

Mindy Payne

MGMT2137 Managing Diversity (Fall: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

Cross listed with AADS1137

Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

MGMT2139 Special Topics: Social Innovation and Entrepreneurship (Fall: 3)

Social entrepreneurship brings innovative market-based solutions to tackle problems in education, healthcare, housing, recycling, economic development, and sustainable water and energy supply. A commitment to measurable outcomes in line with mission needs to be combined with: customer orientation, design thinking, analysis of competitive landscapes, agility to adapt to external trends, and building strategic partnerships to leverage scarce resources. Open to students from all majors. Focuses on skill development. Includes case studies to evaluate social enterprises in U.S. and internationally using a range of business models. Students will develop pitches and business plans for their own social venture ideas.

Laura Foote

MGMT2140 Special Topics: International Management (Fall: 3)

This course provides students with an in-depth survey of the issues related to behavioral aspects in organizations in a non-domestic

environment. A focus of the course is the examination of culture and ways in which it influences organizational behavior. This course will give students a solid understanding of effective human resource management practices in an international context and prepare them to lead in a global environment.

Catherine Hall

MGMT2165 Special Topics: Managing in Adversity (Spring: 3)

Virtually every corporation will hit the wall at sometime. Adversity is more than missing a quarterly goal; it is a situation where the very viability of the company is at stake. It is almost synonymous with crisis. Perhaps the patents that underlie to firm are declared invalid; there may be fraud, natural disaster, or violent disagreement between the founders. This course examines how to overcome adversity when often there is little time, few options and the need for quick decisions.

The Department

MGMT2170 Entrepreneurial Management (Spring: 3)

Entrepreneurial opportunities often exist when industries are created or transformed by new technologies, new business models or new product categories. The pursuit of these opportunities, however, creates challenges for both start-ups and established firms. This course introduces a research-based set of conceptual frameworks and tools that help students to identify, evaluate, launch, and grow innovative ventures that revolutionize markets. We will discuss cases set in a range of industry contexts including: folding bicycles, online Indian art auctions, aviation (air taxis), electronic publishing, fashion, digital imaging, education, and clean energy.

Mary Tripsas

MGMT2265 Globalization, Culture, and Ethics (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

Rick Spinello

MGMT3099 Strategic Management (Fall/Spring: 3)

Prerequisite: Successful completion of the CSOM core requirements

This is the senior integrative capstone course of the CSOM core.

This course provides future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

The Department

MGMT3100 Strategic Management—Honors (Fall: 3)

Prerequisite: MGMT3100 substitutes for MGMT3099 in the CSOM Core requirements; hence, it has the same prerequisites as MGMT3099.

This is the senior integrative capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Richard McGowan, S.J.

MGMT3345 Managing for Social Impact and the Public Good (Fall/Spring: 3)

Cross listed with ISYS3345

Course topics include corporate impacts on sustainability and the environment, economic development and resource allocation, employees and customers, as well as the extended impact of supply chain vendors and partners, impact investing, and the use of technology and social media to manage corporate image and engage with various stakeholder communities. As part of a semester-long team project, students will work together to conduct in-depth research on the multiple social impacts of a selected global enterprise with a Boston-area presence.

Managing for social impact in the twenty-first century is a multi-faceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value and wealth creation. Through a combination of research, reading, class discussion, group projects and case studies, students will examine and debate the boundaries of corporate social and ethical responsibility for public good. They will learn about the various frameworks and metrics that are in widespread use to measure global and local impacts of large enterprises, including impact investing, public benefit corporations, the Triple and Quadruple Bottom Lines and the Global Reporting Initiative.

Mary Cronin

Robert Fichman

MGMT4901 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

The Department

MGMT5530 Capstone: Gender and Leadership (Spring: 3)

Prerequisite: Seniors only

Cross listed with UNCP5530

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

As your time at BC winds down, it is time to take stock before you enter into post-college adulthood. How will you make choices to lead, work, love, and play? What role has your gender already played in your choices and experiences as you have chosen your educational pathway, explored vocational choices, got involved in formal and informal leadership, and anticipated a transition to post-college life? In this course we

will explore these enduring questions. The lessons built through the class aspire to help women and men leaders in the quest to design and lead organizations so that all employees, regardless of gender or other differences, are able to reach their full potential. We rely on a variety of learning methods, including discussion and reflection, critique of readings, experiential exercises, and when available, connections with guest speakers who seek to inspire our learning and own leadership development.

Judith Clair

Marketing

Faculty

Katherine N. Lemon, *Professor and Accenture Professorship*; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Kathleen Seiders, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

S. Adam Brasel, *Associate Professor; Chairperson of the Department*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

Henrik Hagtvedt, *Associate Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

Gergana Y. Nenkov, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

Linda C. Salisbury, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Min Zhao, *Associate Professor*; B.A., M.A., Beijing Foreign Studies University, China; Ph.D., University of North Carolina at Chapel Hill

Audrey Azoulay, *Assistant Professor of the Practice*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

Alexander Bleier, *Assistant Professor*; B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany

Sokiente W. Dagogo-Jack, *Assistant Professor*; A.B., Harvard, M.S., Ph.D., University of Washington

Hristina Nikolova, *Coughlin Sesquicentennial Assistant Professor*; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh

Nailya Ordabayeva, *Assistant Professor*; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France

Bradford T. Hudson, *Associate Professor of the Practice*; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University

Bridget Akinc, *Senior Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

Jon Kerbs, *Senior Lecturer*; B.S., West Point; M.B.A., Indiana University

Contacts

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Undergraduate Program Description

Marketing is the business function that is responsible for setting market strategy and giving strategic direction to other business functions in the firm. It centers around understanding the wants and needs of a firm's customers, be they consumers or other businesses, and is essential for properly positioning the company within the firm's target markets.

Consumers are increasingly armed with more and better information, making them more demanding, less gullible, and less loyal to companies that don't pay close attention to their needs. Competition is increasingly global and markets are maturing faster; first mover and market leader advantages can evaporate in a heartbeat. Advances in production and service delivery make it very difficult to compete on quality and production or distribution advantages are difficult to sustain long-term.

This means that the successful company is the one that can respond to changing market demand faster than its competitors. Marketing is one of the key tools in keeping a company responsive and nimble; it specializes not only in understanding customer needs and motivations, it also delivers the message to consumers that the company can meet those needs and motivations. This focus on the customer has caused marketing and the marketing concept to become increasingly central in management decisions and marketing is fully integrated with other functional areas in successful leading companies.

Regardless of your specific interests within marketing, Boston College will help you understand the marketing functions and its financial, social, and ethical responsibilities. The marketing program at BC teaches critical thinking, creative problem-solving, and a mix of theory- and skill-based approaches to marketing management and decision making. Marketing represents a unique mixture of quantitative statistics and analysis with a more lateral-thinking and behavioral approaches to management. Recent advances in technology, from social media to supply-chain integration, have revolutionized the way marketing is conducted. As a marketing major, you will develop skills in market analysis and decision making by working on varied marketing projects and programs such as new product launches, pricing and distribution strategies, service innovations, sales force management, and Internet marketing campaigns.

Marketing offers a number of varied and interesting career paths, from sales, advertising and product development, to marketing research, retailing, and brand management. A marketing degree is a valuable asset in many business sectors, for large or small companies, for profit or non-profit firms, for products or services, and for consumer or business-to-business environments.

Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required core course (MKTG1021/1031 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MKTG2153 Marketing Research
- MKTG4256 Applied Marketing Management

Marketing Research should be taken in the junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MKTG2152 Consumer Behavior
- MKTG3153 Retailing
- MKTG3154 Integrated Marketing Communications

- MKTG3156 Launching Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management (cross listed with ISYS3161)
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3205 Tech Trek-West (crossed listed with ISYS3205)
- MKTG3253 Digital Commerce (cross listed with ISYS3253)
- MKTG3258 Advanced Marketing Analysis
- MKTG6610 Sports Marketing
- MKTG6620 Marketing Information Analytics (cross listed with ISYS6620)
- MKTG6621 Social Media and Digital Business (cross listed with ISYS6621)
- MKTG6635 New Media Industries (cross listed with ISYS6635)
- MKTG6640 Analytics & Business Intelligence

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MKTG4911 (Independent Study, 3 credits) and MKTG3175 (Marketing Practicum, 2 credits) provide creative learning opportunities and are offered for enrichment purposes only. They do not count toward the Marketing concentration. Marketing Practicum enables a student to earn credits with an unpaid internship overseen by a marketing professor. Individual Study enables a student to focus on a topic of his/her own choice working with a marketing professor.

Information for Study Abroad

Prior to going abroad, Marketing concentrators must have taken the Core marketing course (MKTG1021). Only one course from the international university can be considered for concentration credit. Only concentration electives can be taken abroad.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs. If accepted into the study abroad program and approved by Richard Keeley, Associate Dean of the Undergraduate Program, the student should then see the Marketing Study Abroad Coordinator for course approvals before going abroad. When students wish to have a course considered they should e-mail or bring a copy of the syllabus and course description for approval.

All approvals must be obtained prior to going abroad. No approvals will be granted after the course has been completed.

Boston College Marketing Academy

The Marketing Academy is one of Boston College's most active organizations. It is open to all students at Boston College.

It is the Academy's goal to educate students about career opportunities, assist students in training for a future professional career, and establish professional contacts in business.

<http://www.bc.edu/marketingacademy>

Course Offerings

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

MKTG1021 Marketing Principles (Fall/Spring: 3)

This course is a prerequisite for all other marketing courses.

Marketing is dynamic, changing, creative, challenging and plays a leading role in a firm's strategy and destiny. Intended for those planning a career in Marketing, or will do career activities requiring marketing—doing a business startup, designing new services, online/social media, retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: Target Marketing Skills—segmenting and targeting within markets, Strategic Marketing Skills—positioning vis-à-vis competitors, and Marketing Management Skills—managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

The Department

MKTG1031 Marketing Principles—Honors (Fall: 3)

Marketing is dynamic, changing, creative, challenging and plays a leading role in a firm's strategy and destiny. Intended for those planning a career in Marketing, or will do career activities requiring marketing—doing a business startup, designing new services, online/social media, retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: Target Marketing Skills—segmenting and targeting within markets, Strategic Marketing Skills—positioning vis-à-vis competitors, and Marketing Management Skills—managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

Bradford Hudson

MKTG2152 Consumer Behavior (Fall: 3)

Prerequisite: MKTG1021 or MKTG1031

This course integrates marketing theory with insights from other fields of study, including social psychology, cognitive psychology, evolutionary psychology, and behavioral neuroscience. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

Henrik Hagtvedt

MKTG2153 Marketing Research (Fall/Spring: 3)

Prerequisites: MKTG1021 or MKTG1031 and OPER1135 or equivalent

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Nailya Ordabayeva

Linda Salisbury

MKTG3114 Special Topics: Strategic Pricing Management (Fall: 3)

Prerequisites: Must have successfully completed MKTG1021, ACCT1021, and ACCT1022

This course teaches the key skills and theories for creating and managing pricing strategy for financial profitability. The course is practical and hands-on. It examines pricing practices used by many companies in business-to-business and business-to-consumer markets, services, and wholesaling and retailing. You will learn which costs are relevant for pricing, financial analysis for pricing decisions, value-based pricing, managing price competition, customer management of pricing, negotiated pricing, segmentation pricing, buyer psychology of pricing, and pricing research methods.

Gerald Smith

MKTG3148 Services Marketing (Spring: 3)

Prerequisite: MKTG1021 or MKTG1031

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ from manufacturing businesses in many important respects and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.

Maria Sannella

MKTG3154 Integrated Marketing Communications (Fall/Spring: 3)

Prerequisite: MKTG1021 or MKTG1031

This course concerns the communication function in marketing. It is designed to introduce students to integrated marketing communications (IMC). It aims at relating the elements of the marketing mix (4P's) to the various aspects of the communications that take place between the firm and its customers. The course builds on a base of strategic marketing planning and consumer behavior and then proceeds to examine the role of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

Jean Mojo

Gergana Nenkov

MKTG3156 Special Topics: Launching Digital Marketing (Spring/Fall: 3)

Prerequisite: MKTG1021 or MKTG1031

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a dynamic digital environment. In this course you'll learn how the best companies leverage new tools and integrated strategies including lean startup and MVP, inbound and outbound marketing, omnichannel earned/owned/paid media, crowdsourcing, social media, mobile and demand generation via automated platforms to build new products, delight their customers, and launch successful new companies and brands.

Therese Byrne

MKTG3157 Professional Selling and Sales Management (Fall: 3)*Prerequisite:* MKTG1021 or MKTG1031

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. It, and its management, will be covered in this course. We will study the art of persuasion, modern day Rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Upon course completion, students will have a complete understanding of both the selling and sales management process.

*Jack Falvey**John Westman***MKTG3158 Product Planning and Strategy (Fall: 3)***Prerequisite:* MKTG1021 or MKTG1031

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

*Robert Ristagno***MKTG3165 Strategic Brand Management (Spring: 3)***Prerequisite:* MKTG1021 or MKTG1031

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*John Fisher***MKTG3170 Entrepreneurial Marketing in a Digital World (Fall: 3)***Prerequisites:* MKTG1021 or MKTG1031, and MFIN1021, and ACCT1021, and ACCT1022

Charting a Go-to-Market strategy is core to the launch of any new business. This course introduces students to a sequence of processes needed to move from the idea for a new business through the launch of that business. Students will work in teams on a real-world problem and formulate potential ideas, analyze the market and competition, research and evaluate potential customer segments, define a compelling value proposition, design a go-to-market model, and create a pitch to potential investors with their go-to-market strategies.

*Bridget Akinc***MKTG3175 Special Topics: Marketing Practicum (Fall/Spring: 2)***Prerequisite:* MKTG1021 or MKTG1031

Permission of instructor required prior to registration. Class is limited to 19 students.

This course is designed for students who have already secured an internship in marketing. Students will synthesize, integrate, and apply practical skills, knowledge and training acquired through their internship. They will gain experience in a professional marketing environment by observing and interfacing with professionals in the field. Students will work under the supervision of their professor and their intern supervisor. The final deliverable for course credit will be an evaluated presentation. This course does not count as a marketing elective in the marketing concentration.

*Bridget Akinc**Audrey Azoulay-Sadka***MKTG3176 Special Topics: Marketing Planning (Fall/Spring: 3)***Prerequisites:* MKTG1021 or MKTG1031, and MKTG2153

Most important decisions made by marketing executives involve aspects of strategic marketing planning. In this course students will learn key aspects of marketing planning and marketing strategy development and execution. They will be required to develop and implement a marketing plan for a large business enterprise, which will include: (1) establishing objectives based on anticipated environmental conditions and existing organizational constraints, (2) conducting critical analysis to determine appropriate strategic directions, and (3) developing a marketing strategy to achieve these objectives. Students will study successful marketing plan implementations through specific case studies and lecture. Class is limited to 19 students.

*Maria Sannella***MKTG3205 TechTrek West—Undergrad (Spring: 3)***Prerequisite:* Permission of instructor**Cross listed with ISYS3205**

Enrollment is limited. Admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

*John Gallagher***MKTG3253 Digital Commerce (Fall: 3)****Cross listed with ISYS3253 and OPER3253**

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to

e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

Mary Cronin

MKTG4256 Applied Marketing Management (Fall/Spring: 3)

Prerequisites: MKTG1021 or MKTG1031, and MKTG2153

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

Bradford Hudson

Kathleen Seiders

MKTG4911 Independent Study (Fall/Spring: 3)

Investigation of a topic under the direction of a faculty member.

The Department

MKTG4921 Advanced Independent Research (Fall/Spring: 3)

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MKTG6157 Professional Selling and Sales Management (Fall: 3)

Prerequisite: MKTG1021 or MKTG1031

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. It, and its management, will be covered in this course. We will study the art of persuasion, modern day Rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Upon course completion, students will have a complete understanding of both the selling and sales management process.

Jack Falvey

MKTG6610 Special Topics: Sports Marketing (Fall: 3)

Prerequisites: MKTG1021, MKTG1031, MKTG7700 or MKTG7720

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

Mark Lev

MKTG6620 Marketing Information Analytics (Spring: 3)

Prerequisites: MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

Cross listed with ISYS6620

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, e-commerce strategist, social media specialist or media planner.

Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

MKTG6621 Social Media and Digital Business (Fall/Spring: 3)

Cross listed with ISYS6621

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

Gerald Kane

MKTG6635 New Media Industries (Spring: 3)

Cross listed with ISYS6635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

MKTG6640 Analytics and Business Intelligence (Spring/Fall: 3)

Cross listed with ISYS6640

Students who have taken ISYS7730 may not enroll in this course.

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

Sam Ransbotham

Operations Management

Faculty

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor; Chairperson of the Department*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

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

Isil Alev, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology

Tingliang Huang, *Assistant Professor*; B.S., University of Science & Technology of China; M.S., University of Minnesota; Ph.D., Northwestern University

Deishin Lee, *Assistant Professor*; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

Yehua Wei, *Assistant Professor*; B.S., University of Waterloo; Ph.D., Massachusetts Institute of Technology

Linda Boardman Liu, *Assistant Professor of the Practice; Assistant Chairperson*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

Stephanie Jernigan, *Assistant Professor of the Practice*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

John Neale, *Assistant Professor of the Practice*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

Delvon Parker, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., Michigan State University

Pieter Vanderwerf, *Assistant Professor of the Practice*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of operations management and business analytics. An undergraduate concentration is offered in Operations Management, as well as an undergraduate co-concentration in Business Analytics.

Concentration in Operations Management

Operations Management is a broad and multi-dimensional business area. Highly integrative, Operations Management determines how an organization executes on its mission and goals. Operations Management is both an art and a science, tying together quantitative analytical skills with cognitive problem solving.

The Operations Management concentration provides students with knowledge of current issues in the Operations Management discipline. Intense competition in fast-paced global environments makes

competencies in this field critical in both service and good-producing organizations. This concentration is applicable in many industries and organizations, combining knowledge in business analytics, process design and analysis methods, project management, and operations management issues. The curriculum recognizes environmental, ethical, and social issues. The pedagogy entails lectures and discussions, case studies, field studies, and analytical modeling.

The Operations Management concentration builds upon the Carroll School of Management core, particularly complementing courses in statistics, organizational management, and economics. Our courses emphasize analysis and decision making and are explicitly designed to deliver the skills and knowledge required to successfully manage people, processes, and systems in today's competitive environment.

The concentration is designed to intersect with other functional disciplines making Operations Management an excellent complement to other concentrations including Accounting, Business Analytics, Finance, Marketing, Information Systems, or Management and Leadership.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in Operations Management
- are capable of applying skills and knowledge to address management problems
- understand and utilize quantitative and qualitative analysis in decision making
- appreciate the role of operations in an organization and the interrelationships among functional areas

Careers in Operations Management

Operations managers manage both processes and people, with a highly integrative career path tying together analytical decision making with strategic perspectives and the needs of employees and other stakeholders. Our graduates have successfully attained positions in process management and analysis in major companies such as Accenture, Boston Beer, Deloitte, EY, Fidelity, General Electric, Goldman Sachs, IBM, JPMorgan Chase, and UBS. Students with this concentration may pursue careers in consulting, financial services, healthcare services, retail, transportation, technology, government, manufacturing, and not-for-profit organizations. Students with an operations management concentration are typically hired into positions such as Operations Analyst, Project Team Member, Supply Chain Analyst, Consultant, Process Designer, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

Operations Management Concentration Requirements

The following two courses are required for the concentration:

- OPER3375 Operations Strategy and Consulting (fall)
- OPER2255 Managing Projects (spring)
also take two of the following:
- OPER3304/OPER6614 Quality Management (spring)
- OPER3310 Sports Analytics (fall)

- OPER3332 Supply Chain Management (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6604 Management Science (fall/spring)
- OPER6605 Risk Analysis and Simulation Methods (fall)
- OPER6606 Forecasting Techniques (fall/spring)
- Other Special and Advanced Topic courses as offered.

Co-concentration in Business Analytics

The Business Analytics co-concentration is designed to be a second concentration for Carroll School of Management students, who must choose a primary concentration such as marketing, information systems, operations management, management and leadership, accounting or finance. Up to one class from the co-concentration course list can be counted towards another concentration.

Business Analytics is the emergent capability for organizations in the twenty-first century. All organizations, regardless of industry, size, or operating environment generate and manage large volumes of data and information that, used well, inform the decision making and competitive capabilities of the enterprise. The emerging area of analytics is focused on using business data to examine what already happened, to determine or predict what will happen, and to explore or model what should happen. Successful managers across functional areas, whether finance, marketing, operations, human resources, or information systems, need to be able to understand and utilize business analytics in order to manage and lead effectively.

Business Analytics draws upon a portfolio of methods and tools including statistics, forecasting, experimental design, data mining, and modeling to turn data into information and insights. The business analytics field includes descriptive, predictive, and prescriptive analytics. Descriptive analytics help organizations describe what has happened in their operating environment and includes gathering, organizing, tabulating, and communicating historical information: how many online subscribers do we have? Predictive analytics helps organizations understand what to do by uncovering relationships and associations in the available data, and uses techniques such as probability and forecasting to reveal the likelihood of outcomes: the number of online subscribers increases when we have banner advertising on search sites. Prescriptive analytics is focused on understanding the causal effects that can be discerned from data sets, and strives to predict what will happen, given a particular course of action: if we increase our banner advertising and provide one-click subscribing, how will the number of subscribers change?

The Business Analytics co-concentration builds upon the Carroll School of Management core. The co-concentration is designed to align with a variety of functional disciplines making Business Analytics an excellent complement to other concentrations including Accounting, Operations Management, Finance, Marketing, Information Systems, or Management & Leadership.

Objectives of the Undergraduate Co-concentration in Business Analytics

The objectives of the undergraduate co-concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in business analytics
- are adept at data management and analysis
- understand and utilize quantitative techniques for historical analysis, predictive analysis, modeling and simulation

- are capable of applying analytical skills and knowledge to address management problems across disciplines and industries
- ### *Careers in Business Analytics*

Rather than simply answering questions about what, how, when, and where things have happened, today's business analysts are able to push the use of data further, can find out why things are happening and what will happen if identified trends continue, and they are able to model how an organization can use this information to optimize outcomes. Careers that utilize the skills and knowledge of business analytics continue to emerge and grow in all fields and business disciplines. Students with this co-concentration may pursue careers in consulting, financial services, healthcare services, accountancy, technology management, government, manufacturing, and not-for-profit organizations. The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products and services but also with a high degree of competence in managing their data, information and business intelligence.

Business Analytics Co-concentration Requirements

The following two courses are required:

- OPER6604 Management Science (fall and spring)
 - ISYS6640 Analytics and Business Intelligence (fall and spring)
- Also take one of the following:
- OPER3384 Predictive Analytics (spring)
 - MKTG6620 Marketing Information Analytics (spring)
- Select two additional courses, excluding any courses taken from above list:
- OPER3304/OPER6614 Quality Management (spring)
 - OPER3310 Sports Analytics (fall)
 - OPER3384 Predictive Analytics (spring)
 - OPER3385 Applied Econometrics for Business (spring)
 - OPER6605 Risk Analysis and Simulation (fall)
 - OPER6606 Forecasting Techniques (fall and spring)
 - OPER6607 Machine Learning for Business Intelligence (spring)
 - ISYS2157 Introduction to Programming in Management (fall and spring)
 - ISYS3257 Database Systems and Applications (fall and spring)
 - ISYS6621 Social Media and Digital Business (fall and spring)
 - MKTG2153 Marketing Research (fall and spring)
 - MKTG3161 Customer Relationship Management (fall and spring)
 - MKTG3258 Advanced Marketing Analysis (fall)
 - MKTG6620 Marketing Information Analytics (spring)

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs (OIP). If accepted into the study abroad program and approved by Richard Keeley, Associate Dean of the Undergraduate Program, the student should then see Sam Graves, Department Chair, for course approvals before going abroad. When students wish to have a course considered they should e-mail or bring a copy of the syllabus and course description for approval.

Course Offerings

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

OPER1021 Operations Management (Fall/Spring: 3)

Prerequisites: OPER1135, ISYS1021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

OPER1135 Business Statistics (Fall/Spring: 3)

This course is not open to students who have completed BIOL2300.

This course focuses on the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and regression.

The Department

OPER1145 Business Statistics—Honors (Spring: 3)

This course focuses on developing an in-depth understanding of the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and both simple and multiple regression.

Richard McGowan, S.J.

OPER2235 Math for Management Science (Fall/Spring: 3)

Prerequisites: MATH100 or equivalent, ISYS1021, and OPER1135 which may be taken concurrently.

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

The Department

OPER2245 Math for Management Science—Honors (Fall: 3)

Prerequisites: MATH100 or equivalent, ISYS1021/ISYS1031, and OPER1135/OPER1145 which may be taken concurrently.

Core course for the CSOM Honors Program

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

Jiri Chod

OPER2255 Managing Projects (Spring: 3)

Cross listed with ISYS2255

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and

monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

The Department

OPER3304 Quality Management (Spring: 3)

Prerequisites: OPER1021, OPER1135

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on the Six Sigma approach to quality analysis and process improvement in both services and goods producing operations. During the course students will have an opportunity to pursue Six Sigma Green Belt certification.

Joy Field

OPER3310 Sports Analytics (Fall: 3)

Prerequisites: Students should have successfully completed OPER1135/OPER1145 or a similar statistics course and must have successfully completed OPER2235.

Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, strong Excel skills.

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball, and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

Jeffrey Ringuest

OPER3332 Supply Chain Management (Fall: 3)

Prerequisite: OPER1021

A supply chain consists of all parties involved in fulfilling a customer request, including suppliers, manufacturers, distributors, and retailers. Over the last decade, firms have started focusing on supply chain management as a source of competitive advantage. There's a realization that no company can do better than its supply chain. This course will provide students with an overview of the concepts, models, and methods that are important for the design and operation of modern, global supply chains. Classes are hands-on, with many opportunities to analyze cases and play simulation games.

John Neale

OPER3375 Operations Strategy and Consulting (Fall: 3)

Required for the Operations and Technology Management concentration.

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Topics include operations strategy content and process, service operations, capacity and facilities strategy, supply chain management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation. These skills are applied to a mock consulting project.

Joy Field

OPER3384 Predictive Analytics (Spring: 3)

Prerequisite: ISYS1021, OPER1135, or other appropriate statistics course

The Predictive Analytics course teaches advanced statistics used in business. The first third of the course goes into greater depth on traditional statistics than introductory courses and covers additional advanced techniques for hypothesis testing. The other two-thirds focuses on the new methods developed for building predictive models based on large data sets. These include advanced regression and logistic regression, k-Nearest neighbors, neural networks, and decisions trees.

Pieter VanderWerf

OPER4921 Advanced Independent Study (Fall/Spring: 3)

By arrangement.

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential

The Department

OPER6604 Management Science (Spring: 3)

Prerequisites: OPER1135, OPER7705, or OPER7725 and familiarity with Excel

This course provides an overview of the concepts and methods of Management Science, the application of mathematical modeling and analysis to management problems. The primary goal of the course is to help you become a more skilled builder and consumer of models and model-based analyses. The course will show you how to use Excel spreadsheets effectively for business analysis and introduce you to some of the more important analytic methods including optimization, simulation, and data mining. These methods will be applied to problems arising in a variety of functional areas of business, including operations, finance, and marketing.

The Department

OPER6607 Machine Learning for Business Intelligence (Spring: 3)

Prerequisite: OPER1135, OPER7705, or OPER7725

Machine learning (ML) has been a popular topic for data scientists and analysts. The goal in ML is to learn from existing data and extract useful information such as patterns, behaviors and trends. We can then use this information to predict future activity. The ability of learning patterns from data and making accurate predictions on new instances makes ML a powerful tool for Business Intelligence since it helps us transform the raw data into better decisions. This course will not dive into the technical details of ML algorithms but rather focus on how to use these algorithms in Business Intelligence applications. We will study business applications including but not limited to customer segmentation, propensity and churn.

The Department

OPER6609 The Business of Sports (Fall: 3)

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

Connell School of Nursing

Founded in 1947, the Boston College Connell School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the national examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is accredited by the Commission on Collegiate Nursing Education. Visit www.bc.edu/cson for more information.

The mission of the Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains and restores the health of individuals, families and communities/populations across the life span.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the courses that comprise the curriculum, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, theology, and English Core courses in the first and second years.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. Most nursing courses have a theory and a clinical component and the curriculum includes content on the care of children, childbearing families, and adults of all ages across the continuum of wellness to illness. Faculty members guide student learning in campus laboratories and in a variety of healthcare agencies in the Greater Boston area.

Students should consult the curriculum plan and see their advisors as they plan for registration.

TYPICAL PLAN OF STUDY FOR CLASS OF 2019 AND FORWARD

Note: CSON Undergraduates are obligated to register a minimum of 12 credits per semester but normally should take 15 credits in almost all semesters to meet all program requirements on time.

Freshman Year

Semester I

- BIOL1300, BIOL1310 Anatomy and Physiology I
- CHEM1161, CHEM1163 Life Science Chemistry
- NURS1010 Professional Development Seminar
- Core or elective
- Core or elective

Semester II

- BIOL1320, BIOL1330 Anatomy and Physiology II
- MATH1180 Principles of Statistics for the Health Sciences

- NURS2070 Introduction to Professional Nursing
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BIOL2200, BIOL2210 Microbiology for Health Professionals
- NURS2120 Nursing Health Assessment Across the Life Span
- NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NURS2080 Pathophysiology
- Core or elective

Semester II

- NURS2230 Adult Health Nursing Theory I
- NURS2231 Adult Health Nursing Clinical I
- NURS2204 Pharmacology/Nutrition
- NURS3170 Principles of Evidence-based Nursing
- NURS2090 Sophomore Formation Seminar
- Core or elective

Junior Year

All students will have a flexible semester in their junior year. The flexibility will allow for study abroad (if approved by the Office of International Programs and their specific program) or other co-curricular activities. Students who are not abroad in their "flex" semester will be scheduled to take at least one clinical course.

This is one example of the flexible junior year schedule below. The Undergraduate Program Office will determine the exact clinical sequence for each junior.

Semester I

- NURS3242 Adult Health Nursing Theory II
- NURS3243 Adult Health Nursing Clinical II
- NURS3244 Childbearing Nursing Theory
- NURS3245 Childbearing Nursing Clinical
- Core or elective

Semester II

- "Flex" Semester

Senior Year

The Undergraduate Program Office will determine the exact clinical sequence for each senior.

Semester I

- NURS4250 Child Health Theory
- NURS4251 Child Health Clinical
- NURS4252 Psych-Mental Health Theory
- NURS4253 Psych-Mental Health Clinical
- Core or elective

Semester II

- NURS4260 Population Health Nursing Theory
- NURS4261 Population Health Practice in the Community
- NURS4263 Nursing Synthesis Clinical Laboratory
- NURS4270 Transition to Professional Nursing
- Core or elective

The Connell School of Nursing reserves the right to alter any program or policy outlined.

SATISFACTORY ACADEMIC PROGRESS

The CSON Academic Standards Advisory Committee meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. Decisions about progression in the program are made by this committee in accordance with the policies outlined in the CSON Baccalaureate Program Handbook (on the CSON website) and other relevant university policies.

Credit and Graduation Requirements

Students registered for at least twelve credit hours per semester are considered full-time students. Usually fifteen credits are carried each semester and a minimum 117 credits are required for graduation.

INFORMATION FOR FIRST YEAR STUDENTS

During the first year students typically complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Statistics, Modern History I and II, Introduction to Professional Nursing, and Nursing Professional Development Seminar. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

SPECIAL OPPORTUNITIES

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to take advantage of opportunities to study abroad for one semester. Normally, students may study abroad during fall or spring semester of junior year. Most students take electives and can sometimes complete Core courses while they are abroad. Students are free to study abroad in any location approved by the Office of International Programs. A minimum GPA is required for all study abroad programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study (NURS4911)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

MINORS IN THE CONNELL SCHOOL OF NURSING

Nursing students may minor in any Morrissey College Arts and Sciences or Lynch School of Education discipline by fulfilling the requirements of those departments.

Minor in Hispanic Studies

Nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. CSON students who wish to declare a CSON Hispanic studies minor should meet with the Associate Dean.

Minor in Psychology

The minor is awarded to CSON students who complete 18 credits in psychology. Courses should include PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science. Students who received AP credit for PSYC1110 and PSYC1111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- ADPS1100 Introductory Psychology (Woods College; no credit for ADPS1100 if PSYC1111 was taken)
- APSY1030 Child Growth and Development
- APSY1032 Psychology of Learning
- APSY2041 Adolescent Psychology
- APSY2241 Abnormal Psychology
- FORS5315 Victimology
- FORS5317 Forensic Mental Health
- FORS5318 Forensic Science 1
- PSYC1011 Psychobiology of Mental Disorders
- PSYC1029 Mind and Brain
- PSYC2241 Social Psychology
- PSYC2260 Developmental Psychology
- PSYC2268 Psychological Development through the Life Span
- PSYC2272 Cognitive Psychology
- PSYC2274 Sensation and Perception
- PSYC2285 Behavioral Neuroscience
- PSYC3329 Psychology of Stress
- PSYC3331 Developmental Psychopathology
- PSYC3334 Interpersonal Violence
- PSYC3336 Clinical Psychology
- PSYC3338 Topics in Abnormal Psychology
- PSYC3344 Psychology of Gender
- PSYC3345 Social Motivation
- PSYC3354 Culture, Identity and the Asian-American Experience
- PSYC3366 Social and Emotional Development
- PSYC3367 Art and Creativity
- PSYC3371 Cognitive Neuroscience
- PSYC3372 Affective Neuroscience
- PSYC3377 Psycholinguistics
- PSYC3382 Neurobiology of Stress
- PSYC3383 Neurobiological Basis of Learning
- PSYC3384 Neurophysiology
- PSYC3386 Psychopharmacology
- PSYC3391 Ethical Controversies in Psychology and Neuroscience

Minor in Humanities, Health, and Culture

This is a minor for students who are interested in examining health and health care from new and varied perspectives. Currently, students from pre-med and pre-health professions throughout the College and other backgrounds such as law, psychology, public/global health, social work, and journalism are enrolled in the MCAS version of the minor. A special version of the minor has been created

for CSON students to accommodate constraints in the B.S. (nursing) schedule. CSON students who are comfortable with significant writing assignments, have room in their schedule to accommodate added classes (especially those who have brought in AP credit and/or fulfilled a majority of their core in the freshman year), and may wish to engage with a range of academic fields consider this minor.

Minor Requirements:

- ENGL2212 Introduction to Medical Humanities (Enrollment is based upon acceptance to the minor)
- BIOL1300 & BIOL1310 Anatomy and Physiology I with Lab
- BIOL1320 & BIOL1330 Anatomy and Physiology II with Lab
- NURS 4270 Transitions to Professional Nursing
- A paper/article (minimum 20 pages) approved by the Undergraduate Associate Dean (original, from a course, or extended/adapted from a course) on a topic relevant to the minor to be submitted previous to graduation
- 2 electives from the approved list:
www.bc.edu/schools/cas/medhumanities/courses.html
(At least ONE course should be beyond those used to fulfill the core requirements and NOT come from either Nursing or Biology)

The Humanities, Health, and Culture minor is only open to the Class of 2019 and forward. Applications are available in the early Spring Semester for first-year students only.

B.S./M.S. PROGRAM

This program enables students to graduate with bachelor's and master's degrees in five years (full time) or six years (part time). Students take graduate courses in their senior year and during the summer after graduation with the B.S. In order to qualify for this program, students must maintain an academic average of 3.4 with a grade of B or above in all nursing (NURS prefix) courses. Qualified undergraduate students may take approved graduate courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing if the student is accepted into the master's program prior to graduating with the B.S. degree.

ACADEMIC HONORS

The University Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I–VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. For additional information see the section in this catalog under the Morrissey College of Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and, under the direction of the School of Nursing honors

advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

SPECIAL REQUIREMENTS FOR CSON STUDENTS

Health Requirements

In addition to the health and immunization requirements for all undergraduate students, nursing students must have immunity to varicella (chicken pox) hepatitis B, and MMR with an annual screening for tuberculosis (PPD) and flu shot. Other requirements may be required.

Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in Adult Health I clinical and must keep this certification current. Nursing students must also undergo the expanded multistate criminal offense background checks that are required by affiliating health care institutions.

GENERAL INFORMATION

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities. Sites are accessible by public transportation.

Fees

School of Nursing students pay the same tuition, fees, and room and board costs as other colleges' enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$70.00
- Laboratory Fee up to \$230.00 (Payable for certain clinical nursing courses)
- Costs for transportation to clinical sites, additional health requirements, and CPR certification

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi to the School of Nursing for use in evaluating prior course work. Additional information on transfer credits may be found in the Baccalaureate Program Handbook on the BC website.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses.

The baccalaureate program of study prepares its graduates for entry into master's and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, and establish programs of research, provide consultation, serve as health care planners,

and participate on governmental committees dealing with health care issues. Many graduates of the Boston College Connell School of Nursing have gone on from clinical careers to become researchers in clinical settings and to serve on faculties of schools of nursing and administrators of clinical and educational institutions.

Faculty

Mary E. Duffy, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhower, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Joellen Hawkins, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Barbara Hazard, *Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

June Andrews Horowitz, *Professor Emerita*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

Miriam Gayle Wardle, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Loretta P. Higgins, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College

Margaret A. Murphy, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

Ann Wolbert Burgess, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Sean P. Clarke, *Professor and Associate Dean for Undergraduate Programs*; B.Sc., University of Ottawa; B.A., Carleton University; M.Sc.(A.), Ph.D., McGill University

Susan Gennaro, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham

M. Katherine Hutchinson, *Professor*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware

Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Sr. Callista Roy, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.A., M.S., Ph.D., University of California, Los Angeles

Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.B.A., Johns Hopkins University; M.S.N., Ph.D., University of Pennsylvania

Jane Erin Ashley, *Associate Professor*; B.S., California State University, Chico; M.S., Ph.D., Boston College

Jane Flanagan, *Associate Professor*; B.S.N., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College

Pamela J. Grace, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Allyssa L. Harris, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Susan Kelly-Weeder, *Associate Professor and Associate Dean for Graduate Programs*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

Ellen K. Mahoney, *Associate Professor and Interim Associate Dean for Research*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco

Catherine Y. Read, *Associate Professor and Director, Keys to Inclusive Leadership in Nursing (KILN) Program*; B.S.N., University of Illinois at Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell

Judith A. Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Kelly D. Stamp, *Associate Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

Melissa A. Sutherland, *Associate Professor*; B.S., Cornell University; B.S.N., M.S.N., Binghamton University; Ph.D., University of Virginia

Patricia A. Tabloski, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Danny Willis, *Associate Professor and Department Chair*; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

Robin Wood, *Associate Professor*; B.S.N., University of Michigan; M.S., Ed.D., Boston University

Lichuan Ye, *Associate Professor*; B.S.N., M.S., Sichuan University, West China School of Medicine; Ph.D., University of Pennsylvania

Nadia Abuelezam, *Assistant Professor*; B.S., Harvey Mudd College, Sc.D., Harvard T.H. Chan School of Public Health

Stewart M. Bond, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill

Joyce Katherine Edmonds, *Assistant Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University

Holly Fontenot, *Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Ph.D., Boston College

Carina Katigbak, *Assistant Professor*; B.S.N., Ryerson University; M.S., Ph.D., New York University

Tam H. Nguyen, *Assistant Professor*; B.S.N., University of Maryland; M.S.N./M.P.H., Ph.D., Johns Hopkins University

Jinhee Park, *Assistant Professor*; B.S.N., M.S.N., Catholic University of Korea, Ph.D., University of North Carolina at Chapel Hill

Yaguang Zheng, *Assistant Professor*; B.S.N., Chengde Medical College, M.S.N., Chinese PLA Postgraduate Medical School, Ph.D., University of Pittsburgh

Stacey Hoffman Barone, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Susan A. DeSanto-Madeya, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

Susan Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S.N., Salem State University; M.S., Columbia University; Ph.D., Boston College

William Fehder, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

M. Colleen Simonelli, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S., Boston College; Ph.D., University of Massachusetts Lowell

Donna L. Cullinan, *Clinical Assistant Professor*; B.S.N., Saint Anselm College; M.S., Boston College

Nanci Haze, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

Luanne Nugent, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

Amy Smith, *Clinical Assistant Professor and Director, Clinical Learning and Simulation Centers*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

Sherri B. St. Pierre, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S., Boston University; M.S.N., Rush University; Ph.D., Boston College

Laura White, *Clinical Assistant Professor*; B.S., Boston College, M.S., Columbia University, Ph.D., Boston College

Elisabeth M. Bailey, *Clinical Instructor*; A.B., Brown University; M.S., Boston College

Rosemary Frances Byrne, *Clinical Instructor*; B.S., M.S., Boston College

Maureen Connolly, *Clinical Instructor*; A.D., Labouré College; B.A., Worcester College; M.S., Simmons College

Dorean Behney Hurley, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

Kathleen Mansfield, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

Allison Marshall, *Clinical Instructor*; B.A., Boston College; M.S.N., Yale University

Beth McNutt-Clarke, *Clinical Instructor*; B.Sc., M.Sc.(A.), McGill University; M.B.A., Concordia University

Melissa Pérez, *Clinical Instructor*; B.S.N., Villanova University; M.S., Boston College

Richard Edward Ross, S.J., *Clinical Instructor*; B.S.N., University of Michigan; M.Div., S.T.L., Boston College

Jacqueline Sly, *Clinical Instructor*; B.S.N., Boston College, M.S.N., Regis College

Sheila Tucker, *Clinical Instructor*; B.S., M.A., Framingham State College

Jean Weyman, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Contacts

- Undergraduate Program Office, Maloney Hall, 617-552-4925
- www.bc.edu/cson

Forensics

Course Offerings

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

FORS2201 Wounded Warriors in Transition (Spring: 3)

Undergraduate Elective only

Over 65,000 US troops have been wounded since 2001. Many have suffered “the hidden injuries”—traumatic brain injuries and post-traumatic stress disorder. The purpose of this course is for students to

gain an understanding of military culture, catastrophic injuries, and the journey of Wounded Warriors and their family members. The course examines the history and culture of the Armed Services and the developing knowledge of the rehabilitation of Wounded Warriors.

Ann W. Burgess

Susan Sheehy

FORS5315 Victimology (Fall: 3)

This course examines the wide range of victimization experiences from the perspective of the victim, their families and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

The Department

FORS5317 Forensic Mental Health (Spring: 3)

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender’s perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

The Department

FORS5318 Forensic Science I (Fall: 3)

Forensic science concepts and principles play a critical role in analyzing crime scene evidence. This course draws on scientific principles and examines cases where there has been a death, including suicide, accidental, and criminal; and cases where there is a survivor, in which there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including forensic pathology, clinical forensics, crime victims, computer crime, and equivocal death.

The Department

FORS5319 Forensic Science Lab (Fall: 3)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

The Department

Nursing

Course Offerings

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

NURS1010 Professional Development Seminar (Fall: 1)

This seminar will introduce freshmen nursing students to the college culture and to the profession of nursing. Small group sessions led

by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.

The Department

NURS1210 Public Health in a Global Society (Fall: 3)

Satisfies Social Science Core Requirement

This foundation course presents public health as an interdisciplinary science focused on health promotion and disease prevention at the population level. The course provides an overview of the history of public health, global burden of disease, sub-disciplines of public health, maternal/child health, and nutrition, and emphasizes the collaborative nature of the field through examples in research and practice. An inherent principle in public health is advancing social justice and this course, and the public health sequence more broadly, focuses on at-risk populations, reducing health disparities, and improving health equity at the population level.

Melissa Sutherland

NURS2070 Introduction to Professional Nursing (Spring: 2)

This course provides an introduction to professional nursing, exploring nursing's history and the development of nursing knowledge grounded in theory and evidenced-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the life span is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed.

The Department

NURS2080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BIOL1300, BIOL1310, BIOL1320, BIOL1330, CHEM1161, CHEM1163

Corequisites: BIOL2200, BIOL2210 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.

The Department

NURS2090 Sophomore Formation Seminar (Spring: 1)

Corequisites: Must be taken alongside NURS2230, NURS2231, NURS2204, and NURS3170

The SCRUBS weekend retreat fulfills the NURS2090 requirement.

Attendance at the full retreat is mandatory and an expectation of all sophomore students. Any absences should be discussed as soon as possible with the Teacher of Record (the Associate Dean), who will make decisions regarding activities that will be required to earn credit.

This course is required for sophomore undergraduate nursing students and will involve guided review and reflection to reinforce the inherent professional values of altruism, human dignity, integrity and social justice fundamental to the discipline of nursing. Activities in the weekend long retreat will be guided by the Ignatian formation

principles and student's values and beliefs as they relate to professional practice, development as individuals and as members of caregiving teams. The goal is to build a foundation for professional leadership as nursing students become aspiring members of the nursing profession and productive and committed citizens of society at large.

The Department

NURS2120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BIOL1300, BIOL1310, BIOL1320, BIOL1330, or concurrently; CHEM1161, CHEM1163, BIOL2200, BIOL2210; NURS2080, NURS2121, or concurrently

This course introduces the concepts of health, health promotion, and growth and development across the life span. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human, from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual's desire to increase personal and/or family health potential and well-being.

The Department

NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisites: See NURS2120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NURS2120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. There will be four hours of Simulation Laboratory, one hour of seminar, and required media/BB Vista preparation each week.

The Department

NURS2204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NURS2120, NURS2121, NURS2080

Corequisites: NURS2230, NURS2231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies as well as lecture, an integrated approach to patient problems is emphasized. Nutraceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

The Department

NURS2230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NURS2070, NURS2120, NURS2121, NURS2080

Corequisite: NURS2231

This course focuses on the theoretical basis of the nursing care of adults across the life span with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults, in particular older adults. Evidence-based practice and standards of care are integrated throughout the course. The role

and responsibilities of the nurse in the acute care setting including those related to quality, safety, ethics and legal issues are emphasized. Cultural awareness is incorporated throughout the course.

The Department

NURS2231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NURS2070, NURS2120, NURS2121, NURS2080
Corequisite: NURS2230

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adult, with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced-based nursing practice, standards of quality and safety, and principles of cultural awareness. The weekly college laboratory sessions focus on developing competency in basic nursing skills and related documentation.

The Department

NURS3016 Comparing Health Care Systems through a Global Lens (Spring: 3)

Introduction to the concepts of global health and the critical links between public health and social and economic development. Determinants of health and patterns of disease and health outcomes across the globe are critically examined. The course reviews the determinants of health status in terms of biology, demography, epidemiology, culture, sociology, economics, and politics. Key concerns regarding reproductive health, child survival, nutrition, communicable diseases, and chronic diseases are examined. Health care delivery in developed vs. undeveloped regions of the world is emphasized.

The Department

NURS3170 Principles of Evidence-Based Nursing (Fall/Spring: 2)

Prerequisite: NURS2070

This course seeks to develop an applied understanding of evidence-based practice as it relates to the science of nursing. Through exploring components of the research process, an appreciation of the various types of evidence used by nurses and an understanding of the importance of evidenced-based research to improve clinical practice will be fostered. The ethical considerations related to evidence-based practice will be discussed. At the conclusion of the course, students are prepared to be critical consumers of research used in evidence-based practice.

The Department

NURS3210 Contemporary Issues in Public Health (Fall/Spring: 3)

Prerequisite: NURS1210

This course provides students the opportunity to apply the foundational skills of public health to contemporary public health issues. The course integrates data and research to begin a more in-depth examination of the major burdens of disease and several emerging areas of concern. With a consistent goal of reducing health disparities, the course identifies population-level risk factors as well as evidence-based interventions for health promotion and disease prevention. Principles and concepts learned in Public Health in a Global Society are reinforced through specific health conditions, behaviors, and topics.

Joyce Edmonds

Summer Hawkins

NURS3242 Adult Health Nursing Theory II (Fall/Spring: 3)

Prerequisites: NURS2230, NURS2231, NURS2204

Corequisite: NURS3243

This course builds on the concepts learned in previous courses including adult health and pharmacology and expands the knowledge base for planning and implementing care of adults with acute health problems and acute exacerbations of chronic health problems. Clinical case studies of acute care emergencies are used to discuss clinical judgment. Emphasis is placed on the selection of evidence-based interventions, evaluation of interventions, and use of evaluative data in refining a plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including collaboration, discharge planning and health teaching.

The Department

NURS3243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NURS2230, NU2231, NURS2204

Corequisite: NURS3242

This course provides clinical experiences with adults who have acute health problems and acute exacerbations of chronic health problems. Students perform the role of the primary nurse with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication. This course builds on knowledge from previous courses and expands the students' understanding of the professional role with a focus on nursing standards of care, safety, quality improvement and transitional care planning.

The Department

NURS3244 Childbearing Nursing Theory (Fall/Spring: 3)

Prerequisites: NURS2230, NURS2231, NURS2204

Corequisite: NURS3245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, normal and high risk pregnancies, and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle, including genetics and cultural competence, is presented. Evidenced-based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

The Department

NURS3245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)

Prerequisites: NURS2230, NURS2231, NURS2204

Corequisite: NURS3244

Application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for baccalaureate education, AWHONN, and ACOG standards of care.

The Department

NURS4250 Child Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NURS3242, NURS3243, NURS3244, NURS3245

Corequisite: NURS4251

This course builds on the published *Pediatric Nursing: Scope and Standards of Practice* to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and their families. Theoretical principles are presented, and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

The Department

NURS4251 Child Health Nursing Clinical Laboratory

(Fall/Spring: 3)

Prerequisites: NURS3242, NURS3243, NURS3244, NURS3245

Corequisite: NURS4250

Based on the published *Scope and Standards of Practice*, this course provides a variety of clinical settings plus simulation experiences for implementing the nursing role in the care of children and families. Emphasis on clinical reasoning and evidenced-based practice in planning interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and families coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds, interact collaboratively with family members and the interdisciplinary health team, and take a leadership role in advocating for patients.

The Department

NURS4252 Psychiatric Mental Health Nursing Theory

(Fall/Spring: 3)

Prerequisites: NURS3242, NURS3243

Corequisite: NURS4253

This course builds upon the standards of practice from APNA-ISPAN, AACN, and QSEN to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic, neurobiological and psychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality and cognitive disorders is analyzed. Evidence-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief and trauma are identified.

The Department

NURS4253 Psychiatric Mental Health Nursing Clinical Laboratory

(Fall/Spring: 3)

Prerequisites: NURS3242, NURS3243

Corequisite: NURS4252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidenced-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to

meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for mental illness.

The Department

NURS4260 Population Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NURS4250, NURS4251, NURS4252, NURS4253

Corequisite: NURS4261

This course introduces the conceptual and scientific frameworks of population health, emphasizing public health nursing roles. The course integrates health promotion, risk reduction, and disease prevention across the life span in a range of local and global settings, using case examples that nurses, as part of interdisciplinary teams, will encounter. Community assessment and epidemiological methods are introduced. Health disparities and vulnerability are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care in order to meet the prevention health needs of individuals, families, and populations.

The Department

NURS4261 Population Health Practice in the Community

(Fall/Spring: 3)

Prerequisites: NURS4250, NURS4251, NURS4252, NURS4253

Corequisite: NURS4260

This course focuses on the application of population health, emphasizing public health nursing roles, that include the care of population members in community settings, such as a neighborhood, school, or non-profit organization, locally or globally. Students will gain experience in community engagement, community health assessment, screening, case management, health education, service and program evaluation, and advocacy. Emphasis is placed on the multiple determinants of health and on using interdisciplinary approaches in practice to implement evidence-based interventions aimed at health promotion, risk reduction, and disease prevention.

The Department

NURS4263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NURS4250, NURS4251, NURS4252, NURS4253

Corequisites: NURS4260, NURS4261

This course provides senior nursing students with an opportunity to synthesize, expand, and refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience completed in institutional and/or community settings, students focus on the healthcare needs of specific client populations, study in depth the interventions used to restore and/or optimize health, and utilize evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing.

The Department

NURS4270 Transition to Professional Nursing (Fall/Spring: 3)

Prerequisites: Must have successfully completed NURS2070 and

NURS3170

This final didactic course in the program presents the organizational, legal, ethical, and health policy contexts of professional nursing practice for students about to begin their careers. Discussion and assignments will focus on short-term challenges and opportunities associated with transition to practice, such as attaining licensure and finding one's first professional position. The role of the professional nurse

in establishing and maintaining safety and health care quality within organizations will be analyzed. The course will strongly emphasize the leadership imperative for nurses across all roles in health care and social justice perspectives on the position of nursing in society.

Viola Benavente

Susan DeSanto-Madeya

NURS4911 Directed Independent Study (Fall/Spring: 3)

Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses.

Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.

The Department

NURS4961 Honors Project (Fall/Spring: 3)

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

The Department

NURS5345 Ecuador: Global Health Perspectives (Summer: 3)

This course will involve the study of global health from the perspective of the various stakeholders: Populations, governments, Non-Government Organizations (NGOs), health care providers and health educators. Social, political, economic, legal and ethical perspectives will be addressed. This course will be offered in Quito, Ecuador and will include field trips to health care facilities and discussions with local health professionals on current health issues and challenges for the future. Using a case-based approach, students will analyze and develop potential solutions and options for addressing global health care issues and create strategies for improving the health of specific populations.

The Department

NURS6397 Foundations of Nursing Practice (Summer: 2)

Prerequisites: Enrolled in the Master's Entry Program; successful completion of all program prerequisites

This course introduces students to the profession of nursing, nursing roles and ethical and clinical dimension of nursing practice. Students learn the fundamental health assessment techniques, physical examination and basic clinical skills that are integral to the nursing process and the rationals for these techniques. Laboratory and clinical simulation experiences provide opportunities to practice health histories, and demonstrate the physical assessment techniques, basis psychomotor skills, principles of safety and documentation and communication skills necessary for the care of individual patients.

The Department

NURS6398 MSE Adult Health Theory (Fall: 6)

Prerequisites: Enrolled in the MSE program; NURS6397

Corequisites: NURS2204; NURS6399; NURS6400; NURS7672

The theoretical basis of nursing care for adult patients with acute health problems or exacerbations of chronic health problems is addressed. Emphasis is placed on the selection of evidenced-based interventions, evaluation of interventions, and use of evaluative data in refining the plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including the

importance of communication, collaboration, discharge planning, and health teaching. The nurse's role in patient safety and quality improvement is also discussed.

The Department

NURS6399 MSE Adult and Population Health Nursing Clinical (Fall: 4)

Prerequisites: Enrolled in the MSE program; NURS6397

Corequisites: NURS2204, NURS6398, NURS6400; NURS7672

This course provides laboratory, acute care, and population health experiences to apply the theoretical concepts from NURS6398 and NURS6400. Students have the opportunity to learn additional health assessment and physical examination skills and rationales for these techniques. Skills laboratory provides students with opportunities to learn and practice more advanced psychomotor skills. Clinical experiences focus on performing in the roles of the population/community health nurse and the primary nurse in the acute care setting with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication.

The Department

NURS6400 Nursing Practice and Public Health in Community (Fall: 2)

Corequisites: NURS6402, NURS6403

This course introduces students to the conceptual and scientific frameworks of population-centered nursing through didactic and clinical experiences focused on community focused care. The course will examine social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings. Issues of emerging infectious diseases and disaster preparedness will be addressed. Emphasis is placed on the variety of roles/functions nurses have in population-centered care including that of public health and primary care. Clinical experiences will focus on the role of the nurse with emphasis on current evidence, clinical expertise, health outcomes, and collaboration.

Donna Cullinan

Melissa Sutherland

NURS6411 Nursing Synthesis Practicum (Summer: 3)

Prerequisites: NURS6406, NURS6407

This course provides nontraditional nursing students with an opportunity to synthesize, 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

NURS6425 Global Health Challenges and Disparities (Summer: 3)

Prerequisite: None; enrollment is open to graduate students in CSON or by permission of the TOR

Marginalized groups and residents of resource deprived communities often suffer from excessive rates of poor health and mortality. Such health disparities exist within the U.S. and around the world. In order to achieve the goals of "increasing longevity and quality of life" and "eliminating health disparities" (US Public Health Service), health care professionals need to understand health disparities, their casual roots, and how to design and implement effective health-promoting programs

and policies. This course provides an introduction to health disparities, measuring indices of health status, and implications for programming and policy. Contemporary global health challenges are addressed as exemplars.

The Department

NURS6460 MSE Childbearing Nursing Theory (Spring: 3)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403 AND NURS6408

Corequisites: NURS6470; NURS6468; NURS6461; NURS6471; NURS6469; and NURS7420 OR NURS7426

This course focuses on concepts associated with the unique responses of families during the childbearing cycle; normal and high risk pregnancies and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidenced-based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

The Department

NURS6461 MSE Childbearing Nursing Clinical (Spring: 2)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403; NURS 6408 and NURS6460

Corequisites: NURS6470; NURS6468; NURS6471; NURS6469; and NURS7420 OR NURS7426

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. In the clinical laboratory, students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for Baccalaureate education, AWHONN and ACOG standards of care.

The Department

NURS6468 MSE Psychiatric Mental Health Nursing Theory (Spring: 3)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403, NURS6408

Corequisites: NURS6460; NURS6470; NURS6461; NURS6471; NURS6469; and NURS7420 OR NURS7426

This course builds on the standards of practice from APNA-ISPAN, AACN and QSEN to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary evidenced-based research on the genetic, neurobiological and psychosocial theories of DSM-5 diagnoses are explored and analyzed. Evidence based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief and trauma are identified.

The Department

NURS6469 MSE Psychiatric Nursing Clinical (Spring: 2)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403; NURS6408; NURS6468

Corequisites: NURS6460; NURS6470; NURS6461; NURS6471; and NURS7420 OR NURS7426

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidence-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for a major mental illness.

The Department

NURS6470 MSE Child Health Nursing Theory (Spring: 3)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403; NURS6408

Corequisites: NURS6460; NURS6468; NURS6461; NURS6471; NURS6469 and NURS7420 or NURS7426

This course builds on the published Pediatric Nursing: Scope and Standards of Practice to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration and maintenance needs of children and their families. Theoretical principles are presented and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

The Department

NURS6471 MSE Child Health Nursing Clinical (Spring: 2)

Prerequisites: NURS2204; NURS6400; NURS6402; NURS6403; NURS6408; and NURS6470

Corequisites: NURS6460; NURS6468; NURS6461; NURS6469; and NURS7420 or NURS7426

Based on the published Pediatric Nursing: Scope and Standards of Practice, this course provides a variety of clinical settings for students to expand and perfect their skills in implementing the nursing role in the care of children and families. Clinical faculty guide students' clinical reasoning process and use of nursing scholarship and evidence-based practice guidelines in the planning nursing interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and their families who are coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds; interact collaboratively with family members and the interdisciplinary health team; and take a leadership role in advocating for their patient.

The Department

Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J., College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in scholarship that enriches the culture and addresses important societal needs.

UNDERGRADUATE PROGRAMS

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J., College of Advancing Studies has experience helping students arrange a realistic program of study, one that combines work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate major based on individual needs. Courses are ordinarily scheduled between the hours of 6:00 and 10:00 p.m.

Bachelor of Arts Program

The Bachelor of Arts program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A broad-based and robust liberal arts curriculum, which includes core requirements, permits students to choose courses and majors reflecting individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area.

Degree Requirements

A distinguishing characteristic of liberal arts education is a required core curriculum. The Bachelor of Arts programs require the following core courses:

- 1 Computer course
- 3 English courses
- 1 Fine Arts course
- 2 History courses
- 1 Mathematics course
- 1 Natural Science course
- 3 Philosophy courses comprised of Logic, Ethics, and a Philosophy elective
- 1 Public Speaking course
- 2 Social Science courses
- 3 Theology courses comprised of two sequential Theology courses and one Theology elective

Degree candidates must fulfill all program requirements in addition to earning a minimum of 120 credits. Students are required to achieve a minimum cumulative GPA of 1.67 to be eligible to graduate.

Admission as a transfer student is also available. A minimum of sixty credits must be completed at Boston College to satisfy residency. A maximum of sixty credits may be transferred into a student's program

from regionally accredited institutions. Courses with an earned grade of C will be accepted in transfer; however, courses transferred from schools within Boston College may be accepted with grades of C-. A minimum of three semester hours is required for a transferred course to satisfy program requirements.

For students in the degree program, normally the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these three courses, each with a grade of B- or better, in the previous semester.

Undergraduate Admission

Applications for admission may be submitted at any time and are reviewed on a rolling basis during the academic year. The following documentation is required:

- Completed online application form;
- Official transcripts from high school and colleges previously attended
- Two essays (requirements are found on the application);
- Optional SAT, PSAT, or similar standardized test results if the student graduated from high school less than four years previously;
- Academic placement testing in English and Mathematics for students who graduated from high school more than four years previously, those who have never taken standardized tests, or those who do not wish to submit standardized testing results;
- Two letters of recommendation (if four years or less from high school, request one from a guidance counselor or, for students whose high school graduation is greater than four years, request one from a teacher, employer, or other personal reference); and
- Demonstrated English Language Proficiency with an IELTS score of 7 or TOEFL score of 100.

Fifth Year and Advanced Standing Programs for Boston College Students

Accelerated Program for Boston College Undergraduate Economics Students (Enrolled at the Woods College, Morrissey College of Arts and Sciences, or Carroll School of Management)

Woods College of Advancing Studies is proud to offer Boston College students an option for accelerated completion of the Master of Science in Applied Economics program. This option is available to students with significant previous economics course work, including Economics majors and minors in the Morrissey College of Arts and Sciences as well as to students with Economics concentration in the Carroll School of Management. Students enrolled in the accelerated program will have to complete eight courses in WCAS, which is possible to achieve within one calendar year of entry into the program.

Benefits

- Waiver of application fee
- Waiver of Graduate Record Exam (GRE)
- Preferred admission without the competition of the rest of the applicant pool
- Credit for Microeconomic Theory (ECON2201 or ECON2203) and Macroeconomic Theory (ECON2202 or ECON2204) courses if the courses are completed with a grade of B or better. These credits will count as fulfilling the requirement of taking Applied Microeconomic Theory (ADEC7201) and Applied Macroeconomic Theory (ADEC7200).

- Option to complete the eight remaining course requirements in one additional calendar year

Qualifications

- Anticipated successful completion of a bachelor's degree in May of senior year
- Overall GPA of 3.30 or above
- Grade of B or better in prerequisite courses: Principles of Microeconomics, Principles of Macroeconomics, Statistics, Calculus I, and Calculus II*
- Submission of all Applied Economics application materials by the end of the semester in which student will graduate. In order to receive priority consideration for WCAS financial aid, students should apply in the fall semester of their senior year.
*Calculus II course can be taken after the admission into the program.

Accelerated Program for Boston College Undergraduate Students (enrolled at the Woods College, Morrissey College of Arts and Sciences, or Carroll School of Management)

Woods College of Advancing Studies is proud to offer Boston College students an option for accelerated completion of the Master of Science in Leadership & Administration program. Students enrolled in the accelerated program will have to complete eight courses in WCAS, which is possible to achieve within one calendar year of entry into the program.

Under the terms of this agreement, qualified students are eligible for:

- Waiver of the application fee;
- Waiver of the Graduate Record Exam (GRE);
- Preferred admission without the competition of the rest of the applicant pool;
- Advanced standing for up to two upper-level courses that student has completed at BC; Graduate Program Director to approve.
- Option to complete the eight remaining course requirements in one additional calendar year.

Qualifications:

- Anticipated successful completion of a bachelor's degree from BC in May of senior year
- Overall GPA of 3.30 or above
- Submission of all the application materials by the published Boston College deadline.

Interested students should contact the Program Director of Leadership and Administration at Boston with any further questions.

ACADEMIC HONORS

Degree With Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to a student's overall cumulative average. Starting with the class of 2018, the cumulative average for degrees with honors will be as follows:

- summa cum laude—3.9–4.0
- magna cum laude—3.8–3.899
- cum laude—3.667–3.799

Undergraduate Graduation Awards

Awards at commencement recognize a distinguished scholastic record, special accomplishments in various academic fields, and qualities of outstanding character, leadership, and demonstrated loyalty to the college.

Dean's List

The Woods College Dean's List honors students for superior academic performance. The Dean's List is published at the end of each semester. To be eligible for the Dean's List, undergraduate students must maintain a minimum cumulative GPA of 3.5.; graduate students must maintain a minimum cumulative GPA of 3.8.

PROFESSIONAL STUDIES CERTIFICATES

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, a Professional Studies Certificate can help to achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College.

A Professional Studies Certificate may be obtained in:

- Accounting
- Communication
- Criminal and Social Justice
- Finance
- Human Resources
- Information Systems
- Management
- Marketing

Certificate requirements include the following:

- Students must receive at least a grade of C for each course credited toward the certificate.
- Certificate requirements should be completed within two years of initial enrollment for non-degree students, and prior to degree completion for students already enrolled in a degree program; courses are permanently retained on the student record.
- A request to apply to a certificate program must be made to the James A. Woods, S.J. College of Advancing Studies. A request must also be made to receive a formal certificate upon completion.

NON-DEGREE STUDENTS

Non-degree students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll during the fall, spring, or summer registration periods with no prior application required.

VISITING STUDENTS

Individuals wishing to attend during the day as special undergraduate students are required to apply for Visiting Student status at the James A. Woods, S.J., College of Advancing Studies. Qualified applicants are admitted to specific courses on an individual basis.

More specific application instructions for those interested in applying for Visiting Student status can be found at www.bc.edu/schools/advstudies/undergraduate/visitingstudents.html.

Summer Session

Boston College Summer Session offers a wide variety of undergraduate courses, which run over two six-week sessions. Our courses are open to anyone with a high school diploma or the equivalent and no application is required to enroll. We also offer a selection of graduate courses through the Woods College of Advancing Studies Master's programs. Most summer classes are three credits, unless specifically noted in the course description and meet twice a week for 6 weeks; exceptions noted in individual course descriptions in this catalog.

THE BOSTON COLLEGE EXPERIENCE PROGRAM

The Boston College Experience provides motivated high school students the opportunity to live and learn as students at Boston College. Through adherence to our Jesuit mission, our programs focus on exposing students to a rich and rewarding college experience through coursework, extracurricular activities and reflection. Built into the programs are activities that help to prepare students for their college search and the transition into college life. Students will participate in service learning activities, culture and social outings all while enjoying the beautiful city of Boston over the summer.

For more information about dates, requirements, and costs, please visit the Boston College Experience website at www.bc.edu/bce.

CONTACT INFORMATION AND OFFICE

LOCATION

Office of the Dean
James A. Woods, S.J. College of Advancing Studies
St. Mary's Hall South, Ground Floor
Boston College
Chestnut Hill, MA 02467
(617) 552-3900

For further information, visit the following websites:

- Woods College of Advancing Studies: www.bc.edu/advancingstudies
- Summer Session: www.bc.edu/summer
- The Boston College Experience Program: www.bc.edu/bce

Accounting

Course Offerings

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

ADAC1081 Financial Accounting (Fall: 4)

The basic accounting course. Financial statements, fundamental accounting concepts, procedures, terminology, and contemporary financial reporting are introduced using state-of-the-art business software.

The Department

ADAC3083 Intermediate Accounting I (Fall: 4)

Prerequisite: ADAC1081 and ADAC3082 or equivalent

Financial accounting and reporting standards are applied to accounting theory in the development of general purpose financial statements. Explores asset valuation and income measurement statements.

The Department

ADAC3084 Intermediate Accounting II (Fall: 4)

Prerequisite: ADAC1081 or ADAC3082 or equivalent (Financial Accounting or Managerial)

Measurement and reporting of liabilities, stockholder's equity, intercorporate investments, business consolidations, and a thorough analysis of cash flow reporting are studied.

The Department

ADAC3085 Managerial Cost Analysis (Fall: 4)

Prerequisite: ADAC1081, ADAC3082, or equivalent

Course examines the quantitative aspects of managerial and control systems within material, labor and overhead, and its limitation with respect to global competition. Explores the ethical dimensions of decision making.

The Department

ADAC3123 Federal Taxation (Fall: 4)

The Department

ADAC3125 Financial Statements Analysis (Fall: 4)

Prerequisite: Familiarity with financial accounting, finance, Excel, and accessing data on the web

Introduces how financial information impacts organizational decision making. Examines accounting theory and practice, information presentation, market valuations of companies, investment decisions relative to debt, budgeting, and forecasting. Topics include financial statements, financial condition analysis, present value, time value of money, budgeting, long-term asset and liability decision making as well as the influence of the Financial Accounting Standards Board (FASB). Case studies expand discussions.

The Department

ADAC4085 Intermediate Accounting III (Spring: 4)

Prerequisite: Must have successfully completed Financial Accounting ADAC1081 and Intermediate Accounting II ADAC3084.

This course will cover advanced topics for accounting for complex transactions and special situations. The course will follow the requirements for the CPA exam. The topics to be covered are financial accounting standards, information systems, balance sheet and cash flows, inventories, accounting for assets and liabilities, stockholders' equity, taxes, and benefits accounting.

The Department

ADAC5002 Public and Non-Public Accounting (Fall: 4)

Cross listed with ADGR7739

Examines nonprofit and state and municipal budgeting policies and practices as well as the fiscal climate within which these organizations operate. Students gain a better understanding of the role of accounting in public and nonprofit organizations and the theories underlying major fiscal policy debates. Topics include constructing budgets and capital improvement plans, and how to successfully generate funds to support nonprofit sector organizations.

Paul Recupero

Biology

Course Offerings

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

ADBI1123 Nutrition for Life (Fall: 4)

Course acquaints the nonspecialist with the basic scientific principles of nutrition and energy metabolism. Includes an examination

of the six nutrient groups (carbohydrates, proteins, fats, vitamins, minerals and water) and their impact on health, disease prevention, growth, and development. Explores current dietary recommendations, nutrition for athletes, dietary supplement use, weight management, and other current hot topics in nutrition. Students assess their own nutrient intakes and compare them to national standards. Material designed for practical use.

The Department

ADBI1128 Sustainability Science (Fall: 4)

Sustainability is the persistence of a system through time. This course examines the essence of sustainability theory and application, agricultural and food production principles and practices, how production impacts local, regional, and global health status, economics and environments, and how sustainable practices benefit poor and wealthy nations. Dynamic and innovative scientific advances and the rediscovery of traditional farming and energy practices are transforming the ways in which we meet basic human needs as well as how we preserve and renew the planet's life support systems. Other topics include: climate and global environments, trends in organic and local food sources, the debate over food crops versus fuel crops, and access to safe water. Examines selected strategies and initiatives that promote a sustainable global community.

The Department

ADBI2010 Eating and the Environment (Spring: 4)

There is no bigger impact on Earth than agriculture. And food consumption has the single largest impact on our health. Eating and the Environment focuses on themes of industrialized and sustainable agriculture, including: soil resources and pollution; water and air pollution; pesticides, herbicides and fertilizers; the farm bill; tropical deforestation; food additives and nutritional supplements; food safety and emerging infectious diseases; meat and dairy sustainability ramifications; GMOs; and climate change. We will have a series of pro/con debates in the class, where students will investigate both sides of a topic and to formulate a concrete opinion based on scientific facts and reasoning.

The Department

Business Management

Course Offerings

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

ADBM1052 Introduction to Organizational Behavior (Fall: 4)

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style, and organizational culture affect productivity and personal and professional success.

The Department

ADBM2235 Principles of Advertising (Fall: 4)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative

uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

The Department

ADBM3300 Advanced Advertising (Fall: 4)

This course explores various advertising and marketing disciplines including account planning/research, brand/message strategy, media planning, social media, online/viral marketing and creative development. Case studies are reviewed and analyzed. Topics include market and media planning, advertising and creative strategy for traditional and electronic markets, competitive positioning and how each influences the effectiveness of a campaign.

The Department

ADBM4300 Business Ethics (Fall: 4)

The Department

ADBM5001 Conflict Resolution: Negotiation Skills (Fall: 4)

Cross listed with ADGR7707

Negotiation is a central process in decision-making and conflict resolution. This course examines the theory and practice of negotiation in a variety of contexts, including labor-management relations, buying and selling, mergers and acquisitions, civil liability suits, international diplomacy, and intra-organizational bargaining. Topics include target setting, concession making, power and influence, team management and negotiations, strategy and tactics, and phases of competitive and cooperative negotiations.

Richard Nielsen

ADBM5005 Leadership: Theory and Practice (Fall: 3)

Cross listed with ADGR8044

Student must have access to computer with a webcam.

Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations. Course will require monitoring and posting to the virtual classroom on Canvas 2–3 days each week to submit work and engage in online discussion.

The Department

ADBM5020 Pricing and Distribution (Spring: 4)

Cross listed with ADGR8020

This course examines how companies price goods and services, including pricing strategies and tactics, value creation, price structures, the role of competition, profit and costs in pricing, and pricing policy and regulation. We also examine the ways goods and services reach their customers, including distribution strategies, channel players and relationships, and channel effectiveness.

The Department

Criminal and Social Justice

Course Offerings

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

ADCJ1001 Introduction to Criminology (Fall: 4)

The Department

ADCJ2122 Crime and Corrections in America (Fall: 4)

Course explores basic concepts in criminology; how criminal laws are made and enforced by police, courts, prisons, probation, parole, and public agencies. Examines criminal behavior systems, theories of crime and delinquency causations, gangs, victimization, perceived notion of dual systems of justice, the impact of technology, alternative correction programs, inequalities in the systems as well as mass media coverage and policy questions.

The Department

ADCJ3010 Criminal Law (Fall: 4)

The Department

Communication

Course Offerings

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

ADCO1005 Introduction to Communications (Fall: 4)

Introduces the four main divisions in communication studies: interpersonal communication, mass media theory, group and organizational communication. Examines the influence and impact of electronic communication. Practical application of theory focuses the course.

The Department

ADCO1030 Public Speaking (Fall: 3)

While introducing the theory, composition, delivery, and criticism of speeches, course attends to four key communication elements: message, speaker, audience, and occasion. Explores various modes and varieties of speaking. This is a performance course.

The Department

ADCO1208 Entertainment Media (Spring: 3)

Focuses on the study of entertainment media from historical, critical, and practical perspectives. Topics include film history, broadcast history, video games, the Internet, screenwriting, and sports media. Projects include film reviews, short screenplays, and analyses of how television networks make business decisions. In addition to lectures and screenings, the class includes a variety of practical exercises and guest speakers from across the entertainment industries.

The Department

ADCO5001 Career Strategies (Fall: 4)

Cross listed with ADGR7727

This course examines the critical elements involved in self-assessment, career exploration, goal setting, adult development, decision-making, job search strategies, and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.

Amy Flynn

ADCO5002 Public Relations (Fall: 4)

Cross listed with ADGR7728

Public Relations is a vital and versatile communication tool. This course explores the techniques and media used to influence

special publics, including the news media. It reviews the principles and practices of online communications, how electronic media differ from traditional media, reaching new audiences, advantages and limitations. Students study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems and the relationship between management strategies and promotional objectives.

Donald Fishman

ADCO5041 Persuasive Communication (Spring: 4)

Cross listed with ADGR7741

In our culture, image is about conveying success. It is what makes us want to buy a brand or vote for a candidate. Course explores the powerful role of imaging, the use of trademarks as a vehicle to convey a corporate image, and how a “marketable personality” (for a product, service, organization, or individual) is defined, developed, and communicated. Examines strategies for balancing the emotional and rational factors of a message, finding a position with “soul,” and using research to full advantage in relation to image failure and crisis management. A look at how imaging is affected by the exploding world of media and how it influences the corporate bottom line. Video and audio presentations and case studies provide stimulating examples. Students will better understand the imaging process and develop the know-how to evaluate and use it.

The Department

Corporate Systems

Course Offerings

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

ADSY1140 Research: Techniques and Processes (Fall: 4)

Recommended as the first course, it examines the logic of research design and explores how data are approached, collected, and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate, and challenge specific applications and to suggest alternative interpretations. Online databases, the World Wide Web, and the Internet expand options.

The Department

ADSY1143 Corporate Communication (Fall: 4)

In a globally competitive and technologically advanced world, the ability to convey ideas and persuade diverse audiences is critical to professional success in every organization. Course provides a learning environment which develops proficient communication skills. Focusing on business writing and oral presentations with particular attention to purpose and audience, the curriculum offers strategies for effective business communication in letters, memos, email, reports, proposals, resumes, meetings, and presentations. Classroom interaction, written assignments, collaborative media design, and team presentations provide multiple opportunities to demonstrate and enhance skills and to receive feedback on your professional communication style.

The Department

ADSY1144 Computer-Mediated Presentations (Fall: 4)

No auditors.

Computer graphics, presentation software, the World Wide Web, and other emerging technologies change the way we structure and present professional and personal information. Creating, interpreting,

and revising data are highly desired skills. Competitive environments demand persuasive professional presentations that match medium and message, combine clear organization, succinct organization, and attractive design. Explores the use of color, graphic design, electronic photography, web interactivity, digital and other media.

The Department

ADSY5001 Leadership and Innovation (Fall: 4)

Cross listed with ADGR7730

Positioning organizations and individuals for success amid volatile global financial, economic, technological, and political uncertainty demands principled, insightful leadership as well as imaginative, innovative and operational expertise. This course examines disruptive sources (including fraud, scandals), the accelerating pace of change which renders past experience and knowledge insufficient, and the need for leaders making decisions about the future to think and behave like innovators. The focus is on creating open optimistic climates that engage employees, develop skills and talents, and promote continuous knowledge sharing, smart work designs, and creative problem solving. The course explores strategies critical to influencing performances and implementing customized responses to motivation, morale, and performance issues.

Michael Connolly

Cybersecurity

Course Offerings

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

ADCY6000 Cyber Ecosystem and Cybersecurity (Spring: 3)

Course provides an overview of cyberspace, defines the scope of cybersecurity, and addresses information classification and system compartmentalization. Course includes an appreciation of information confidentiality, integrity, and availability, and covers cybersecurity architecture, strategy, services, hardware, software, and cloud services. The course also examines national security issues, critical infrastructure, and the potential for cybercrime and cyber terrorism, as well as the need for corporations to align their security with business needs and consider the threat from malicious employees, contractors, and/or vendors.

The Department

ADCY6050 Cybersecurity Policy: Privacy and Legal Requirements (Spring: 3)

Course provides a comprehensive examination of the laws, regulations, and Executive Orders concerning privacy, including PCI, HIPAA, GLBA and their overseas counterparts, and the roles of Federal, State, and local law enforcement. The course also examines national security issues governed by various Federal agencies (e.g., SEC, FTC, FCC, FERC), including suspicious activity reporting (SAR) requirements under the Patriot Act. Additionally, the course addresses intellectual property protection (e.g., SOX, FISMA, NIST), security classifications, data location requirements, audits, compliancy assessments, and individual, class-action, and shareholder derivative litigation and liability.

The Department

ADCY6200 International Cybersecurity (Summer: 3)

The Department

ADCY6300 Network and Infrastructure Security (Summer: 3)

Course provides an understanding of the threats and vulnerabilities in cybersecurity and an introduction to the concepts of layering defense and providing for defense-in-depth. Specific topics include

operating system security, component lifecycle management, database security, server security, application security, mobile devices, BYOD, and end-point security. The course covers the roles of physical security, system hardening, firewalls, encryption, anti-virus, and malware defense. The course also introduces identity and access management, role-based access control (RBAC), intrusion detection, penetration testing, and incident response.

The Department

ADCY6350 Incident Response and Management (Summer: 3)

Course provides an understanding of the design and development of a cybersecurity strategy which aligns with private industry and government needs, including incident documentation/analysis, response planning, and the role of a critical event response team (CERT) in determining recovery, managing liability and communications, coordinating with law enforcement, and protecting corporate reputation. Course also examines leadership and the adoption and implementation of a proactive stance through monitoring and responding to internal and external intelligence, including monitoring network traffic, activity logs (SIEM) for data breaches, denial of service (DoS), and integrity events, and outlines the roles of information security operations centers (ISOCs) and network operations centers (NOCs).

The Department

ADCY6450 Investigations and Forensics (Fall: 3)

Course covers forensic investigation, case prioritization, and case management, and addresses procedural documentation, standards of evidence, reporting, and disclosure requirements. The digital forensic portion of the course provides an understanding as to disk imaging, file recovery, trace-back techniques, network analytics, evaluation of metadata, malware, and anti-forensics. Additionally, the course covers the outsourcing of the investigative function, or part thereof, to third parties, and provides specific case studies, including a practical laboratory project.

The Department

ADCY6475 Security in the Cloud (Spring: 3)

Course provides an understanding of basic cloud deployment models, including private, public, hybrid, and community, and the various service platforms (e.g., SaaS, PaaS, IaaS). Course addresses governance control and responsibility for cloud security together with cloud security components, and covers service provider security and its evaluation, security standards (e.g., SSAE-16, CSA-CCM, Shared Assessments, NIST, CIS), procurement, and service level agreements (SLAs). Security topics include traffic hijacking, data isolation/storage segregation, identity management, virtualization security, continuity, data recovery, logging, notification, and auditing.

The Department

ADCY6500 Organizational Effectiveness: Governance, Risk Management, and Compliancy (Fall: 3)

The Department

ADCY6600 Establishing the Business Case and Resource Allocation (Spring: 3)

Course provides guidance and the necessary skills to lead, design, and frame a business case for investment. Course outlines cost-benefit analysis and return-on-investment (ROI) by utilizing incident analysis, threat, and residual vulnerability analyses to determine and quantify the underlying business parameters. Course also addresses supporting techniques, including benchmarking and normalization, to enable data-based

decision-making. Additionally, the course covers executive dashboard design, security metrics, key performance indicators (KPIs), graphics, illustrative techniques, business reach-out, and leadership engagement.

The Department

ADCY6650 Role of Intelligence: Enabling Proactive Security (Fall: 3)

Course addresses internal and external intelligence sources, including intrusion detection, log analysis, data mining, M&A due diligence, HUMINT, and the role of an Information Security Operations Center (ISOC). From an external perspective, the course covers information gathering, intelligence feeds/sources, and fusion centers as well as the automation, filtering, validation, analysis, and dissemination of intelligence. The course also provides an understanding as to technical countermeasures (e.g., sandboxes, honeypots), and addresses the roles of DHS, FBI, NSA, and DOD.

The Department

ADCY6900 Ethical Issues in Cybersecurity and the Ignation Paradigm (Summer: 3)

The Department

ADCY6950 Applied Research Project (Summer: 3)

The Department

Economics

Course Offerings

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

ADEC1131 Principles of Economics I/Microeconomics (Fall: 3)

Course introduces the market system. Topics include the household and the firm, supply and demand, price and output determination, resource allocation, and income distribution. Examines the role of government and alternative economic systems, the changes brought about as the economy moves from a physical to a digital market.

The Department

ADEC1132 Principles of Economics II/Macroeconomics (Fall: 3)

Course introduces national income determination and government policy. Topics include national income accounting, national income determination, employment, changes in supply and demand, uncertainties in a digital economy, money, interest rates, and inflation, fiscal and monetary policy, international trade, and business cycle.

The Department

ADEC2210 Behavioral Economics: an Emerging Perspective (Fall: 4)

The Department

ADEC2500 Elementary Economic Statistics (Spring: 4)

This course equips students with the techniques of analysis and interpretation of quantitative data. Topics considered are descriptive statistics, basic probability, discrete and continuous probability distributions, sampling and estimation, testing statistical hypotheses, correlation and regression, and analysis of variance. No calculus background required.

Marie Clote

ADEC3201 Microeconomic Theory (Fall: 3)

Prerequisite: Principles of Economics

Course develops a theoretical framework to analyze two basic units, the consumer and the producer. This analysis is then employed

to investigate the determination of price and output in various market situations, the implications for welfare and the construct of general economic equilibrium.

The Department

ADEC3202 Macroeconomic Theory (Fall: 3)

Prerequisite: Principles of Economics

Course analyzes national income determination and macroeconomic government policies. Emphasis on Keynesian theories of national product and its components, national income and employment, liquidity demand, and the money supply process. Looks at how the “new economy” impacts traditional economic theory.

The Department

ADEC3394 Urban and Regional Economics (Fall/Spring: 4)

Prerequisite: Principles of Economics; Microeconomics strongly advised

Course develops theoretical foundations, both classical and modern, for urban and regional analysis. Theories applied to traditional economic problems of spatial allocation and spatial distribution of economic activities (production, consumption, transportation, housing, and labor markets) and of demographic segments (population, income, age, race, and social class). Practical applications include alternative proposals to revive cities and urban areas, transportation and housing subsidies, employment programs, and industrial relocation.

The Department

ADEC3510 Mathematics for Economists (Fall: 4)

Prerequisite: Calculus I

This course is an upper-level Economics elective, and it also fulfills Calculus II requirement for MSAE. It does not count toward degree in MSAE.

The Department

ADEC3515 Econometric Methods (Fall: 4)

Prerequisite: Must have successfully completed ADEC2500

The Department

ADEC5002 Behavioral Economics: Emerging Perspective (Fall: 4)

Prerequisite: Principles of Economics

Cross listed with ADGR7740

Why do people often behave in ways that are clearly not in their best interest? Integrating an understanding of human behavior into the more traditional economic models offers a fuller explanation of how behavior influences seemingly rational choices and suggests ways to optimize decision-making. This course explores the impact of the current economic crisis, competition, procrastination, certainty/uncertainty, investments, emerging technologies, career flexibility, obesity, and divorce to explain outcomes and performance.

Robert Anzenberger

ADEC5310 Data Analysis (Summer: 3)

Cross listed with ADEC7310

This course is designed to introduce students to the concepts and data-based tools of statistical analysis commonly employed in Applied Economics. In addition to learning the basics of statistical and data analysis, students will learn to use the statistical software package Stata to conduct various empirical analyses. Our focus will be on learning to do statistical analysis, not just on learning statistics. The ultimate goal of this course is to prepare students well for ADEC7320 Econometrics.

The Department

English

Course Offerings

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

ADEN1052 Introductory College Writing (Fall: 4)

Course presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression. Opportunities for revisions heighten self-confidence.

The Department

ADEN1053 Introductory College Writing for Non-Native Speakers (Fall: 4)

Designed for non-native English speakers who for personal/professional interests wish to sharpen their writing skills. In a supportive environment, students study the finer points of grammar and punctuation, patterns for composing sentences, paragraphs, and essays. Analysis of literature enhances critical reading and writing skills. Weekly writing exercises build confidence.

The Department

ADEN1054 College Writing (Spring: 4)

Satisfies Writing Core Requirement for Woods College of Advancing Studies

This course, which introduces flexible strategies for approaching each stage of the writing process, prepares students to succeed in their college-level writing. Students learn from readings that illustrate conventions and techniques of composition and from their own regular practice in drafting, revising, and editing.

Dustin Rutledge

ADEN1060 Literary Works (Fall: 4)

This course offers students a concentrated, introductory study of drama, poetry, fiction, and creative nonfiction. Students read a selection of contemporary works, learning how to analyze and appreciate literature.

The Department

ADEN1096 The Craft of Writing (Fall: 4)

Introductory course addressing frequent problems in writing. Students write short weekly papers that encourage the development of individual strategy and style. Class essays, as well as creative prose works, provide models. Course is an elective or alternative for Introductory College Writing.

The Department

ADEN1203 Social Networking in the Digital Age (Fall: 4)

Social networking sites like Facebook and Twitter have, for better or worse, changed the nature of friendship. Today people meet, converse, and interact online. Networks connect people across continents, enable collaboration from afar, facilitate sharing of news and information, offer group support, and provide a vital means of communication for the elderly and the housebound. Social networking also raises many questions: among the troubling developments, power-users “collect” friends; digital conversations are easily misinterpreted; news is sometimes skewed and traditional news outlets undermined; and conversations, once private, are now visible to entire networks. Readings, discussion, and reflection explore the positive and negative aspects of social networks, providing a rich palette for writing.

Thomas MacDonald

ADEN1264 The Master Sleuths (Fall: 4)

Igniting our sense of intrigue and imagination, master detectives like Sherlock Holmes, Miss Marple, Fr. Brown, and their illustrious colleagues; Poirot, Spenser, Inspector Maigret, and the usual suspects, elevate crime fiction to a true art form. Through reading, guest appearances by experts in the field, classroom discussions, classic films, and creative writing, students become familiar with most forms of detective fiction including malice domestic, modern suspense, English cozy, amateur sleuth, hard-boiled, and police procedural.

John J. McAleer

ADEN1265 Popular Novels with A Social Conscience (Fall: 4)

A look at novels that illuminate the injustices evident in cultures and communities, including injustices related to gender, race, and class. Memorable and moving literature opens learners hearts and minds to the universal nature of the human condition. Course examines and critiques works including Wright, *Native Son*; Dickens, *Oliver Twist*; Naylor, *Women of Brewster Place*; Steinbeck, *Of Mice and Men*, Stockett, *The Help*; Pollan, *The Omnivore's Dilemma*.

The Department

ADEN1266 Studies in American Ethnic Literature (Fall: 4)

Ethnic difference has a profound effect on personal and social understandings of what it means to be an American. Multicultural fiction navigates the complex terrain of race and ethnicity in America. Fiction depicts a variety of experiences and suggests that what constitutes an American identity is far from settled. A discussion of the literature invites students to share their own personal narratives—stories of race, ethnicity, class, gender, faith, and nationality—to further uncover what it means to be “ethnic” in America. Writers include: S. Alexie, E. Danticat, J. Diaz, J. Eugenides, and J. Lahiri.

James Murphy

ADEN1295 Survivals (Fall: 4)

Various American writers portray the survival of individuals faced with emotional, cultural, economic, and social stress in a rapidly changing world. Course examines how changes in the workplace, society and family affect the psychological and spiritual growth of characters who must cope with conflicting demands and envision new solutions. Works include Wharton, *Ethan Frome*; Cather, *O Pioneers*; Guest, *Ordinary People*; Tyler, *Saint Maybe*; and short fiction by Kate Chopin, Theodore Dreiser, and others.

Robert Farrell

ADEN1326 Shakespeare I—The Author and His Times: Comedies and Dark Humor (Fall: 4)

In this study of selected plays from the Shakespearean canon, we shall learn that his comedies are far more than “the plays which end in marriages.” As our cornerstone, students will understand Elizabethan culture and become familiar with Renaissance theories of love (including Plato, Christian ideals, and courtly love). We will also examine the deft use of humor in the plays, including the roots of what we enjoy in contemporary comedy: puns, double entendres, gender confusion, and slapstick physical comedy. Finally, we will analyze darker themes shared in common with his tragedies: oppression, the dangers of urban life, loneliness, marginalization, and social injustice. We will evaluate selected plays as exemplars of his best work: *A Midsummer Night's Dream*; *The Tempest*; *Much Ado about Nothing*, and one darkly humorous tragedy—*Hamlet*.

The Department

ADEN1372 Film Adaptation of Fictional Works (Fall: 4)

This course will focus on literary works that have been adapted to the screen, analyzing various approaches in style and technique. At times content and thematic focus remain similar, while for other adaptations, there can be significant changes from the written word to the cinematic image. Plays, short stories, and novels for the course include, among others, *The Conformist* by Alberto Moravia, *In the Bedroom* by Andre Dubus, *To Kill a Mockingbird* by Harper Lee, *A Man for All Seasons* by Robert Bolt, *Fahrenheit 451* by Ray Bradbury, and “The Lottery” by Shirley Jackson.

The Department

ADEN1413 New World Classics (Fall: 3)

Course explores six classics of American fiction and the distinctive American form and style which emerges.

The Department

ADEN1572 Techniques of Precise Expression (Fall: 4)

With instant communication, delivering the message fast sometimes seems to trump getting it right. Yet, whether communicating in business, disseminating information online or blogging for pleasure, writing clearly, with precision, economy, and style, is more important than ever. Course expands powers of expression, develops a large and vital vocabulary and enables learners to write and speak with precision. Sharpens writing skills through exercises and brief assignments, with special attention paid to writing for the web.

The Department

ADEN3025 From Gothic to Sublime: A Survey of Nineteenth Century British Literature (Spring: 4)

Coinciding with the expanding Imperial Empire, nineteenth century Britain experienced great advances in both education and technology, leading to greater literacy among the populace, as well as mass production in the publishing industry. As such, popular literature emerged. This course explores the poetry and short fiction of the Romantic and Victorian eras, considering how the literature of the period reflects the social and political sensibilities of the age. Highlighted authors include Wordsworth, Keats, Browning, Rossetti, Tennyson, Wilde, Dickens, and Kipling.

The Department

ADEN3200 American Renaissance: Brahmins, Transcendentalists, and Dark Romantics (Fall: 4)

The latter half of the nineteenth century was a fertile period for the New England literary establishment: the Harvard elite (“Brahmins”) such as Lowell, Longfellow, and Holmes, told tales reminiscent of their European counterparts; Thoreau and Emerson reflected the cultural immersion of the Transcendentalist movement; while Hawthorne, Melville, and Poe presented a Dark Romanticism in their writing. This survey course will consider the major authors of the era, their contribution to the American literary canon, and the cultural movements which inspired their works.

The Department

ADEN3260 Survey of African Literature (Spring: 4)

An introduction to the major writers and diverse literary traditions of the African continent. We will study the historical and cultural contexts of fiction from different regions, and themes from various periods: colonialism and cultural imperialism, nationalism and independence, post-colonialism, and contemporary voices of African writers in America. Writers include Chinua Achebe (Nigeria),

Chimamanda Ngozi Adichie (Nigeria), J.M. Coetzee (South Africa), Tsitsi Dangarembga (Zimbabwe), Laila Lalami (Morocco), and Ngugi wa Thiong'o (Kenya).

The Department

**ADEN3500 Writers and the Catholic Imagination (Spring: 4)
Offered Biennially**

Boston College’s Jesuit Catholic tradition encourages students to “find God in all things.” This course examines spiritual expression in a sample of modern and contemporary Catholic literature: short stories (1955–1965) by Flannery O’Connor, the memoir *Redeemed* (2008) by Heather King, the play *Good People* (2011) by David Lindsay-Abaire, and the essay collection *The Thorny Grace of It* (2013) by Brian Doyle. What is Catholic literature? How does it provide unique opportunities for reflection, even inspiration? How do art, spirituality, and human experience intersect? As students learn about Catholicism to better understand Catholic literature, they explore the themes, questions, and formal and linguistic literary techniques that inform the Catholic imagination.

Dustin Rutledge

Fine Arts**Course Offerings**

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

ADFA1265 History of American Architecture (Fall: 4)

Introductory course investigates American Architecture from the first European settlement to the present. Within the context of cultural, political, and technological change, students investigate the process whereby society leaves its legacy to posterity through its buildings. Attention focuses on the influence of such factors as tradition, environment, stylistic change, the inventiveness of individual architects, and the impact of technology.

The Department

ADFA1800 Introduction to Theater (Fall: 4)

This course examines the form and meaning of theater in civilizations from the ancient Greeks to modern times and is designed to expose the student to the live performance experience through the study of various elements of theatre and performance, the history of theatre, and dramatic literature. Attention is paid to the relationship between live performance and other mediated forms, like film and television, with which the student likely will already be familiar. Students will be required to read and analyze various plays and films of plays, to view two live productions, take walking tour of Boston College theatre spaces, and to explore the process of theatrical production.

The Department

ADFA3002 Painting and Shaping Latin America: A History from 1492–2015 (Spring: 4)

From the precolonial Olmec, Aztec, and Maya, to Diego Rivera, Sor Juana Ines de la Cruz, and Rafael Soriano, Latin America has produced some of the world’s most influential art and literature. This course examines the art and literature of Latin America from pre-Columbian to modern eras to uncover the vibrant history of the region. Fifty-ton basalt sculptures of Olmec heads, vast murals painted in public spaces, poetry penned in the confines of a convent, and novels challenging sociopolitical structures all speak of their history while providing a visual and intellectual tour of the various countries that make up Latin America. Moreover, students will have the rare opportunity to make use of the McMullen Museum of Art and its exhibit of the paintings of the

Cuban-Miami painter Rafael Soriano. In the end, the course provides students the ability to see and, in many ways, feel the history of Latin America through its visual and literary artists.

The Department

ADFA3003 Ways of Seeing Iran and the Arab World (Fall: 4)

The Department

Film

Course Offerings

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

ADFM1382 Documentary Film (Spring: 4)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. Parallels in American history and literature will be included in order to offer an historical and literary context. The student should be able to identify the various elements of documentaries in their historical setting and indicate the type of technique and format used to convey a narrative.

John Michalczyk

Finance

Course Offerings

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

ADFN1045 Investments: Stocks, Bonds, Securities Market (Fall: 4)
Familiarity with Introductory Finance is recommended, but not required.

Course explores tools to better understand the complex financial investment which all investors have access to and must now use to meet their long term financial objectives. In periods of economic and financial uncertainty, financial knowledge is critical to achieving greater financial security. Focus is on two key elements of the investment process—security analysis and portfolio management. Security analysis involves understanding the characteristics of various securities such as stocks, bonds, options, and futures contracts in the marketplace. Portfolio management is the process of combining individual securities into an optimal portfolio tailored to the investor's objectives and constraints.

The Department

ADFN1048 Personal Finance: Your Money and How to Use It (Fall: 4)

Course provides an overview of all aspects of personal financial management including budgeting, retirement planning, life and health insurance, income taxes, auto and real estate transactions, estate planning and personal investments (stocks, bonds and mutual funds). Challenging market conditions over the past years, the financial, housing and economic crisis, excessive risk taking, and the unraveling of Ponzi schemes (such as Madoff) have highlighted the need for all investors to better understand and manage their personal finances in order to make prudent decisions and leverage increasingly sophisticated and complex financial products. Course provides a foundation to further one's knowledge and understanding of a broad range of personal finance topics.

The Department

ADFN3041 Principles of Financial Management (Fall: 4)

Prerequisite: Financial Accounting or equivalent

Introduces financial markets and how they work or crash (as in 2008). Examines how corporations raise capital in the financial markets and decide

upon its deployment in the enterprise. Topics treated extensively include the time value of money, valuing bonds, valuing stocks, risk/return/risk management, capital budgeting, financial analysis of corporations, working capital management and international financial management.

The Department

Geology

Course Offerings

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

ADGE2500 Natural Disasters and Catastrophes (Fall: 4)

This course is a global treatment of environmental history and science of natural and man-made disasters. The class presents basic science, along with detailed case studies of past and present events. The course examines a range of disasters including volcanoes, earthquakes, floods, tsunamis, fire, landslides, hurricanes, famines, pandemic diseases, meteorite impacts, and hurricanes. Class lectures and discussions will highlight the role of science in studying natural disasters and will describe the mechanisms responsible for these phenomena. Nightly readings will expand upon and galvanize students' newfound knowledge using a range of case studies. This course traces the transition of our understanding of disasters from religious and superstitious explanations to contemporary scientific accounts.

The Department

History

Course Offerings

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

ADHS1081 Modern History I (Fall: 3)

Survey of the great ideas of the Western tradition from the Renaissance to the French Revolution. The focus is on the rise of the modern state in Germany (Holy Roman Empire, Treaty of Westphalia), England (Glorious Revolution and the roots of constitutional rule), and France (Divine Right Absolutism), the relationship of religion and politics (which suffers more, religion or politics?), and early modern European culture (Renaissance, Baroque, Rococo, Classicism) as well as Europe's interactions with Asia, Africa, and the Americas. Each class consists of a slide lecture and primary source-based discussion.

The Department

ADHS1092 Modern History II (Fall: 3)

Survey of European history in global context from the revolutionary movements of the late enlightenment in Europe and in the Americas to the revolutions in Europe, Africa, and elsewhere at the end of the twentieth century. The focus will be on the post enlightenment responses to the fundamental questions of human existence as well as economic, social, and political organization from conservatism and capitalism to Marxism and fascism, as well as the relationship between Westerners and peoples all over the globe.

Martin Menke

ADHS1111 The Vietnam Experience (Fall: 4)

Constant references to Iraq and Afghanistan as America's new Vietnam suggest an examination of America's thirty year military involvement in Southeast Asia, a most controversial episode in U.S. history. Looks at the origins of the Cold War, the Eisenhower, Kennedy,

Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, the American soldier's experiences during and after service, and relevant parallels and differences with our current involvement.
The Department

ADHS1141 Defining Moments (Fall: 4)

Course looks at decisions, events, and expectations that influenced the evolving direction of the United States. Course explores the framework, incentives, barriers, personalities, positions, and power brokers determining the emerging presence of the United States in the world. Topics include America's spreading influence before and after World War I; the Great Depression; U.S. and World War II; Vietnam; the Cold War. Some readings: Michael Adams, *The Best War Ever*; Tim O'Brien, *The Things They Carried*; Emily Rosenberg, *Spreading the American Dream*; W.A. Williams, *Tragedy of American Diplomacy*; and M. Walker, *Cold War*.

The Department

ADHS1168 Anglo-American Relations in the Twentieth Century (Fall: 4)

Course examines the actions of Anglo-American relations in a global context during key events of the twentieth and twenty-first centuries, including World War I, World War II, the Cold War, and the recent wars in the Middle East, to discover whether or not the U.S. and Britain followed parallel policies on the world stage based on an idea of a "special relationship."

The Department

ADHS1177 Resistance: Call to Action (Fall: 4)

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas, and final composite failure. What makes resistance permissible, legitimate, or even mandatory? Do the gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation, and alternative strategies enriches class insight. Guest speakers.

The Department

ADHS1191 History of Jazz in America (Fall: 4)

Course explores the development of jazz and how the times and music came together. It looks at American culture through immigration, society, popular culture, and entertainment. It examines jazz through texts, records, and performances as a distinctly American contribution—from its West African roots, spirituals, work songs, its West Indies' influence, through New Orleans, Kansas City, Chicago, and Harlem, its urban blues, swing, bebop, Afro-Cuban rhythms, and rock and roll. Students develop an understanding of our nation's history through music.

The Department

ADHS1263 Hitler, the Churches, and the Holocaust (Fall: 4)

To better understand the climate and complexities that contributed to the Christian church's weakened responses to Hitler's policies, the course examines the development of Christian anti-Judaism, anti-Semitism, and nationalism. It analyzes the resistance that emerged in

response to totalitarianism and to the Holocaust, and considers the main Christian post-Holocaust efforts as they contribute to theological development and current thinking.

The Department

ADHS1537 American Politics Since 1932 (Fall: 4)

An examination of the political history of the last eighty years, focusing on the Presidents from Roosevelt to Obama, on the electoral process by which they gained and lost office, and on the impact of significant domestic and international events on their presidencies and their legacies.

The Department

ADHS1605 History of New England (Fall: 4)

For nearly four centuries, this region has managed to maintain an identity broadly American and distinctly New England. Course examines the region's social, cultural, and political history, with particular attention to the Boston area in periods of momentous change. Topics explored include witchcraft in Salem; the Minutemen and the American Revolution; nineteenth-century immigration from Ireland; Boston's Civil War; urban and suburban growth and the social crises of the 1960s and 1970s. Analysis of local historical sites serves to deepen understanding of New Englanders' enduring attachment to the past.

The Department

ADHS2210 For God and Country (Spring: 4)

This is an online course.

"For God and Country" seems self-evident, but what if obeying God requires disobeying the country's government? Can a person of faith endorse the slogan "my country, right or wrong?" In this course, historical examples serve to achieve a greater understanding of the tension between religious and civic imperatives. Historical examples will range from Christian martyrdom in the Roman Empire or the Jewish uprising at Masada to Christians resisting the Nazi regime. Examples from the three monotheistic religions of the West will be analyzed. Required readings consist of historical documents. This course is fully online and class discussions will occur synchronously and asynchronously.

The Department

ADHS3001 History of Boston: Brahmins to Bosses to Busing (Spring: 4)

The history of Boston from its height as "the Hub of the Universe" in the 1820s, through the tumultuous Civil War and post-war periods. The course will then examine twentieth century Boston and the great events and figures which have shaped its destiny as one of America's most important cities. It will include the era of forced busing in Boston and assess the lasting impact of this period for Boston.

The Department

ADHS3011 Development of the Pre-Modern World (Fall: 4)

In this course, we will trace the development of our pre-modern world society, from Neolithic hunters and gatherers to Early Modern global explorers and scientists. Why did humans shift from a nomadic to a settled lifestyle and how did this facilitate the rise of the first great civilizations of Mesopotamia, Egypt, China, and the Indus Valley? We will also focus on the contributions of, and interactions among, the critical civilizations of Greece, Rome, Byzantium, the Middle East, Sub-Saharan Africa, and the Americas, as well as the roots of our contemporary global religions, including Judaism, Christianity, Buddhism, and Islam. While this time period featured incredible human ingenuity

and technical advancements, it also witnessed catastrophic natural disasters and man-made conflicts that combined to dramatically reshape the course of human progress and lay the foundations of our modern world.

The Department

Information Technology

Course Offerings

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

ADIT1300 Coding Boot Camp (Summer: 3)

During this two-week summer coding boot camp (which is followed by self-paced online exercises to be completed at your own pace, on your own schedule, through the end of July) students are taught the fundamentals of coding using HTML, the markup language that every website and many mobile phone apps are built with, and the industry-standard JavaScript programming language. Designed specifically for individuals who have never programmed before (or have very little prior experience), this camp teaches participants how to create their own websites from scratch and how to bring them to life with JavaScript.

The Department

ADIT1340 Exploring the Internet (Fall: 4)

No prior web-development experience and no prerequisites are required. Course is a prerequisite for all programming courses. No auditors.

This course takes a tour of the essential technologies that have shaped today's Internet. Along the way, students acquire the fundamental knowledge and skills needed to make the best use of this vast repository of information. Course focuses on website development using the core dynamic html technologies such as HTML5 and Cascading Stylesheets (CSS). Students gain a clearer understanding of just what exactly the Internet is through the study of its history and underlying protocols.

The Department

ADIT1341 Social Media: To the Web and Beyond (Fall: 4)

This course addresses current and forthcoming Social Media technologies, websites, software programs and mobile apps (iPhone and Android apps) with a special focus on privacy and security. Rich and interactive forms of communication, collaboration, and socialization are the heart of social media, but come at a price: privacy breaches, identity theft, cyber-stalkers, and "online addictions" are among the many issues that we must grapple with. In this unique course students learn how to harness the power of social media while protecting themselves and guarding their privacy. Technologies covered in this course include Social Networking (Facebook, Google+, LinkedIn, Tinder, Snapchat, etc.); video and photo sharing (YouTube, Vimeo, Twitch, Instagram, Imgur, etc.); video games and virtual worlds (Minecraft, World of Warcraft, League of Legends, Second Life, etc.), as well as a forthcoming generation of social media technologies.

The Department

ADIT1348 Information Systems Applications (Fall: 4)

Prerequisite: Familiarity with Windows and Macintosh operating systems a plus

No auditors.

This immersive education course covers the fundamentals of operating the Windows and Macintosh OS and a variety of desktop productivity applications. Includes basic concepts: terminology, word processing, spreadsheet, presentation applications, portable document

format, web page browsing, Internet safety, network terminology, blogging, and authoring tools. Students taught to utilize virtual world environments and blogs as well as online discussion groups (via the Internet) for course work conducted outside of class.

The Department

ADIT1349 Collaborative Computing (Fall/Spring: 4)

Offered Biennially

Comfortable using the Microsoft Windows or Macintosh operating system (includes being fully experienced with the process of installing new software on your own computer). Tablet computers, notebooks, and similar low-powered computers are not capable of running the graphics software required for this course. A traditional desktop or laptop computer is required.

This Immersive Education course explores collaborative computing principles using fun and familiar social media tools (such as Google Docs, Google Hangouts, Facebook, Twitter, Snapchat, Instagram, Minecraft, and more), distributed computing technologies such as Bitcoin (and related crypto-currencies), peer-to-peer file sharing (such as BitTorrent), brute-force hacking "robot networks" and "zombie networks", and standard business software. Students explore the collaborative use of versatile and powerful state-of-the-art desktop, mobile, and web applications. Topics covered include: collaborative social media apps and tools, collaborative coding (programming), crypto-currencies, zombie networks, BitTorrent, and peer-to-peer file sharing, operating systems, word processing, spreadsheets, presentation applications, network applications and protocols, client/server applications, network architectures, web publishing, compression utilities, and collaborative document concepts.

The Department

ADIT1350 Introduction to Programming (Fall: 4)

Prerequisite: Comfortable using Microsoft Windows or Apple Macintosh computers (including downloading and installing software), web browsers, and email.

Offered Biennially

An immersive education course. No auditors.

This course teaches students the fundamentals of programming (coding) using HTML, the markup language that every website and many mobile phone apps are built with, and the industry-standard JavaScript programming language. Designed specifically for individuals who have little-to-no programming experience, this course teaches participants how to create their own websites from scratch and how to bring them to life with JavaScript. During this course students will: (1) use programming tools to express themselves creativity as they learn the fundamentals of coding, (2) create web pages using the HTML language that every website is built with, (3) bring web pages to life with the JavaScript programming language, and (4) explore the fundamentals of Virtual Reality, video games, and 3D computer graphics.

The Department

ADIT1358 Video Games and Virtual Reality (Fall: 4)

Prerequisite: Familiarity using any type of graphics program (such as Photoshop, Paintshop, Flash, or similar).

No auditors.

Video games are a cultural phenomenon and very big business. This exploding industry rivals Hollywood as video games and virtual reality (VR) turn the real world upside down. This exciting entry level graphics course introduces students to the unreal world of video games and VR. Topics include: games and entertainment, Virtual Worlds, World of Warcraft, 3D graphics, Virtual Reality, Immersive

Education, Hollywood blockbuster movies, special effects, synthetic humans, and more. Skills learned can be applied to a variety of jobs and industries including: Hollywood and film production; television; music videos; video game design and development; virtual reality; medical and military simulation; scientific visualization and more. Hands-on experience using video game and VR content authoring tools.

The Department

ADIT1360 Database Management (Fall: 4)

If organizations run on knowledge, effective organizations depend on data management and analysis to integrate their systems with their strategies and their operations. This course analyzes the structure of database management systems, guides you through techniques for querying and analyzing an organization's data, and teaches you how to build a well-structured relational database. Database management systems are studied, databases are compared to other technologies for storing and using data, and students develop extensive hands-on skills in exploring and querying databases. Students also analyze a set of information requirements, and then design and build a database. Oracle and the SQL language will be used extensively. By learning database management, the diligent student will make herself or himself more useful at work and more valuable to her or his employer.

The Department

ADIT1375 Future Tech and Emerging Media (Summer: 3)

With an emphasis on critical thinking and analysis, this survey course prepares students for a future shaped by high technology and digital media (including virtual worlds and video games, virtual reality, augmented reality, neuro-technologies, 3D printing, personal robotics, drones, and driverless automobiles/planes). Students in this course work in teams to compose and present comprehensive reports on emerging technologies that will directly impact their personal and professional lives. Through group discussions and open debates students will closely examine and consider the ethical issues that these technologies raise.

The Department

ADIT2000 Computer Security (Fall: 4)

Offered Biennially

This course provides a strong starting foundation for understanding the complex threats system managers face today and what they need to do to harden their systems against attack. Today's business system managers need to understand these threats and know how to protect their digital assets. Students in this course will look at computer security through a variety of lenses. Specific topics will include: protecting the physical infrastructure, computer system design considerations, identity and access management functions and how they fit in, the role of network security tools, the importance of audits and having the right security processes and policies in place, business continuity and disaster recover planning, managing vendor contracts and special consideration for cloud-based systems, and ethical considerations.

The Department

ADIT3010 Technical Writing (Fall: 4)

The Department

ADIT4040 Intermediate Coding and Design (Spring: 4)

Prerequisite: Intro to Programming or equivalent

With an incredibly flexible and fast changing technological environment, developers today must be able to adapt quickly and hit the ground running when entering into the work force or a new company. This course will explore a general-purpose high-level programming

language as the basis for solving different types of technical problems. These problems or projects will enable you to put into practice language syntax and semantic theory. Additionally, you will also learn to collaborate and track your source by using version control. Finally, software development is not just about learning the syntax and semantics of a computer language. Software development is also about communication, critical thinking, and design, therefore this course will provide ample material to expand your critical and design thinking skills. These skills will enable you to be successful in different work environments.

The Department

Journalism

Course Offerings

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

ADJO2230 Feature Writing: Techniques of Precise Expression (Summer: 3)

To be a writer requires certain craft skills. This course will seek to equip you with those skills. You will learn how to write feature stories, opinion columns, arts reviews (movies, music, TV, theater), narrative nonfiction, personal essays, trend pieces, advertising copy, and personality profiles. The course is designed to expand your powers of expression, both written and verbal.

Don Aucoin

ADJO2240 Broadcast Writing (Summer: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus include news, public service and non-profit announcements, commercial advertising, educational programming, and writing for specialized audiences. Students will learn the art of interviewing and how to extrapolate the most crucial information from lengthy cases including court proceedings and documents. This style of storytelling is used across many communication industry platforms and is imperative for internal and external communication professionals. To tell stories in a clear, concise, conversational, and creative manner with extreme precision of facts is the aim of this course.

The Department

ADJO2290 Investigative Journalism (Fall: 4)

Whether your interest lies in the human interest story, breaking news, the expose or in honing your critical thinking and writing skills, this course offers the practical skills necessary for mastering journalistic form, drawing on credible sources, reporting the facts and sharpening your inquiry and interpretive skills. This course introduces the public documents on which investigative reporters depend and the various locales, City Hall, State House, courthouses, where such records reside. Students learn how to access, read, and interpret records which inform decision making.

Stephen Kurkijian

ADJO3349 Politics and the Media (Summer: 3)

An analysis of mass media's impact on the workings of the American system. The media's interaction and influence on political institutions, on the presidential selection process, on national and international events, on office holders, politicians, heads of state, and the treatment of economic upheaval and violence are analyzed. Considers the media's role in the coverage of war, especially in a terrorist world.

Marie Natoli

Law**Course Offerings**

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

ADLA1101 Law for the Layperson (Fall: 4)

It is often said we are a society of law and not people. This course examines how the law affects individual lives. After an introduction to the legal system, the class deals with citizen's rights and responsibilities under the U.S. Constitution. Topics include constitutional law, basic contract problems, criminal law, issues of fraud and privacy in an electronic age, developments in simplifying legal concepts, property, tort as well as family, juvenile, and business law.

The Department

ADLA1141 Family Law (Fall: 4)

The family as we know it is not simply the result of chance. Its existence is defined and reinforced by law. Examines the civil laws applicable to husband-wife and parent-child relationships and current challenges to traditional laws. Socio-economic as well as legal aspects of marriage, adoption, abortion, divorce, and child custody are considered.

The Department

ADLA5053 Employment and Labor Law (Fall/Spring: 4)

Cross listed with ADGR8053

This introduction to the rapidly evolving law of the workplace focuses on how the law works in practice today providing important information for employees and managers. Looks at traditional common law such as "employment at will" and areas of employment law topics including hiring, promotion and termination, workplace security, privacy and safety, compensation and benefits, immigration, and labor-management relations. Course also covers the various laws prohibiting discrimination in the workplace, with a focus on federal statutes and regulations as well as the emerging legal issues around social media in the workplace.

The Department

Marketing**Course Offerings**

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

ADMK1150 Marketing: An Overview of Principles and Practices (Fall: 4)

An introductory course detailing the fundamental concepts of marketing and the impact of electronic and global activity on traditional and emerging marketing practices. Current examples illustrate marketing principles. Topics include marketing management, psychology of consumer marketing in an electronic environment, product planning and development, product identification and packaging, industrial, retail, and wholesale marketing, and creating channels of distribution, pricing, promotion, and advertising.

The Department

ADMK1168 International Marketing (Fall: 4)

Course explores marketing strategies in developed and emerging international markets. It examines the similarities and differences in marketing functions with respect to cultural, economic, ethical, political, and social dimensions. Looks at the opportunities and challenges facing access to new markets, the availability of resources, supplies, and innovative ideas.

The Department

Mathematics**Course Offerings**

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

ADMT1040 Introductory College Mathematics (Fall: 4)

This course is designed to easily and comfortably re-introduce students to learn basic math skills as well as gain knowledge of important concepts in college algebra and problem solving. It is also intended to strengthen students' abilities to move on to other algebraic disciplines in business, social sciences, and physical sciences. Topics covered will be introduction to integers, equation solving, polynomials factoring, and rational expressions.

The Department

ADMT1041 Intermediate College Mathematics (Fall: 4)

This continuing course will complete the remaining college algebra topics and then familiarize students to additional branches of mathematics in the fields of elementary probability and statistics. Topics covered will be linear and systems equations, inequalities, radical expressions, quadratic equations, union and intersection, and probability, and statistics. Additional topics may be introduced if time permits.

Kenneth St. Martin

ADMT1064 Elementary Probability (Fall: 4)

This one semester course studies finite counting problems and the associated calculation of likelihood. Topics include finite sets, permutations and combinations, sample spaces, conditional probability and Bayes's Theorem, and random variables.

The Department

ADMT1100 Calculus I (Fall: 4)

Prerequisite: Must have successfully completed ADMT1054 Precalculus

This is a course in the calculus of one variable and is suggested for Economics majors. The course is also a prerequisite for ADEC3510 Math for Economists and for participation in the fifth year M.S. in Applied Economics program. Topics include a brief review of polynomials and trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

The Department

ADMT2530 Statistics (Fall: 4)

Introduction to inferential statistics covering the description of sample data, probability, binomial and normal distribution, random sampling, estimation, and hypothesis-testing.

Daniel Chambers

Philosophy**Course Offerings**

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

ADPL1005 Introduction to Basic Problems of Philosophy (Fall: 4)

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke, and Rousseau.

The Department

ADPL1252 Practical Logic (Fall: 4)

Basic principles and practice of classical Aristotelian (common-sense, ordinary-language, not mathematical) logic. One of the most practical courses any learner can take on the very structure of rational thought itself and how to put this order and clarity into individual thinking.

The Department

ADPL1309 Marriage and the Family (Spring: 3)

This course is a hybrid course, which combines some in-person and some online class meetings.

This course explores the significance of the most fundamental and intimate relationships, marriage and family. Through analysis of film, popular literature, social science research, philosophical sources, and theological texts, the course will survey the philosophies of personhood and relationality that function as the foundations for how we understand the historical and modern institutions of marriage. The course will consider how contemporary political, economic, ideological, and technological pressures have altered the condition of the family system and intimate relationships in the context of twenty-first century American life.

The Department

ADPL1483 Philosophy of Human Sexuality (Fall: 4)

This topic generates more talk and less light than almost any other subject. Course considers what is sexuality? Why is it so mysterious? How important is it to self-identity, self-knowledge, and relationships? How can we think clearly and fairly about current controversies such as surrogate parenting, AIDS, contraception, gender identity and roles, relation between sex and family, marriage, religion, and society? Philosophers, novelists, scientists, theologians, psychologists, and even mystics shed light on this issue.

The Department

ADPL1500 Ethics (Fall: 4)

**Satisfies Philosophy Core Requirement for the Woods College of Advancing Studies
Offered Biennially**

This course introduces students to the main schools of ethical thought in the Western philosophical tradition. We examine works by philosophers such as Aristotle, Kant, and Mill, and we ask how the ethical systems developed by these figures can help us to think through issues like economic inequality, the treatment of animals, and euthanasia.

Evan Clarke

ADPL2500 Philosophy of Human Experience (Fall: 4)

Offered Biennially

This course examines the nature of human experience from a variety of philosophical perspectives. Drawing insights from the phenomenological, existentialist, and Thomist traditions, we consider themes such as embodiment, the experience of others, and the experience of time.

Evan Clarke

ADPL3010 History of Philosophy I: Ancient/Medieval (Spring: 4)

Two of the best ways to know yourself are to know your ancestors and to know the differences between yourself and others. The same applies to cultures. Premodern thinkers are both our intellectual ancestors and our significant others. We will explore the “big ideas” of Socrates, Plato, Aristotle, Augustine, Aquinas, and many more (e.g., Solomon and Buddha) in this survey.

The Department

Political Science**Course Offerings**

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

ADPO1358 Seminar: American Culture War (Fall: 3)

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. Course examines the evidence behind such assertions, concentrating on some of the key issues around which theories of America’s culture war are organized.

The Department

ADPO3401 International Relations (Spring: 4)

This course will cover the basic concepts and theories of International Relations, but will have a distinct focus on real-world political matters. The course will explore ideas of national power, political ideologies, nationalism, war and peace, diplomacy, globalization, and terrorism. As a class, we will explore how these theoretical concepts actually impact the course of human history and peoples’ lives. As part of the course, students will conduct research on a focused, real-world, international relations problem of their choosing.

The Department

ADPO3500 Gender Politics (Fall: 4)

Prerequisite: Must have completed Introduction to Sociology

The Department

Psychology**Course Offerings**

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

ADPS1100 Introductory Psychology (Fall: 4)

An introduction to the science of human behavior examining such areas as child development, social psychology, personality, psychological disorders, neuroscience, sensation, perception, cognition and states of consciousness, and psychotherapy.

The Department

ADPS1101 Theories of Personality (Fall: 4)

New developments and increasingly sophisticated technology inform and expand our understanding of the brain and human nature, personality and individual differences. The course takes a fresh look at the similarities and differences that key figures and key research have attributed to human nature. How do genetic inheritance, environment and social factors interact to affect personality? Is personality stable or changing? How can modern psychology reconcile individual needs with those of the community? Readings consider theories of key figures and such factors as temperament, resilience, parenting, education, psychotherapy, gender, and attachment.

Donnah Canavan

ADPS1119 Preventing Youth Violence (Fall: 4)

Violence by our young people has become a national public health epidemic. Youthful assailants have moved from misdemeanors to major crimes of homicide, rape, robbery, and assault. When violence occurs, the community asks why were there no warning signs of impending trouble and what can be done to prevent such problems in the future? This course examines the warning signs, which are usually many and

protracted; it looks at related theories of development, attachment, and adjustment and then explores active strategies parents, teachers, counselors, law enforcement, and others interested in young people can implement to prevent these violent outbursts.

The Department

ADPS1126 Dynamics of Success (Fall: 4)

This course traces the origin of success in family dynamics and cultural heritages. It presents three major personal orientations to success: fear of success, healthy or integrative success, and conventional success. We explore the effects of these orientations to success on individuals' behavior in interpersonal, group, organizational, and private settings. The concept of success is discussed in the broader contexts of well-being, happiness, and effects in society

The Department

ADPS1139 Abnormal Psychology (Fall: 4)

How do we decide when human behavior is "abnormal" rather than "normal." To answer this and related questions, course views a variety of emotional disturbances present in our culture. Includes definition of mental illness, disorders of mood, anxiety, personality and eating, major types of disturbances, theories of psychopathology, and the more severe forms of mental illness. Clinical and research data examined with respect to theory and to the most prevalent forms of treatment both traditional and nontraditional.

The Department

ADPS1153 Research Methods for the Social Sciences (Fall: 4)

This introductory course in research methodology examines issues underlying research from a theoretical and practical point of view. It explores the basic concepts and problems encountered in designing and conducting research and develops the practice of critically thinking about resources located in the research process. Focus is on the tenets of sound research practice to enable students to make reasonable judgments about research read and undertaken.

The Department

ADPS1155 Health Psychology (Fall: 4)

Today's age is one of intense stress. Health psychology acknowledges the mutual influence of the mind and body in the environmental context. Evidence suggests that rapid technological and social change may compromise physical and mental health. This course explores the nature of these stresses and the range of psychological means available to cope with them. Special areas of inquiry include stress arising from work, family, mobility, leisure, and cultural lifestyles. Emphasis is on self-assessment and informed choice of improving the quality of one's life.

The Department

ADPS1160 Psychology of Emotions (Fall: 4)

Understanding the nature of human emotions, particularly how attachments and relationships develop and dissolve, suggests a closer look at concepts such as human needs, fear, aggression, love, guilt, family influence, and friendship. Course examines these and related issues in the context of various literary accounts to develop a sense of the universal and changing questions of emotional development.

The Department

ADPS1203 Psychology of Health and Healing (Fall: 4)

Today's health care increasingly interfaces with an emerging trend in alternative/complementary/integrative approaches to health and healing. As the role of mind-body interaction is studied and the impact of mind, awareness, consciousness, and intention is better understood, we discover

more options for health, healing, and recovery. Students will explore the concepts and research underlying integrative medicine: mind-body influences; traditional and ethno medicine; diet and nutrition; and structural, energetic therapies, and bio-electromagnetic applications. Focus on skills to evaluate research supportive and challenging to these concepts.

The Department

ADPS1246 Contemporary Perspectives on Family (Fall: 4)

A look at the family as a dynamic system; what constitutes a family; what are family values; how does diversity impact family formation. Course examines the individual's experience in her/his family of origin, patterns of interaction and development, and the influence of economics, education, technology, and culture on families.

The Department

**ADPS1261 Developmental Psychology (Spring: 4)
Offered Biennially**

A look at general psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development are considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore

ADPS1365 Adolescent Development (Fall/Spring: 3)

Prerequisite: PSYC2260

This course explores the physical, cognitive, social, and emotional changes that occur during adolescence. The role of family, peers, and school will be addressed. The course will also examine employment and career development and growth during the college years. Attention will be given to cohort effects and to the role of gender, socioeconomic status, and ethnic background.

Karen Rosen

ADPS4000 Psychology and the Other: Interdisciplinary Seminar (Fall: 4)

Please note: It is mandatory that students registered for this course attend the Psychology and the Other Conference (www.psychologyandtheother.com) in Harvard Square from 9 a.m.–6 p.m. on Friday, October 9 through Sunday, October 11 (in addition to the on-campus Saturday dates).

This course is an interdisciplinary offering wherein students consider the shape of human subjectivity, experience, and identity from a variety of disciplinary, historical, clinical, and conceptual positions. Oriented around the conversation taking place at the Psychology and the Other conference—featuring top thinkers in philosophy, theology, and psychology—this course addresses the many discourses, political imports, phenomenological markers, and philosophical heritages that underlie our understanding of and lived range in human experience.

David Goodman

ADPS4187 Neuropsychology (Fall: 4)

Prerequisite: Must have completed Intro to Psychology and Developmental Psychology

The Department

Romance Languages

Course Offerings

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

ADRL1161 French Literature in English I: Exile and the Kingdom (Fall: 4)

The pain of exile and the desire to belong are concerns poignantly expressed by writers of the French-speaking world. Themes of place and displacement, solidarity and solitude, kingdom and exile are examined in the fictional works of Gustave Flaubert (France), Marcel Proust (France), Albert Camus (Algeria/France), and Mariama Ba (Senegal). All in English.

The Department

ADRL1162 French Literature in English II: Literary Testimonies (Fall: 4)

From the Second World War to the struggle for independence of France's colonies to present-day attempts to come to grips with issues of post-colonialism and racism, writers of France and the French-speaking world beyond France's borders have borne witness to the historical events of their time. We will study these literary testimonies in the writings of Albert Camus (Algeria/France), Jean-Paul Sartre (France), Simone de Beauvoir (France), Frantz Fanon (Martinique), Samuel Beckett (Ireland and France), and Marguerite Duras (Vietnam/France). All in English.

James Flagg

ADRL1166 Representations of Violence in Spanish and Latin American Literature and Film (Fall: 4)

Short stories, novellas, and film will be used to investigate how Spanish and Latin American writers and directors have understood, represented, and responded to the violence of civil war and dictatorship. All writing assignments, class discussions, and readings are in English.

The Department

ADRL1175 Inventing Modern Literature: Dante, Boccaccio, Petrarch, and Medieval Florence (Fall: 4)

During the period from 1265, Dante's date of birth, to 1375, when Boccaccio died, one civilization ended and another began. Dante is the last great voice of Medieval Italy. Boccaccio links the medieval way of life to the age of humanism, and Petrarch, torn by unresolved inner conflicts, stands as the first "modern man." Excerpts from Dante's *Inferno*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere* will be read. All writing assignments, class discussions, and readings are in English.

The Department

Sociology

Course Offerings

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

ADSO1001 Introductory Sociology (Fall/Spring: 4) Satisfies Social Science Core Requirement for the Woods College of Advancing Studies Offered Biennially

This course introduces students to historic and current topics in sociology. Sociology is the study of the development, structure, function, collective behavior, and collective problems of human society. The course introduces essential concepts, theories, and methods of the discipline. Special topics include group interaction in everyday life, altruism

and morality in social contexts, evolving conceptions of the family and other social groups, societal facets of economics, and how group conduct is shaped by conceptions of gender, race, ethnicity, and class.

The Department

ADSO1092 Peace or War (Spring: 4)

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, Syria, the Israeli-Palestinian conflict, the "war on terrorism," as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.

Charles Derber

ADSO1130 Deviant Behavior and Social Control (Fall: 4)

A look at patterns of deviant behavior such as crime, drug abuse, unconventional sexual behavior, suicide, and mental illness. Course examines how people define and respond to deviant behavior, issues of punishment and victim compensation; theories of social control and power; implications for social policy and change.

The Department

ADSO1151 Class, Power and Social Change (Fall/Spring/Summer: 4)

Examines the dynamic changes now crafting new definitions of the "elite" social class, the disappearing middle class, and the increasing visible, disenfranchised "other" class. Changing social systems and power shifts are analyzed in such cities as Boston, Dallas, Chicago, New York, and Miami. Explores the cultural, medical, commercial, and financial worlds as well as reactions to the power system with respect to ethics, race and gender, and economic opportunities.

The Department

ADSO1365 Law and Society (Fall: 4)

Radical changes in the basic social fabric that dictate how people live, interact, communicate, and work with one another create new demands for a legal system obligated to interpret and establish law. Examines emerging challenges to freedom of expression, public and private communication: cyberspace, bullying, the disparity of access to resources, family protection, national security and individual rights, and different ways of representing justice. It also explores how the balance of emotion and reason in our idea of justice "shifts" over time, corporate responsibility/irresponsibility, new definitions of guilt and innocence, what is just/unjust social behavior, can citizens depend on the legal system, what holds society together.

The Department

ADSO3558 Qualitative Methods (Spring: 4)

Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, participant observation) and analysis, and writing/presenting qualitative research.

The Department

Spanish

Course Offerings

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

ADSP1035 Beginning Conversational Spanish (Fall: 4)

A practical course for those working in or visiting a Spanish-speaking environment who have had no Spanish. Introduction to Spanish pronunciation and grammar necessary for beginning oral communication. Development of the four language skills—listening, speaking, reading, and writing—with emphasis on speaking. Short readings and dialogues chosen according to student interests.

The Department

ADSP1036 Intermediate Conversational Spanish (Fall: 4)

This semester provides further development of skills necessary for Spanish oral communication. Practice in small conversation groups, interviews, and role-playing.

The Department

Theology

Course Offerings

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

ADTH1001 Biblical Heritage I: Old Testament (Spring: 4) **Satisfies Theology Core Requirement for the Woods College of Advancing Studies**

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible. The focus is on major biblical concepts such as creation, election, and covenant in the Pentateuch, historical, and prophetic books.

John Darr

ADTH1002 Biblical Heritage II: New Testament (Spring: 4)

An introduction to the literature, religious ideas, and historical settings of the New Testament. Focus is on major biblical concepts such as Christology, ecclesiology, grace, election, and ethics in the Gospels, the Pauline epistles, the Acts of the Apostles, and other canonical books.

The Department

ADTH1016 Introduction to Christian Theology I: Christian Life and Spirituality (Fall: 4)

This course considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands.

James Weiss

ADTH1017 Introduction to Christian Theology II: Shaping Cultural Traditions (Spring: 4)

Satisfies Theology Core Requirement for the Woods College of Advancing Studies
Offered Biennially

What does it mean to be good? Is it possible to be both good and happy, both good and successful? Is morality subjective or are there clear ways to regulate it? How can we balance the individual and the community in our moral struggles? This course examines eight traditions of morality and ethics: existentialist, utilitarian, Catholic, Protestant, Christian feminist, Black theology, rights theories, and Aristotle.

Students apply classic and modern thinkers to contemporary ethical problems emphasizing current events and movies. Interactive discussion is emphasized, so students discover the sources of values that formed their lives and develop a perspective for themselves and their futures.

James Weiss

ADTH3000 Catholic Crisis Points I: Twelve Events that Transformed the Church (Fall: 4) **Offered Biennially**

This course is the first in a two-course sequence, which offers a comprehensive introduction to the conciliar tradition of the Roman Catholic Church. This first course covers the period beginning with the first-century Council of Jerusalem and ending with the sixteenth-century Council of Trent, offering an historically-schematized overview of the ecumenical and Catholic councils of the period in question. This course attends to the evolution of councils as a means for church governance, decision-making, and conflict resolution. It also attends to the central doctrinal developments which the councils generated, including such doctrines as the Trinity, Christology, Eucharist, Church, papacy, and sin-grace. Finally, the course situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course provides a comprehensive introduction to the history of the Catholic church and its central theological tenets.

Boyd Coolman

ADTH3002 Catholic Crisis Points II: Twelve Events that Transformed the Church (Spring: 4)

This course is the second in a two-course sequence, which offers a comprehensive introduction to the conciliar traditions of the Roman Catholic Church. This second course covers the period beginning with the Council of Trent and ending with the Second Vatican Council, with an extended exploration of Vatican II's interpretation and reception, offering an historically-schematized overview of the councils of this period. This course attends to the evolution of the place of councils within the modern Catholic Church, and it situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course completes a comprehensive introduction to the history of the Catholic Church and its central theological tenets.

Boyd Coolman

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John J. Zona, Ph.D.

Chief Investment Officer and Associate Treasurer

FALL SEMESTER 2017

August 28	Monday	Classes begin
September 4	Monday	Labor Day—No classes
September 6	Wednesday	Last date for undergraduate students to add a course or drop a course or to declare a course pass/fail online
September 7	Thursday	Mass of the Holy Spirit
September 29 to October 1	Friday to Sunday	Parents' Weekend
October 2	Monday	Last date for all students who plan to graduate in December 2017 to verify their diploma names online
October 2	Monday	Last date for undergraduates only to drop a course in their Associate Deans' offices
October 9	Monday	Columbus Day—No classes
October 19	Thursday	Undergraduate Academic Advising period begins for spring registration
November 9	Thursday	Undergraduate registration period for spring 2018 begins
November 22 to November 24	Wednesday to Friday	Thanksgiving Holidays
November 27	Monday	Last date for official withdrawal from a course or from the university
December 11 to December 12	Monday to Tuesday	Study days—No classes for undergraduate day students only
December 13 to December 20	Wednesday to Wednesday	Term examinations

SPRING SEMESTER 2018

January 15	Monday	Martin Luther King, Jr. Day —No classes
January 16	Tuesday	Classes begin
January 24	Wednesday	Last date for undergraduate students to add a course or drop a course or to declare a course pass/fail online
February 1	Thursday	Last date for all students who plan to graduate in May 2018 to verify their diploma names online
February 15	Thursday	Last date for undergraduates only to drop a course in their Associate Deans' offices
March 5 to March 10	Monday to Saturday	Spring Vacation
March 22	Thursday	Undergraduate Academic Advising period begins for fall registration
March 29 to April 2	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 12	Thursday	Undergraduate registration period for fall 2018 begins
April 16	Monday	Patriot's Day—No classes
April 17	Tuesday	Last date for official withdrawal from a course or from the university
May 1	Tuesday	Last date for all students who plan to graduate in August 2018 to verify their diploma names online
May 4 to May 7	Friday to Monday	Study days—No classes for undergraduate day students only
May 8 to May 15	Tuesday to Tuesday	Term examinations
May 21	Monday	Commencement

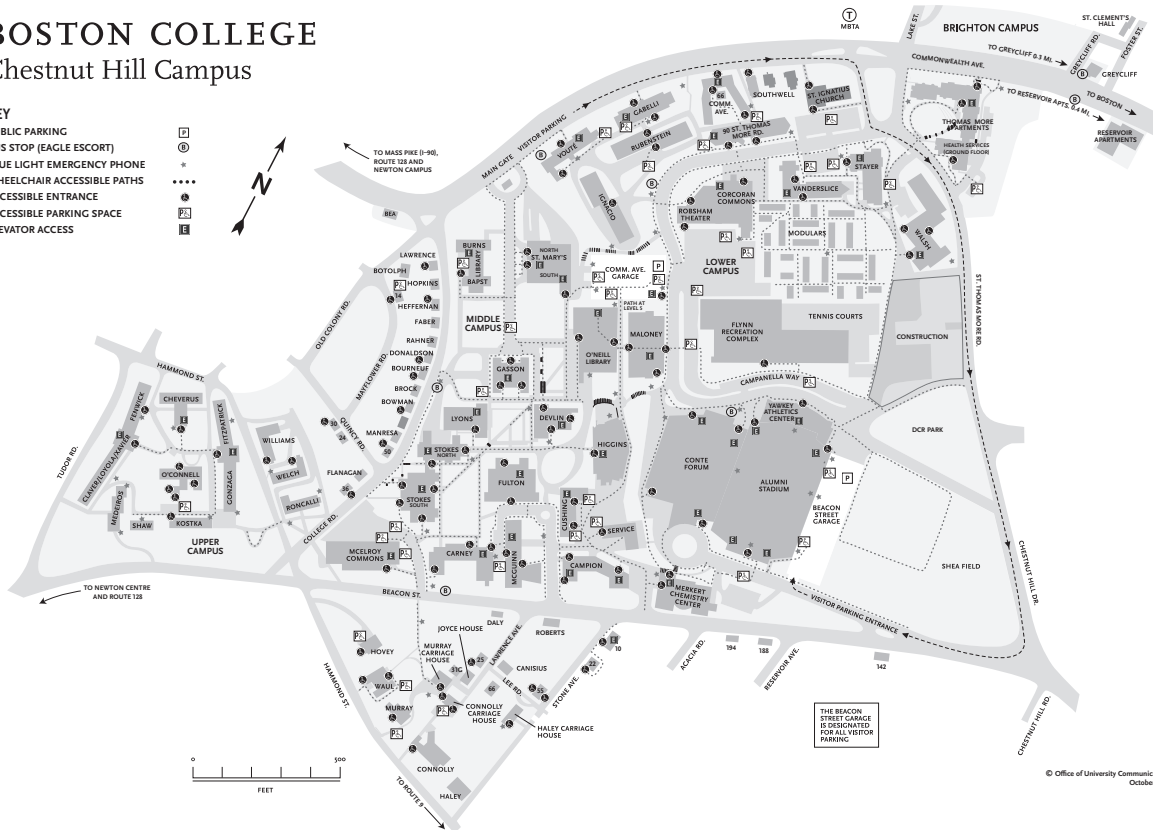
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Academic Advising Center	
Rory Browne, Director.....	Stokes S140
Accounting	Fulton 520
Admission	
Undergraduate	Devlin 208
Woods College of	
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Advancing Studies	
Fr. James P. Burns, I.V.D.,	
Dean	St. Mary's Hall South, Ground Floor
African and African Diaspora Studies	Lyons 301
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Inés Maturana Sendoya, Director.....	Maloney 455
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Fr. Anthony Penna, Associate Vice President	
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Emergency	617-552-4444
Eagle Transport.....	617-552-8888
Non-Emergency.....	617-552-4440
Career Center	Southwell Hall, 38 Commonwealth Avenue
Chemistry	Merkert 125
Classical Studies	Stokes S260
Communication	St. Mary's Hall, Fourth Floor
Computer Science	St. Mary's Hall, Second Floor
Connors Family Learning Center	
Kathleen Duggan, Director.....	O'Neill 200
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Nursing: Sean Clarke	Maloney 218
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International Programs	
Nick Gozik, Director	Hovey House 106,
.....	258 Hammond Street
International Students and Scholars, Office of	
Adrienne Nussbaum, Director	Thea Bowman House
.....	72 College Road
International Studies	Gasson 109
Islamic Civilization and Societies	McGuinn 528
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Dard Miller, Director.....	Yawkey Athletic Center 409
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Andrew Boynton, Dean	Fulton 510
Richard Keeley, Senior Associate Dean,	
Undergraduate Program.....	Fulton 315A
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Marketing	Fulton 450
Mathematics	Maloney, Fifth Floor
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Fr. Gregory Kalscheur, S.J., Dean	Gasson 103
Rory Browne, Associate Dean—Freshmen	Stokes S140
Clare Dunsford, Associate Dean—Sophomores	Gasson 109
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Fr. James P. Burns, I.V.D.,	
Dean	Saint Mary's Hall South, Ground Floor
Theatre	Robsham Theater
Theology	Stokes N310
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Thomas Wall	O'Neill 410
Volunteer and Service Learning Center	
Daniel Ponsetto, Director	McElroy Commons 114

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- WHEELCHAIR ACCESSIBLE PATHS
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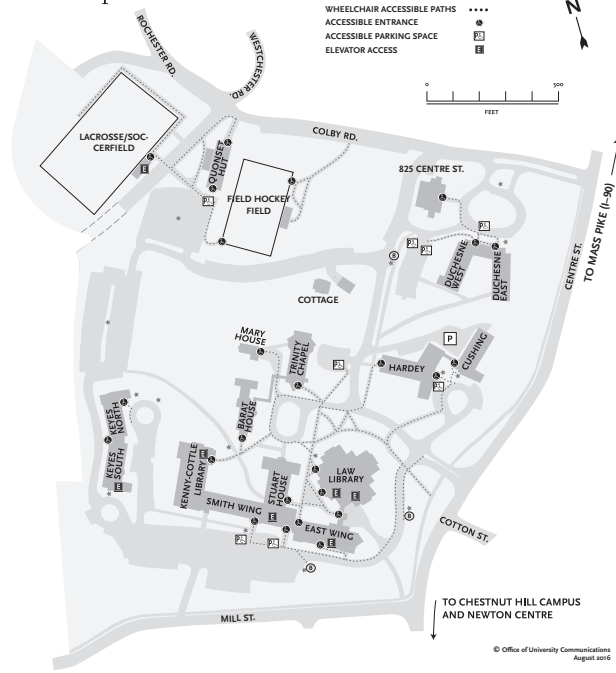


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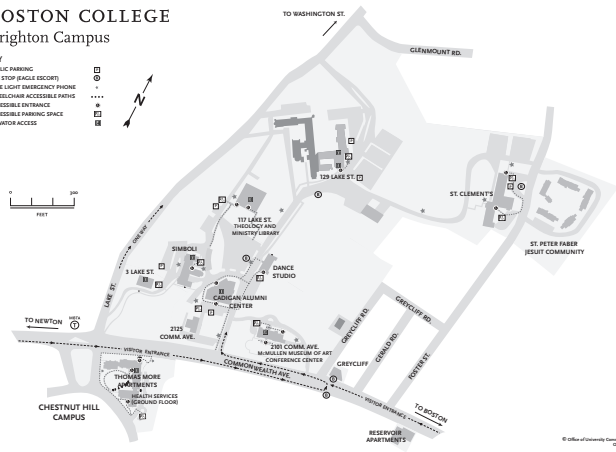


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