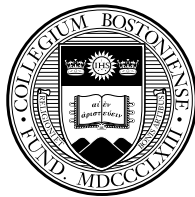


BOSTON COLLEGE

2000–2001



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Boston College
Chestnut Hill
Massachusetts 02467
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BOSTON COLLEGE BULLETIN 2000-2001

Volume LXX, Number 13, April 2000

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

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

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

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

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About Boston College

INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 8,984 full-time undergraduates and 4,560 graduate students, hailing from all 50 states and 91 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including on-line access to databases in business, economics, social sciences and law, and a library system with nearly 2 million books, periodicals and government documents, and more than 3.3 million microform units.

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

The Mission of Boston College

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

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

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

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

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

Brief History of Boston College

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

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

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

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

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

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

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

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

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

Accreditation of the University

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

The Campus

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

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

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

ACADEMIC RESOURCES

Academic Development Center

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

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

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

Audiovisual Facilities

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

These services include access to over thirty types of classroom audiovisual equipment, audioproduction services, film and video rentals, television recording and editing, photography, and graphic design and production. In addition—as part of project AGORA—BCAV operates BC's Cable Services which offers educational and commercial programming on its 57 cable TV channels to all student dormitories across campus. Several courses are also taught in AV's television studio where students use modern post-production editing equipment for their TV projects.

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

For more information, our web site is: www.bc.edu/av.

Language Laboratory

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

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

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

Computing Support, Service and Facilities

In ancient Greece, the Agora was the place where the community gathered for discourse and trade. At Boston College, Agora is the place where the University gathers to communicate electronically. This Intranet environment requires users to log-in with their Boston College username and 5-digit Personal Identification Number (PIN). After logging in via the World Wide Web at <http://agora.bc.edu>, a customized set of services is generated for the user, and he/she can then view and update information related to his/her role at Boston College, as well as complete required business transactions. For more information on specific services for faculty, staff and students, click on the Overview button on the main Agora page.

Workstations can access EagleNet, Boston College's campus-wide information network that links the IBM mainframe, Alpha, UNIX workstations and more than 3,000 desktop and laptop computers on campus. EagleNet provides access to an ever-increasing variety of services including: course registration, grades, academic and financial aid information, electronic mail (e-mail), QUEST (Boston College's electronic library catalog), indexes to periodicals, and electronic services of other affiliated libraries.

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

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

The Student Learning and Support Center (SLSC) is the largest public computing facility on campus. It is open to anyone with a currently valid Boston College ID card. The SLSC in O'Neill 250 seats 150 students at 80 PCs and 70 Macs. We also feature 2 Mac midi music stations and 2 IBM scanner stations for images and text. New this year are 6 laptop stations with power and network connections to compliment the 6 network computers for standup E-mail and internet-access. We also manage the SLSC Instructional Lab at O'Neill 248 which features 18 dual platform seats (IBM/Mac) with an InFocus 2000 projector on the teacher's desk.

Desktop 2000 has provided us with the latest equipment on both platforms, the IBM 300PL with Pentium 3 and the Mac G3, both with copious RAM. Students rely on the SLSC for the wealth of software maintained by our monitoring of academic departmental needs, as well as word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software. Visit our web-site at www.bc.edu/slsc for a complete listing of the latest versions of software.

The SLSC provides server space and support for the Professor's Folders, which allow for the dissemination of course materials in the lab and campus wide as well as drop boxes for electronic filing of assignments. Paper output is available from nine laser printers, located within the facility.

The SLSC is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available within the facility, as well as a wealth of resources available on the World Wide Web at <http://www.bc.edu/infotech>. More specialized assistance is provided at the Help Desk for students in O'Neill 250, on a walk-in, phone-in, or E-mail basis. Dial 552-HELP for assistance or an appointment.

The SLSC is open 8:00 A.M.-midnight Monday through Thursday, 8:00 A.M.-7:00 P.M. Friday, 9:00 A.M.-5:00 P.M. Saturday, and noon-midnight on Sunday. Visit our web-site at www.bc.edu/slsc or dial (617) 552-8566. The SLSC and the Help Desk are part of Information Technology's Academic and Research Services department, staffed by professional consultants who provide advanced computing and networking support.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed 1.7 million volumes and 21,121 serial titles are currently received.

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

The Libraries are replacing the existing Quest Library Information System with a state of the art web-based system that will provide expanded access to the Libraries' collections, databases, and services. As with Quest, the new system will provide a variety of methods for searching the Boston College Online Catalog, which

includes approximately 5.2 million books, periodicals, media materials, microforms, newspapers and links to electronic materials. Unlike Quest, the new system will be available 24 hours a day, and will include an expanded array of patron services that allow students, faculty, and staff to locate, request, and renew library materials and to request other library services online. The new system will also provide integrated access to the Libraries' increasing array of electronic resources including over 100 web accessible databases, full text journals and digital collections, such as the Liturgy and Life Collection of the John J. Burns Library. The migration to the new system will be completed in June 2000.

The **Thomas P. O'Neill, Jr. Library**, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 1.3 million book volumes, 13,853 active serials, 2.3 million microforms and 175,000 government documents, as well as an extensive media collection. The O'Neill Library is a leader in the use of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and throughout the world.

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

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

The **Law School Library**, located on the Newton Campus, has a collection of approximately 390,000 volumes of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and related reference works. The library possesses substantial and growing collections of international and comparative law works. The law library also subscribes to LEXIS and WESTLAW for computer-assisted legal research. Access to LEXIS and WESTLAW is restricted to students currently enrolled in the law school.

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

The **John J. Burns Library of Rare Books and Special Collections**, houses over 150,000 volumes and more than 15 million manuscripts in a beautiful, secure and climate-controlled space. Holdings include unique, illuminated medieval manuscripts; examples of the earliest printed books; the largest collection in America of Irish research materials, including original manuscripts of Nobel Prize winning authors William Butler Yeats, Samuel Beckett and Seamus Heaney; the libraries and archives of various British Catholic authors, including Graham Greene and Hilaire Belloc; the most comprehensive collection in America of books by and about Jesuits

from their founding in 1540 to their Suppression in 1773; and the papers of distinguished political leaders, such as Thomas P. O'Neill, Jr., former Speaker of the U.S. House of Representatives, and Robert Drinan, S.J., the only Catholic priest ever to have served as a member of Congress. The Library also contains important collections on Jamaica, Judaica, West Africa, the Balkans, American Detective Fiction, the City of Boston, Boston Banking, and Urban Planning, including the papers of Jane Jacobs. The Burns Library is also home to the University's Archives. The Library supports an ambitious exhibitions program, and hosts various lectures and programs to which the public is invited. Students and researchers are warmly encouraged to visit and make use of these resources.

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

A significant collection of photographs documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the Archives are the repository for the documents of Newton College of the Sacred Heart (1946-1975); the Jesuit Education Association (1934-1970); the Catholic International Education Office (1952-1976); and the documents of the Jesuit community of Boston College (1863-).

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

The **Educational Resource Center**, located in Campion Hall, is a state-of-the-art facility that serves the Lynch School of Education's faculty and students. The collection includes current elementary and secondary textbooks and teaching guides, pre K-12 educational software, children's books including both fiction and non-fiction, curriculum guides (Kraus Curriculum Development Library), instructional aids, math and science manipulatives, educational and psychological tests, and video and audio tapes.

Art and Performance

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

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

- **The E. Paul Robsham Theater Arts Center** annually hosts dance and theater productions on its main stage and many other performances in its studio workshops.
- **Humanities Series** has been bringing poets, novelists and critics to speak at Boston College since 1957.
- **McMullen Museum of Art** features the permanent BC collection as well as special exhibits of works from around the world.
- **The Department of Fine Arts** offers majors in studio art, art history, and film studies.
- **The Music Department** and the student-run Musical Guild sponsor free student and faculty concerts throughout the year.

- **Boston College Bands Program** sponsors concerts, festivals, and other events by its lineup of five bands: the “Screaming Eagles” Marching Band, the Pep Band, BC bOp!, the Swingin’ Eagles Stage Band and the Community Concert Band.
- **The Boston College Chorale and the Boston College Symphony**
- **The Undergraduate Government of Boston College**, a student group primarily elected to represent student views to the University, also sponsors concerts by contemporary artists in rock, rap, R&B and folk.

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

Research is an important part of the intellectual life at Boston College. Faculty members, graduate students, and undergraduates collaborate in a range of research strategies across the disciplines and professional schools: laboratory studies; survey research; archival and textual research; theory development; field and basic research. In addition to the work of individual faculty and units, Boston College supports the collaborative work of faculty and students across the university through the following centers and institutes:

Center for Child, Family, and Community Partnerships

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

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

Center for Corporate Community Relations

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

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

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

Center for East Europe, Russia, and Asia

The Center’s programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and

undergraduate levels. Participating faculty come from the Departments of Fine Arts, History, Philosophy, Political Science, Slavic and Eastern Languages, and Theology and offer over eighty academic courses connected with the study of the culture, history, and political life of East Europe, Russia, the Balkans, and Central Asia.

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

Center for Ignatian Spirituality

The Center for Ignatian Spirituality is a university operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic; gives support to the Ignatian Society, a student group committed to integrating Ignatian spirituality into the lives of its members and offering other students opportunities to do the same; sponsors retreats and reflection opportunities for faculty and staff; and, has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, please visit us at Rahner House, 96 College Road, or call (617) 552-177, or visit our website at www.bc.edu/igspirit.

Center for International Higher Education

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

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

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

Center for Nursing Research

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

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

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

CSTEETP has been joined by the Learning Communities Research Group (LCRG). LCRG projects include Vanguard for Learning, Math Instruction through Video, and World Band. The Group specializes in research on technology in education. Visit their web site at <http://learning.bc.edu/>.

Funding from the Spencer Foundation has enabled researchers from CSTEETP to document and change the educational ecology of classrooms and schools through student drawings in the Drawing on Education project. To view drawings and learn about the research, go to <http://www.csteetp.bc.edu/drawoned/spencer.html>.

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

Center for Work and Family

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

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

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

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate

student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources and to stimulate editions of philosophical and theological texts.

Institute for Scientific Research

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

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

Irish Institute

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

The Irish Institute currently offers programs in education, business management, and political leadership. Featured in 1999-00 are programs in Civic Journalism, Corporate Child Care, Heritage Management, Young Political Leadership, the Ulster University Leadership Program, the Irish Management Institute Leadership Program, The Middle East Higher Education Program, the Ron Brown Business Development Program and the Council of the Isles Program.

In 1997 the Institute was chosen to administer the American component of the Northern Ireland Assembly Transition Program. Boston College continues to host Assembly members, their staff and civil servants, as well as representatives of all the parties from Britain and Ireland, for programs that will allow them to learn about the American political system at city, state and federal level and to forge relationships with their counterparts in the United States. Programs include "The Task of Government," "Effective Staffing," and "Political Finance." In early 2000 the Institute will provide programs for the Northern Ireland Assembly Committees on Education, Finance and Environment and looks forward to supporting the new British-Irish Council and the North-South Council. In 2000 the Institute will recognize the role of the European Union in the future of British-Irish relations through its expanding range of programs.

In recent years, the Institute has applied its programming models to embrace participants from the Middle East and North Africa and in 1999 the Institute opened Boston College-Ireland, a Dublin base for its programming in the European Union. The Institute

hosts an extensive series of international lectures and special events. In late 1999, the Institute received a third federal grant, as a result of a congressional appropriation, and is delighted with this continued recognition of its work in Europe and throughout the world. The Irish Institute works in partnership with city, state and federal agencies in the United Kingdom, Ireland and the United States as well as with the Ireland Funds, the International Fund for Ireland, the Irish American Partnership, the Irish Management Institute, the Ulster University and the Boston College community.

Since 1998, the Irish Institute has been based at Connolly House, a state-of-the-art facility recently restored on Hammond Street, in Chestnut Hill. For more information on any of the Irish Institute's program offerings, call 617-552-4503 or visit its web site at <http://www.bc.edu/irishinstitute>.

Jesuit Institute

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

Loneragan Center

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

Management Center

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

Mathematics Institute

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

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

Center for Religion and American Public Life

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

Small Business Development Center

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

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

Social Welfare Research Institute

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

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

TIMSS International Study Center

The Third International Mathematics and Science Study (TIMSS) International Study Center is housed in the Lynch School of Education and is conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). With 45 countries participating, five grades assessed in two school subjects, more than half a million students tested in more than 30 languages, and millions of open-ended responses generated, TIMSS is the largest and most ambitious study of comparative achievement ever undertaken. In 1994-95, TIMSS

was conducted at five grade levels in more than 40 countries. Students were tested in mathematics and science, and extensive information about the teaching and learning of mathematics and science was collected. The results were released in 1996 and 1997 in a series of reports, providing valuable information to policy makers and practitioners around the world. During the 1998-99 academic year, TIMSS was again administered to eighth-grade students in 40 countries to provide information about trends in mathematics and science education. The results of this new study, TIMSS-Repeat (TIMSS-R), are planned for release in 2001.

Another project being conducted by the TIMSS International Study Center is the Progress in Reading Literacy Study (PIRLS). PIRLS is the first in the series of international studies designed to measure trends in reading literacy for fourth-grade students. Scheduled for data collection in 2001, PIRLS is focused on the reading literacy achievement of young children and researching the experiences they have at home and school in learning to read. It will provide valuable comparative information about the levels of reading literacy of young children that can be used to improve learning and instruction.

The TIMSS International Study Center is funded by the IEA, the U.S. National Center for Education Statistics, and the U.S. National Science Foundation. For more information, please visit the TIMSS web site at <http://timss.bc.edu/>.

Weston Observatory

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

STUDENT LIFE RESOURCES

AHANA Student Programs

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

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College especially those identified as being at an academic disadvantage. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The AHANA Office is located at 72 College Road, 617-552-3358.

Options Through Education Program

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

on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

Athletics

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

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 33 varsity sports for men and women. The Athletics Office is located in Conte Forum, 552-8520. The recreation facilities are located in the Flynn Recreation Complex, 617-552-0797.

Career Center

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

The Career Center's Internship Program provides students of all classes with the opportunity to gain practical part-time work experience in a professional capacity, during the summer or school year. As part of a consortium of 14 universities nationwide, the Boston College Internship Program lists on-line internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least 2 or 3 internships before they graduate.

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

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

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

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

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

University Chaplaincy

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by devel-

oping social awareness and by building a sense of community as a Christian value in the whole University. The Chaplains Office is located in McElroy 215, 617-552-3475.

Office of the Dean for Student Development

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

Dining Services

The University offers a varied and nutritionally balanced menu in seven dining areas: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons, Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, the Lower Campus Dining Facility, and the Walsh Hall Dining Room. In addition students can use their Meal Plan in the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Comm. Ave., Greycliff, Vanderslice Hall, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2000-01 is \$1,850.00 per semester or \$3,700.00 per year.

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

Office of Services for Students with Disabilities

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

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

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves students in the Graduate Schools of Arts and Sciences, Education, Nursing, Social Work, and the Carroll Graduate School of Management. Currently, nearly 4,500 full and part-time and special students are enrolled in these programs.

The GSA exists to provide academic support to students in the form of conference grants and special group funding to host social, cultural and academic programs for graduates, and to inform the

graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University community. The GSA nominates graduate students to serve on a variety of committees, including the University Academic Council, the University Committee on Alcohol and Drug Abuse, the Graduate Educational Policy Committee and the new student center committee.

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

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

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

University Health Services

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

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

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

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

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

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

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

An informational brochure entitled "University Health Services Staying Well" is available at the University Health Services Office,

Cushing Hall, Room 119, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed web site at http://www.bc.edu/bc_org/svp/uhs/.

Immunization

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

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

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

Students who fail to provide adequate documentation of immunizations will not be permitted to register and attend classes. The only exceptions permitted are conflicts with personal religious belief or documentation by a physician that immunizations should not be given due to pre-existing medical problems. All forms must be completed and returned by June 19, otherwise a "hold" will be placed upon your school I.D. and class registration will be blocked. If the forms are not complete within 30 days from the beginning of the semester, your student account will be charged a \$50 administrative fee.

University Counseling Services (UCS)

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

STUDENT RIGHT TO INFORMATION

Inspection of Education Records

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

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

Students should submit to the Office of Student Services, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the

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

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

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

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

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

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

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is as follows: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

Confidentiality of Student Records

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

Electronic and print (*The Source*) access to selected directory information is available to members both within (via authenticated access) and outside the Boston College community. A student who so wishes has the absolute right to prevent release of all directory information including verification of enrollment, or of suppressing selected directory information either to the Boston College community or to the general public. In order to do this, students must enter

Agora (agora.bc.edu) by the end of their first week of enrollment to suppress the release of all or selected directory information. Suppression is available by selecting U-View and Privacy Preferences.

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

Enrollment Statistics and Graduation Rate

During the fall of 1999, Boston College enrolled 9,190 undergraduates, 836 College of Advancing Studies students and 4,663 graduate students.

Of freshmen who first enrolled at Boston College in the fall of 1993, 87% had completed their degree by 1999 and 5% had chosen to continue their studies elsewhere. The combined retention rate for this entering class is 92%. Of the graduates, 95% earned their degrees within four years.

Equity in Athletics

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

Campus Safety and Security Program

In compliance with the Student Right-to-Know and Campus Security Act, Boston College publishes the Campus Safety and Security Program, an annual report containing the University's campus safety and security policies and crime statistics. Upon request, this report is available to any prospective student. It may be obtained, along with other information the University is required to make available under the Student Right-to-Know and Campus Security Act, from the Office of Undergraduate Admission at 617-552-3100 or by writing Boston College, Office of Undergraduate Admission, Devlin Hall 208, 140 Commonwealth Avenue, Chestnut Hill, MA 02167-3809.

NOTICE OF NON-DISCRIMINATION

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

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

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

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

RESIDENCE ACCOMMODATIONS

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

Lower Campus

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

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

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

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

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

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

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

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

Upper Campus

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and shades. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

Special Interest

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

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

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

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

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

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

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

Smoke-Free Environment

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

Oscar Romero Social Activism Program

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

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

Off-Campus Housing

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

TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 15 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the Meal Plan, and the ability to drop and add courses and to cash checks at the Cashier's Office. In severe cases, students will be withdrawn from the University. In addition, a \$100.00 late payment fee will be assessed on any account that is not resolved by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after October 27, 2000, for first semester and April 2, 2001, for second semester. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance and miscellaneous fees at the time prescribed.

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

The tuition in the Law School is due semi-annually by August 10 and by December 15.

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

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

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2000.
- Tuition first semester—\$11,340.00.
- Second semester tuition and fees are due by December 15, 2000.
- Tuition second semester—\$11,340.00.

Undergraduate General Fees

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

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

Health Fee:.....	\$294.00
Identification Card (required for new students):	\$20.00
Late Payment Fee:.....	\$100.00
Recreation Fee—payable annually:.....	\$200.00
Freshman Orientation Fee (mandatory for all freshman):..	\$250.00

Undergraduate Special Fees*

Extra Course—per semester hour credit:.....	\$756.00
Laboratory Fee—per semester:.....	\$120.00-460.00
Mass. Medical Insurance:.....	\$470.00 per year (\$200.00 first semester, \$270.00 second semester)
Nursing Laboratory Fee:.....	\$175.00
NCLEX Assessment Test:.....	\$35.00
Exemption Examination:.....	\$30.00-60.00
Special Students—per semester hour credit:.....	\$756.00
Student Activity Fee:.....	\$96.00 per year (\$48.00 per semester)

Resident Student Expenses

Board—per semester:.....	\$1,850.00
Room Fee (includes Mail Service).....	\$2,405-3,235.00 per semester (varies depending on room)
Room Guarantee Fee**.....	\$200.00

Students accepted as residents are required to pay a \$200.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

*All fees are proposed and subject to change.

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

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

Graduate Tuition

Graduate School of Arts and Sciences**

Tuition per semester hour:.....	\$700.00
Auditor's fee***—per semester hour:.....	\$350.00

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

Tuition per semester hour:.....	\$686.00
Auditor's fee***—per semester hour:.....	\$343.00

Carroll School of Management, Graduate Division**

Tuition per semester hour:.....	\$792.00
Auditor's fee***—per semester hour:.....	\$396.00

Graduate School of Social Work**

Tuition (full-time):.....	\$20,170.00
Tuition per semester hour, M.S.W.:.....	\$550.00
Tuition per semester hour, D.S.W.:.....	\$634.00

Law School**

Tuition:.....	\$25,790.00
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**Students cross-registering in graduate programs pay tuition rates of the school in which they are enrolled.

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

Graduate General Fees*

Acceptance Deposit

Graduate Education:.....	\$200.00
Graduate Nursing:.....	\$200.00
CGSOM-part-time:.....	\$200.00
CGSOM-full-time:.....	\$400.00
Law School:***.....	\$200.00
Social Work:.....	\$200.00

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

Activity fee—per semester* (Grad A&S, LGSOE, GSON, GSSW)**

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

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

7 credits or more per semester:.....	\$100.00
fewer than 7 credits per semester:.....	\$50.00

Application fee (non-refundable)

Grad A&S, Education, Social Work, Nursing:.....	\$40.00
CGSOM:.....	\$45.00
Law School:.....	\$65.00

Doctoral Comprehensive fee (per semester)

Grad A&S:.....	\$700.00
GSON, and LGSOE:.....	\$686.00
CGSOM:.....	\$792.00
GSSW:.....	\$634.00

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

Grad A&S:.....	\$700.00
GSON and LGSOE:.....	\$686.00
CGSOM:.....	\$792.00
GSSW:.....	\$634.00

Master's Thesis Direction (per semester)

GA&S:.....	\$700.00
GSON and LGSOE:.....	\$686.00

Interim Study:.....\$30.00

Laboratory fee (per semester):.....\$150.00-460.00

Late Payment fee:.....\$100.00

Mass. Medical Insurance (per year):.....\$470.00
(200.00 first semester; 270.00 second semester)

Microfilm and Binding

Doctoral Dissertation:.....	\$100.00
Master's thesis:.....	\$80.00
Copyright fee (optional):.....	\$35.00

Nursing Laboratory fee:.....\$175.00

Registration fee (per semester, non-refundable):.....\$15.00

Student Identification Card:.....\$20.00
(mandatory for new students)

*Fees are proposed and subject to change.

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

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

Massachusetts Medical Insurance

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student

is registered each semester. Graduate students in the Schools of Social Work, Management, and Advancing Studies who register for 9 or more credits are considered 75 percent of full-time. Students in Graduate Arts and Sciences who register for 7 or more credits and students in the Graduate Schools of Nursing and Education who register for 7 or more credits are considered 75 percent of full-time.

Boston College will offer all students—graduate and undergraduate—the option of participating in the plan offered at the University or submitting a waiver. The details of the University's Insurance plan are available on the *U-View* system or on the World Wide Web at <http://agora.bc.edu>. Students may waive the BC insurance plan by completing the electronic waiver form on *U-View* or on the World Wide Web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the Web at www.bc.edu/studentservices. The waiver must be completed and submitted by October 6, 2000, for the fall semester and by February 9, 2001, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

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

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

Check Cashing

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

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

Acceleration

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Services for extra courses taken during a regular semester at the rate of \$756.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he or she will pay the regular Summer Session tuition for those courses.

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

Dean's Office determines the amount of tuition cancelled.

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

Undergraduate Refund Schedule

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

First Semester

- by Sept. 1, 2000: 100% of tuition charged is cancelled
- by Sept. 15, 2000: 80% of tuition charged is cancelled
- by Sept. 22, 2000: 60% of tuition charged is cancelled
- by Sept. 29, 2000: 40% of tuition charged is cancelled
- by Oct. 6, 2000: 20% of tuition charged is cancelled

Second Semester

- by Jan. 12, 2001: 100% of tuition charged is cancelled
 - by Jan. 26, 2001: 80% of tuition charged is cancelled
 - by Feb. 2, 2001: 60% of tuition charged is cancelled
 - by Feb. 9, 2001: 40% of tuition charged is cancelled
 - by Feb. 16, 2001: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

Graduate Refund Schedule (Excluding Law)

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

First Semester

- by Sept. 11, 2000: 100% of tuition charged is cancelled
- by Sept. 15, 2000: 80% of tuition charged is cancelled
- by Sept. 22, 2000: 60% of tuition charged is cancelled
- by Sept. 29, 2000: 40% of tuition charged is cancelled
- by Oct. 6, 2000: 20% of tuition charged is cancelled

Second Semester

- by Jan. 22, 2001: 100% of tuition charged is cancelled
 - by Jan. 26, 2001: 80% of tuition charged is cancelled
 - by Feb. 2, 2001: 60% of tuition charged is cancelled
 - by Feb. 9, 2001: 40% of tuition charged is cancelled
 - by Feb. 16, 2001: 20% of tuition charged is cancelled
- No cancellations are made after the 5th week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by August 25, 2000: 100% of tuition charged is cancelled
- by Sept. 8, 2000: 80% of tuition charged is cancelled
- by Sept. 15, 2000: 60% of tuition charged is cancelled
- by Sept. 22, 2000: 40% of tuition charged is cancelled
- by Sept. 29, 2000: 20% of tuition charged is cancelled

Second Semester

- by Jan. 5, 2001: 100% of tuition charged is cancelled
- by Jan. 19, 2001: 80% of tuition charged is cancelled
- by Jan. 26, 2001: 60% of tuition charged is cancelled
- by Feb. 2, 2001: 40% of tuition charged is cancelled
- by Feb. 9, 2001: 20% of tuition charged is cancelled

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

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines per-

tain to the Federal Perkins Loan, the Federal Pell Grant, the Federal Supplemental Educational Opportunity Grant, the Federal College Work-Study, and the Federal Stafford and Plus-Loan. In such cases, the regulations require that a portion of any refund be returned according to federal guidelines. Further, if a student withdraws, the institution must determine if any cash disbursement of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Office of Student Services.

National Student Loan Clearinghouse

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

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

Full-Time Enrollment Status

Undergraduate Full-Time Enrollment Status

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

Graduate Full-Time Enrollment Status

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

All students are considered half-time with 6 credits.

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

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

The University: Policies and Procedures

UNDERGRADUATE ADMISSION

Admission Information

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

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

Admission from Secondary School

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

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

Standardized Testing

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

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

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

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

Application Procedures

Regular Freshman Admission

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

Early Action

Superior students who are seriously considering Boston College may want to apply through the Early Action Program. This would

necessitate submitting the Preliminary Application and a completed Common Application by November 1. Candidates will learn of the Admission Committee decision before December 25, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must normally have at least a 3.0 cumulative grade point average to be considered for admission. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

All candidates for admission-in-transfer should complete the Preliminary Application. Upon receipt of the Preliminary Application and the \$55 non refundable application fee, the Office of Admission will mail out a Secondary Application package consisting of a Personal Data Form, a Professor Recommendation Form, a Mid-Term Grade Report Form and a Dean's Evaluation Form. Please note that a Dean's Evaluation Form must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295.

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

Transfer of Credit

Boston College transfer credit policies are established by the deans and faculty of each undergraduate division. Courses are evaluated by the Office of Transfer Admission. Any questions regarding the evaluation of credits, either before or after enrollment, should be directed to the Office of Transfer Admission. At Boston College, transfer credit is evaluated on the basis of the number of courses successfully completed rather than the credit hours earned. Thirty-eight courses are required for graduation, of which a maximum of 20 may be transferred courses. In general, a transferable course must be taken at a regionally accredited college or university, and the course must be similar in content and depth to a course taught at Boston College. In addition, a grade of at least C must be earned in the course.

- 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.
- Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date.
- No credit will be granted for internships, field experiences, practica, or independent study.
- Grade point averages do not transfer with students. A new grade point average begins with the commencement of a student's career at the University, and reflects only work completed as a full-time undergraduate at Boston College.

- Courses taken during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of credits. After enrollment at Boston College, all summer courses must be approved in advance by the appropriate deans.
- Statistics does not fulfill the Mathematics Core requirement.
- College Algebra and College Trigonometry are not transferable to Boston College.

Date of Graduation

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

Students may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal academic program is 8 courses per year rather than 10 and who experience a loss of one semester in their status. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred or worsened by Ds, failures or withdrawals may not be regained.

Residency Requirements

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

Special Students

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

Advanced Placement

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

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

English: Students receiving a 3 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 3 on the A.P. English Literature exam are required to take one semester of the Writing Core

requirement. Students who receive a 4 or 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements.

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

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

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

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

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

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

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

Arts and Sciences and CSOM Foreign Language Proficiency Requirement:

Students receiving a score of 3 or better on the A.P. foreign language exam (4 or 5 on the AP Latin or AP Greek exams) or a score of 500 or better on the SAT II foreign language exam (600 or better in Latin or Greek) have fulfilled the language proficiency requirement.

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

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

Early Admission

Under the Early Admission Program, exceptional high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that they have either completed all their requirements for graduation or they will receive their diploma after the freshman year at Boston College.

AHANA Student Information

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

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

Options Through Education Program

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

International Student Admission

International Students are expected to submit the same credentials (transcripts, recommendations, SAT I and II, etc.) as United States applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) exam and earn a minimum score of 550 (or 213 on the computer-based version). Students who earn scores of 600 or better (250 on the computer-based version) are more competitive.

International Baccalaureate (IB) Credit

Students with Higher level passing scores of 5 or better earn six credits (2 courses) in Boston College's curriculum. Students with a Higher level passing score of 4 or better earn three credits (1 course). Boston College does not award credit for Standard level examinations. Students who have earned scores of 6 or 7 on Standard level foreign language examinations, however, are considered to have fulfilled the language proficiency requirement. Students who have taken both AP and IB examinations do not receive credit/placement for both. Students who earn credit for IB examination scores do not also fulfill Core requirements through AP examination scores.

FINANCIAL AID

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

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

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

Application Information

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

Undergraduate:

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

Graduate:

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

The 2000-2001 Financial Aid applications, including FAFSAs, for continuing graduate students are available at the graduate schools; at the John Courtney Murray, S.J. Graduate Student Center; and, at the Office of Student Services in Lyons Hall. Completion of both forms are required to determine your eligibility for federal financial aid awards.

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

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

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

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

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

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Office of Student Services and the University may be required to adjust the need-based aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet institutional need

and second, to reduce a portion of the self-help component (work or Federal Perkins loan) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected. The Federal Stafford Loan is reduced last. "Outside" assistance is defined as any assistance awarded by any agency, department, etc., other than Boston College's Office of Student Services. Assistance received from other University departments, such as Athletics, Housing, Graduate departments, etc., must be incorporated into the need-based package and can in fact reduce that need-based award. State scholarships are not considered outside aid and will generally be used to reduce the Boston College grant or scholarship assistance.

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

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

General Information

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

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

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

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applica-

tions for each available financial aid program.

- what criteria the institution uses to select financial aid recipients.
 - how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
 - how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
 - students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.
- A student also has the responsibility to:
- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
 - provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
 - read and understand all forms he or she is asked to sign, and keep copies of them.
 - perform in a satisfactory manner the work that is agreed upon in accepting a Federal Work-Study job.
 - know and comply with the deadlines for applications or reapplications for financial aid.
 - know and comply with the College's refund procedures.
 - notify the Office of Student Services and the lender of a loan (i.e., Federal Stafford Loan) of any change in name, address, or school status.
 - complete the Entrance Interview process if he or she is a new loan borrower.
 - complete the Exit Interview process prior to withdrawal or graduation.

UNIVERSITY CORE REQUIREMENTS

As a Jesuit University, Boston College has as its heritage a 400-year tradition of concern for the integration of the intellectual, moral, and religious development of its students. The centerpiece of Jesuit education has always been a common curriculum that emphasizes the defining works of the humanities, sciences and social sciences. A special faculty committee, the University Core Development Committee (UCDC), assists departments in developing the content and methodology of these Core offerings. The committee also encourages the creation of new courses and interdepartmental programs.

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

coordinates what they are learning in various disciplines and relates this learning to the moral significance and practical direction of their lives.

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

- 1 course in the Arts (Fine Arts, Music, Theatre)
- 1 course in Cultural Diversity (The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement, or an elective)
- 2 courses in History (Modern History I and II)
- 1 course in Literature (Classics, English, German Studies, Romance Language and Literatures, Slavic and Eastern Languages)
- 1 course in Mathematics
- 2 courses in Natural Science (Biology, Chemistry, Geology, Geophysics, Physics)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education, Economics, Political Science, Psychology, Sociology)
- 2 courses in Theology
- 1 course in Writing

FIRST YEAR EXPERIENCE

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

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

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

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

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

SPECIAL PROGRAMS

Cross Registration

Consortium

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

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

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

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

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

Graduate Consortium in Women's Studies at Radcliffe

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

Boston Theological Institute (BTI)

Students who want to cross register through the Boston Theological Institute (BTI) should pick up a cross registration petition in Lyons 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. Theology majors may take up to half of their courses through BTI. For further information call the Office of Student Services at 617-552-3300.

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

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

Undergraduate Faculty Research Fellows Program

The Undergraduate Faculty Research Fellows Program enables students to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Academic credit is not granted through the program. All full-time undergraduates are eligible, although a limited number of students may be supported each semester. Fellowships are also available for summer terms. Contact your Dean's Office for more information, or inquire with faculty directly to express your interest in being involved in their research.

Honors Program

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

Center for International Studies

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

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

Australia

Monash University

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

University of Melbourne

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

Melbourne Internship

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

Murdoch University

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

Notre Dame University

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

University of New South Wales

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

Belgium

European Experience

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

Brazil

Pontifical Catholic University Rio de Janeiro

Semester or full year program. Course offerings in all disciplines. *Undergraduate and graduate.*

Chile

Catholic University of Chile

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

Caribbean Islands

Caribbean Studies

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

China

Hong Kong University of Science and Technology

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

Social Policy and Human Services

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

Hangzhou Internship

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

Beijing

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

Shanghai

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

Cuba

Social Policy and Human Services

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

Denmark

Copenhagen University

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

Copenhagen Business School

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

Ecuador

Universidad San Francisco de Quito

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

Nursing Service Project

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

England

Advanced Studies in England

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

King's College

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

Lancaster University

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

London School of Economics

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

Oxford University

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

Queen Mary and Wesfield

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

University College London

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

France

Critical Studies Paris

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

University of Paris

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

Ecole Normale Supérieure

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

University of Strasbourg

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

Strasbourg Internship

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

Institute for Management and Business Administration of Paris

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

ESC Exchanges

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

Political Science Institute (Sciences Po Paris)

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

Germany

Dresden Technical University

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

Eichstatt Catholic University

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

WVA Stuttgart

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

India

University of Madras, Loyola College

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

Ireland

Queen's University Belfast

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

National University of Ireland Cork

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

Trinity College Dublin

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

University College Dublin

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

National University of Ireland Maynooth

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

National University of Ireland Galway

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

Abbey Theatre Program

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

Dublin Internship Program

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

Israel

Hebrew University

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

Italy

Classical Studies Rome

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

University of Parma

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

Parma Summer Language Program

Three-week intensive Italian language course. *Undergraduate and graduate.*

Florence Summer Program

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

Japan

Sophia University Tokyo

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

Korea

Sogang University Seoul

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

Mexico

Iberoamericana University

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

Morocco

Al Akhawayn University

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

The Netherlands

University of Amsterdam

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

University of Nijmegen

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

Norway

University of Bergen

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

The Philippines

Anteneo de Manila University

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

Poland

Jagiellonian University

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

Russia

St. Petersburg Study and Research Program

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

Scotland

University of Glasgow

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

South Africa

Rhodes University

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

Spain

Universidad Pontificia Comillas de Madrid

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

Boston College in Madrid

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

Universidad Pompeu Fabra Barcelona

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

ESADE

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

Deusto

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

Sweden

Uppsala University

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

United States

American University

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

Other Opportunities

M.B.A. Summer Experience

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

Overseas Teaching Program

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

Presidential Scholars European Program

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

Volunteer Programs

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

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

Exchange Program

The Washington Semester Program

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact Associate Dean Carol Hurd Green, Office of the Dean, College of Arts and Sciences.

Visit the International Programs Home Page for information about Boston College international programs, undergraduate information, graduate information, faculty information, and Professional Opportunities.

FACHEX

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

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. Employees at other participating institutions should ask their respective Benefits Offices for information on requirements for participation.

Students interested in attending Boston College through the FACHEX program should view the List of Procedures and Conditions, available on the web at www.bc.edu/fachex.

Pre-Professional Programs

Prelegal Program

Boston College offers pre-legal advisement through the Pre-Law Advisory Board, which is composed of faculty members and administrators who advise students about careers in law and about the academic and extracurricular programs that will best prepare them for entry into law school. The Board in cooperation with the Bellarmine Law Academy (the student pre-law association) and the Boston College Career Center present a series of panels each year on different aspects of the legal profession and the law school admission process. Members of the Board are also available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is recommended that students include at least some of the following courses in their programs of study: Logic, Mathematics, Law, Public Speaking, English (especially intensive writing courses), History, Sociology, and Political Science. You can indicate your interest in receiving announcements of Pre-Law panels and activities by registering on-line or at Student Services for the pre-law program. For further information, contact the Chairperson of the Pre-law Advisory Board, Dean Joseph Burns, Gasson 106, 617-552-3272.

Premedical/Predental Program

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

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

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

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

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

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

An increasing number of students at B.C. (and other institutions) feel that they would like to complete the Premedical/Predental/Preveterinary Program over four, instead of three, years. This allows more flexibility during their undergraduate careers and that extra year also allows students to raise their cumulative averages thus increasing chances for acceptance. This is an especially good option if a student has had a modest performance during his/her freshman year. Nevertheless, this would postpone graduate studies by one year. The majority of students entering health professions graduate school do not enroll directly after graduating from college.

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

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology

(BI 200-202) and its associated lab (BI 210-211) are the biology courses that non-science majors should take to fulfill health professions school requirements. Two program options appear below, but other sequences are possible:

Option A: Non-Science Majors

Freshman Year

- Introductory Biology (BI 200-202)*
- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)**
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)
- English Core Requirement
- Electives/Core Courses

Sophomore Year

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

Junior Year

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

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

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

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

Option B: Non-Science Majors

Another option would be to take General Chemistry Lecture (CH 109-110), General Chemistry Lab (CH 111-112), and Calculus (MT 100-101) freshman year. During sophomore year, students may take Biology and Organic Chemistry, plus associated labs. Physics and possible Biology electives could be taken junior year. This option allows students to ease into premedical courses, but the disadvantage is that, students who are not competitive probably will not know this fact until the end of their sophomore year. Additional options, such as delaying calculus until sophomore year, are possible as well.

Program Options for Science Majors

Biology and Biochemistry Majors

The requirements for the Biology and Biochemistry majors at Boston College fulfill all of the core premedical/predental/preveterinary requirements outlined above. For a complete listing of the required courses for these majors, please refer to the appropriate program descriptions within this catalog. Biology and Biochemistry majors fulfill their Biology premedical laboratory requirement by completing BI 310-311 (Molecular Cell Biology and Genetics Laboratory) during sophomore year. Therefore BI 210-211 (General Biology Lab) is not required for Biology and Biochemistry majors.

Chemistry Majors

The requirements for the Chemistry major fulfill most, but not all, of the core premedical/predental/preveterinary requirements. There is no biology course required for the major. Given this, most

Chemistry majors take Introductory Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. Note that MT 102-103 is the required mathematics sequence for Chemistry majors. For a complete listing of the required courses for the Chemistry major, please refer to the appropriate program description within this catalog.

Geology and Geophysics/Physics Majors

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

Advanced Placement

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

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

Please keep in mind that premedical/pre dental/preveterinary requirements may or may not coincide with the requirements of a major, so if you are considering taking advantage of Advanced Placement, check with the Premedical Office and your proposed major department. Also, if a student arrives at Boston College with advanced placement in math, the Mathematics Department may recommend he/she begin by taking a higher level math course. Please keep in mind that this is only a recommendation. Students who think that their background is insufficient should feel free to "drop down" to a lower level course (e.g., MT 100) before the drop/add period ends.

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

Further Information

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

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

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

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

Presidential Scholars Program

The Presidential Scholars Program is a university-wide four-year co-curricular honors program, which is uniquely expressive of Boston College's Jesuit heritage. Approximately fifteen Scholars are chosen on the basis of academic excellence, leadership potential and an orientation toward service to society from the top 1-2% of the national pool of students who apply for Early Action to Boston College. The Program's purpose is to offer a group of extraordinary individuals the richest academic experience available at the University, one that encourages the pursuit of excellence both within and beyond the university walls.

During the academic year, in addition to required membership in one of the University's Honors programs, Scholars are challenged by being introduced to men and women whose achievements have made them leaders in their professions and who can serve as a source of intellectual and personal stimulus. The Program does this through a series of evening meetings intended to promote discussion between students and the featured speakers, whose energies and abilities are directed beyond themselves and who can provide the Scholars with role models in whom they can see their aspirations articulated, achieved and incarnated. Additionally, the Program offers Scholars, through a series of workshops, the opportunity to develop and enhance practical skills that will assist them in realizing their personal and professional goals.

In the summers between academic years, students are challenged to test and apply what they have learned in the world beyond the campus, and to integrate it with experience through a series of summer programs, focusing respectively, on community service (after the freshman year), international travel and study (after the sophomore year) and professional internship (after the junior year).

University Capstone Courses

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

Reserve Officers Training Program

Air Force Reserve Officer Training Program

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three or two years and include tuition (full or partial), books, fees, and \$200 per school month stipend. Freshmen and sophomores can compete for two and three-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any major. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers Training Program

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

Advanced Course and scholarship students receive \$200 per month while in school. Limited ROTC Scholarships of four and three years are available to qualified students at up to \$20,000 per year for tuition and up to \$400 annually for fees and \$450 annually for books, supplies and equipment. An incentives program from BC is also available. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25) at 617-552-3230, or refer questions to the Associate Dean for Student Development Michael Ryan, 617-552-3470.

Navy Reserve Officer Training

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three and four year programs exist with possible scholarships (full tuition, most expenses except for room and board, with a \$200 per school month stipend). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class

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

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

ACADEMIC REGULATIONS

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

Academic Integrity

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

Academic Grievances

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

Grading

Undergraduate

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

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

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

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

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

Graduate

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

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

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

Incompletes and Deferred Grades

Undergraduate

A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such "I" grades will automatically be changed to "F" after six weeks in the semester following the semester in which the course was taken.

Graduate

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

A J grade is recorded when the grade is deferred.

Graduation

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

In order to ensure timely clearance, all students who plan to graduate in May should sign-up on-line at <http://agora.bc.edu> by February 15. University policy states that degree candidates must be registered in the semester in which they graduate.

Dean's List

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

Degree With Honors

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

Leave of Absence

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

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

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

Readmission

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

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

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

Student Absence from a Semester Examination

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

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

Student Absences for Religious Reasons

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

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are as follows:

College of Arts & Sciences

- Associate Dean Burns—Gasson 106
- Associate Dean Dunsford—Gasson 109
- Associate Dean Green—Gasson 109B
- Associate Dean O’Keeffe—Gasson 109

Lynch School of Education

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

Carroll School of Management

- Associate Dean Keeley—Fulton 360A

School of Nursing

- Associate Dean Higgins—Cushing 202G

Transcript of Record

A record of each student’s academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to students who are currently enrolled, these averages are not maintained as part of a student’s permanent academic record. Only the student’s final overall cumulative average appears on the permanent record (transcript).

For students in the Law School and the Graduate Schools of Management, Education, Nursing and Social Work, the transcript includes the final cumulative average; no cumulative average is presently maintained for students in Graduate Arts and Sciences.

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

Transcript requests may be submitted in writing to: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467 or requested using an on-line form at <http://www.bc.edu/studentsservices>.

Usually requests are processed within 24-48 hours of receipt. University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

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

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a “W” recorded in the grade column of their permanent record. To withdraw from a course after the registration period, students should go to the Office of the Associate Dean for their school. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to file a Withdrawal Form in the Dean’s Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

University Degree Requirements

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

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

UNIVERSITY (SENIOR) AWARDS AND HONORS

College of Arts and Sciences

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

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

Baptist Philosophy Medal: For overall outstanding performance in philosophy courses.

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

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

Andres Bello Award: For excellence in Spanish.

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

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

Wendy Berson Award: For excellence in Romance Languages.

Alice Bourneuf Award: For excellence in Economics.

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

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

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

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

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

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

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

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

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

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

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

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

Princess Grace of Monaco Award: For excellence in French.

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

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

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

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

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

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

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

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

Denis McCarthy Award: For outstanding work in creative writing.

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

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

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

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

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

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

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

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

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

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

Dr. Joseph R. Stanton Scholarship: For a graduating senior who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

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

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

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

Peter S. and Carolyn A. Lynch School of Education

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

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

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

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

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

The Dean's Award: Selected and awarded each year at the discretion of the Dean.

The Rev. Charles F. Donovan, S.J., Award: This award is presented to a member of the Senior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. The recipient of this award exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

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

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

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

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

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

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

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

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

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

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

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

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

Carroll School of Management

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School of Nursing

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

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

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

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

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

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

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

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

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

College of Arts and Sciences

UNDERGRADUATE COLLEGE OF ARTS & SCIENCES

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

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

A major is a systematic concentration of courses taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements. Majors are available in the following fields: Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Economics, English, Environmental Geosciences, Geology, Geophysics, German Studies, History, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theatre, and Theology. Some departments offer a minor for students who wish to complement their major with intensive study in another area. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas. A student may choose more than one major, but in each must fulfill the minimum requirements set by the Department and the College.

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

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

Information for First Year Students has been included in the sections pertaining to the Core curriculum and departments and programs. First Year Students should register initially for a Writing

or Literature course, introductory major courses, and courses that fulfill other Core or language requirements and/or introduce them to potential fields for a major.

ACADEMIC REGULATIONS

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

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

Requirements for the Degree

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

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

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

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

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

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

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

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

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

Normal Program, Overloads, Acceleration

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

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

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

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

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

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

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 104) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable: (1) Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean. (2) Overload courses

taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year. (3) Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

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

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

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

Fulfillment of Requirements by Equivalencies

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

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

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

Academic Standards

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

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

5.3 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two deficiencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to obtain appropriate academic advice.

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

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

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

Course Requirements

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

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

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

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

Leave of Absence

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

Academic Honesty

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

Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration

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

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

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

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

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

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

Procedures:

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

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

3. A board of two faculty members and one student drawn from the full committee will be assigned to each case, with one of the faculty members as chairperson. An Associate Dean will be des-

igned each year to participate on each board as a non-voting administrative resource, who will maintain the Committee's record of notifications with any relevant materials.

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

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

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

7. The chairperson of each board will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed immediately. The files of only those cases which result in university probation, suspension, or expulsion will become part of a student's academic record and only such offenses will be reportable to graduate and professional schools.

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

Procedure of Appeal

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

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

9.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department Chairperson or program Director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

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

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

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

Incompletes/Grade Change

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

Degree with Honors

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

SPECIAL ACADEMIC PROGRAMS

The Honors Program

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

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

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major

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

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

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

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

Departmental Honors

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

Departmental Minors

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

The following restrictions apply:

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

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

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a 5-year B.A./M.A. program in some disciplines. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences (McGuinn 221). Admission to the B.A./M.A. program normally requires an overall GPA of 3.33, and a GPA of 3.5

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

Bachelor of Arts-Master of Social Work Program

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

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

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

Secondary Education

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

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

General Education

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

International Study Program

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

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

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

Interdisciplinary Programs

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

Independent Major

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

Interdisciplinary Minors

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

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

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

American Studies

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

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

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

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

Asian Studies

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

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

Biblical Studies

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

Black Studies

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

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

Church History

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

For further information see Professor James Weiss of the Theology Department.

Classical Civilization

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

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

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

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

Cognitive Science

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

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

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

Computer Science

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

Environmental Studies

The goals of the Environmental Studies Program are threefold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental challenges; (2) to better prepare students for careers in the expanding field of the environmental professions; and (3) to provide prepara-

tion for further study at the graduate or professional school level. To achieve these goals, participating students develop their own trajectories through this program through a combination of courses, research internships and a senior seminar.

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

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

Faith, Peace, and Justice Studies

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

Faith, Peace and Justice minors are given the opportunity and challenge to design their own interdisciplinary program of studies. This program, assembled by the student with advice of an FPJ face senior seminar, UN 590. In between, exploration is structured by the student's choice of one course in each of the following areas: (1) information and/or interpretations on the human condition; (2) foundations in faith for peace and justice; (3) resources for maintaining order or promoting change; (4) methods for reconciling conflicting claims and forces.

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

Film Studies

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

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

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

German Studies

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

The interdisciplinary minor in German Studies consists of six upper division courses, three from the Department of the German Studies and three from offerings from other departments.

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

International Studies

International Studies is an interdisciplinary field combining work in several departments and professional schools that includes cultural, political, and economic relations among nations, international organizations, multinational corporations, private interna-

tional institutions, and broader social or political movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question, or a geographic region.

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

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

Irish Studies

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

For Irish Studies Minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Studies and see Professor Kevin O'Neill, History Department, 617-552-3793, or Professor Robert Savage, Irish Studies Program, 617-552-3966.

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

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

Students interested in the Irish Studies Program should contact Professor Robert Savage, Irish Studies Program, 617-552-3966; or Professor Kevin O'Neill, History Department, 617-552-3793.

Italian Studies

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance Languages, invites students to learn about the important role that the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italian history, art, film and literature.

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

Latin American Studies

Boston College offers an academic minor in Latin American Studies as an interdisciplinary program for undergraduates. The Latin American Studies program encompasses faculty and courses from across the university. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation.

Students may earn a minor in Latin American Studies by completing six courses selected from among courses approved for the program. The courses selected must come from at least three different academic departments. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

Students seeking to earn a minor in Latin American Studies must submit a proposed plan of study to the Director of the program, 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 Director will review the proposed plan of study, in consultation with the student and other faculty in the program. If the proposed plan is accepted, the Director will grant approval for the student to become a Latin American Studies minor.

For further information, contact Professor Jennie Purnell, Political Science Department, 617-552-4177.

Medieval Studies

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

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

Middle Eastern Studies

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

Students interested in the program should contact Prof. Benjamin Braude, History Department, Carney 172, 617-552-3787.

Russian and East European Studies

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

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

Scientific Computation

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

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

For further information on the Scientific Computation Minor, see Prof. Jan Engelbrecht, Physics (jan@physics.bc.edu), or Prof. Christopher Baum, Economics (baum@bc.edu), codirectors of the minor, or see the web page (<http://fmwww.bc.edu/CSC/>).

Women's Studies

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

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

GRADUATE SCHOOL OF ARTS AND SCIENCES

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

General Information

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

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

Master's Degree Programs

Requirements for Degrees of Master of Arts and Master of Science

Acceptance

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

Course Credits

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

Language Requirement

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

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or Graduate Program Director.

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

Thesis

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

All Graduate students who plan to graduate in May should sign-up on-line at <http://agora.bc.edu> by February 15. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Graduate School Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

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

Time Limit

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

Leave of Absence

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

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

Fifth Year B.A./M.A.

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

Special Programs

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

Dual Degree Programs

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

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

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

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

Residence

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

Language Requirement

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

Preparing for Comprehensives

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

Comprehensive Examinations

Student eligibility for taking the doctoral comprehensive examination is determined by the department. Students should consult with their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Generally, within two weeks, the department will send the results in writing to the Office of Student Services and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

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

Dissertation

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

Acceptance of the Dissertation

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

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

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

Dissertation Publication

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

Time Limit

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

Leaves of Absence

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

Interdisciplinary Doctoral Program

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

Special Students (Non-Degree)

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

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

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national

origin or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

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

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

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

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

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

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

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

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

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

If one's department of interest has requirements involving the Graduate Record Examination (GRE), information regarding these tests may be obtained from The Center for the Study of Testing, Evaluation and Educational Policy, Boston College, Chestnut Hill, Massachusetts 02467.

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

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not reg-

ister for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

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

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

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

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

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

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

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

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

Acceptance

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

GSAS Programs and Degrees

- Biology: Ph.D, M.S., M.S.T.
- Chemistry: Ph.D., M.S., M.S.T.
- Classical Lang.: M.A., M.A.T.
- Economics: Ph.D., M.A.
- English: Ph.D., M.A., M.A.T., C.A.G.S.
- Geology/Geophysics: M.S., M.S.T.
- History: Ph.D., M.A., M.A.T.
- Linguistics: M.A.
- Mathematics: M.A., M.S.T., M.B.A.
- Pastoral Ministry: M.A.
- Philosophy: Ph.D., M.A.
- Physics: Ph.D., M.S., M.S.T.
- Political Science: Ph.D., M.A., M.B.A.
- Psychology: Ph.D.
- Romance Languages: Ph.D., M.A., M.A.T., M.B.A.

- Russian: M.A.
- Slavic Studies: M.A., M.B.A.
- Sociology: Ph.D., M.A.
- Theology: Ph.D., M.A.
- Irish Studies (English): M.A.
- Biblical Studies (Theology): M.A.
- Medieval Studies (History): Ph.D., M.A.
- Medieval Studies (Romance Lang.): Ph.D.

ACADEMIC REGULATIONS

Academic Integrity

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

Academic Grievances

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

Grades

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

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or F in more than 8 semester hours of course work may be required to withdraw from the school.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course may, with adequate reason and at the discretion of the faculty member, receive a temporary grade of I (Incomplete). Except in extraordinary cases, all such I grades will automatically be changed to F after six weeks in the semester following the semester in which the course was taken.

Semester Examinations and Grade Reports

Seminars and teacher-training courses may or may not have a semester examination at the discretion of the instructor. Semester examinations are given in all other courses and students should consult the semester examination schedule available on *U-View*. In the very rare instance that examinations or classes are cancelled as a result of stormy weather, an announcement is made on the radio (WBZ), or by recorded phone message (call 552-INFO), generally by noon. The scheduling of examinations thus canceled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student

has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

Transfer of Credit Forms, which are available in the Office of Student Services, should be submitted, together with an official transcript, directly to the student's Chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record. Graduate students who have been formally admitted to the Graduate School and who have earned graduate credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Graduation

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should sign-up on-line at <http://agora.bc.edu> by February 15. For students who sign up for graduation but who, for some reason, do not graduate on the anticipated date, the Office of Student Services will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification from their Dean's office.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

August and December Graduations

Graduate students who have completed all degree requirements by August 30 or December 30 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. Since there are no commencement exercises in December or August, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- University Fellowships
- Teaching Fellowships
- Teaching Assistantships
- Graduate Assistantships
- Research Assistantships
- Tuition Scholarships

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

Fellowships

University Fellowships

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

Fellowships for American Minority Group Students

The Graduate School sponsors several Fellowships specifically for American minority group students. These fellowships carried tuition scholarships and stipends of \$16,000 for the 1999-2000 academic year and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

Teaching Fellowships

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

Assistantships

Graduate Assistantships and Teaching Assistantships

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

Assistantships provide a stipend that varies among departments.

Research Assistantships

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

Tuition Scholarships

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

Procedures for Financial Aid Recipients

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

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

Other Sources of Financial Aid

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

COLLEGE OF ARTS AND SCIENCES

DEPARTMENTS AND PROGRAMS

Biochemistry

Program Description

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

- Two semesters of General Chemistry and laboratory
CH 109-110 (or CH 117 and CH 118) lecture
CH 111-112 (or CH 119-120) laboratory
 - Two semesters of Introductory Biology
BI 200-202 lecture
 - Two semesters of Biology Laboratory
BI 310 Molecular Cell Biology and Genetics Laboratory
BI 311 Molecular Cell Biology and Genetics Laboratory II
 - Two semesters of Organic Chemistry and laboratory
CH 231-232 (or CH 241-242) lecture
CH 233-234 (or CH 243-244) laboratory
 - Two semesters of Molecular Cell Biology and Genetics
BI 304-305 lecture
 - One semester of Analytical Chemistry and laboratory
CH 351 lecture and laboratory
 - One semester of Physical Chemistry
CH 473 lecture
 - Two semesters of Biochemistry/Molecular Biology
CH 561-CH 562 Biochemistry I and II lecture or
BI 435 and BI 440 Biological Chemistry, Molecular
Biology lecture
 - One semester of Biochemistry laboratory
BI 480 or CH 563 laboratory
 - Two advanced electives from the following list:
BI 454 Introduction to the Literature of Biochemistry
BI 474 Principles of Metabolism
BI 506 Recombinant DNA Technology
BI 509 Vertebrate Cell Biology
BI 515 Biophysical Chemistry
BI 556 Developmental Biology
BI 558 Neurogenetics
BI 570 Biology of the Nucleus
BI 535 Structural Biochemistry of Neurological Diseases
CH 564 Physical Methods in Biochemistry
CH 565 Structure and Function of Nucleic Acids
CH 566 Bioinorganic Chemistry
CH 567 Protein Structure and Function
CH 569 Enzyme Mechanisms
CH 570 Introduction to Biological Membranes
CH 582 Advanced Topics in Biochemistry
- In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory
PH 211-212 lecture and laboratory
- Two semesters of Calculus
MT 100-101 lecture

*Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

BI 463-464 Research in Biochemistry*

CH 593-594 Introduction to Biochemical Research* or (BI 399, CH 399) Scholar of the College*

*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422)

Course Sequence**First Year**

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117 and CH 118) with laboratory
- Calculus (MT 100-101)

Second Year (Fall)

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology and Genetics (BI 304)
- Molecular Cell Biology and Genetics Laboratory I (BI 310)

Second Year (Spring)

- Physics (PH 212) with Laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Molecular Cell Biology and Genetics (BI 305)
- Molecular Cell Biology and Genetics Laboratory II (BI 311)

Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

Biology*Faculty*

Walter J. Fimian, Jr., *Professor Emeritus*; A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

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

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

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

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

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

William J. Brunken, *Associate Professor*; B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Thomas Chiles, *Associate Professor*; BS., Ph.D., University of Florida

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Jonathan J. Goldthwaite, *Associate Professor*; B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

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

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

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

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

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

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

Allyn H. Rule, *Associate Professor*; B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*; B.S., M.S., Ph.D., University of Manitoba

Laura Hake, *Assistant Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Junona F. Moroiianu, *Assistant Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Charles Bradley Shuster, *Research Assistant Professor*; B.S., Bates College; Ph.D., Tufts University

Eric G. Strauss, *Adjunct Assistant Professor*; B.S., Emory College; Ph.D., Tufts University

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

Departmental Notes

- Graduate Admissions Director: Prof. Thomas C. Chiles, chilest@bc.edu
- Graduate Program Director: Prof. Clare O'Connor, occonnocn@bc.edu
- Department Administrator: Dr. Richard Monheimer, monheimr@bc.edu
- Director of Laboratories: Dr. MaryDilys Anderson, andersmq@bc.edu
- Administrative Secretary: Ms. Leah Schneider
- Office Coordinator: Ms. Marina Fernandez
- Department Telephone: 617-552-3540
- Department Internet Website: <http://www.bc.edu/biology>

Undergraduate Program Description

The biology major at Boston College offers students an exciting opportunity to study life from many viewpoints from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs and individuals to the interaction of organisms with each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the department strongly encourages its students to participate in a wide variety of advanced research experiences.

Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular program for biology majors described below. Students with stronger preparation (honors or AP biology courses with lab) and who have achieved a score of 4 or 5 on the AP Exam or a score of 700 on the SAT-II Biology Exam should consider following the

Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a biology department advisor during freshman orientation or at other times through the biology office.

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, biology majors may concentrate their study in one primary area by choosing their bio-electives and research courses to follow one of several programs including; for example, molecular biology and biochemistry, cellular and developmental biology, neurosciences, or environmental and population biology. More information on these programs may be obtained from the biology web site. Those interested in specifically emphasizing the field of biochemistry in their studies can consider the alternative interdepartmental biochemistry major described in its own section of this Catalog.

The biology major provides an excellent foundation for advanced study at the graduate level, for a wide array of career opportunities, and for further training in many areas. These include medicine, biomedical sciences and other health-related professions, biotechnology, environmental science, law, biomedical ethics, education, journalism, and public health.

Requirements for Majors in the Regular Program

Specific Requirements:

Note that requirements for the major have been revised. The new requirements below apply to biology majors in the class of 2002 and later. Students in prior classes follow the requirements that were in place when they entered the program. Students needing help in bridging gaps between old and new programs should contact the biology department office.

The new course requirements for the major are as follows:

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

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

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and *they must be chosen from at least two of the three categories of biology electives*. Categories are listed below. Typically, undergraduate research courses (BI 461-466), (BI 399), (BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases—with the recommendation of the faculty advisor and the approval of the Chairperson—two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective.

The two additional, level 300 or higher laboratory credit requirement may be satisfied either by taking two 1 credit laboratory courses (or equivalents) or by taking one 2 or more credit laboratory course. Some combined lecture-lab courses count as the equiv-

alent of a 1 credit lab for the purposes of this requirement. Courses that satisfy 1 or 2 credits of this requirement have this fact noted in their descriptions. Students should consult the biology announcements section of our website for updates on this point. A list of courses satisfying this requirement will be available in the biology office and on our website. Students who have taken two semesters of undergraduate research in biology (BI 461-467) can use these courses to satisfy both this requirement and as a substitute for one bioelective with departmental permission.

Requirements for Majors in the Advanced Placement Program

Students with strong high school preparation in biology (honors or AP biology courses with lab) and who have achieved a score of 4 or 5 on the AP Exam or a score of 700 on the SAT-II Biology Exam are encouraged to follow the advanced placement program. This program allows students to enroll immediately in the BI 304-305 Molecular Cell Biology and Genetics course and laboratory and replaces the BI 200-202 Introductory Biology course credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can take upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bioelective courses. Generally, with regard to other aspects of the biology majors program, advanced placement students follow the same rules as students in the regular program (see details above).

Summary of specific course requirements for advanced placement students:

- Molecular Cell Biology and Genetics (BI 304-305)
- Molecular Cell Biology and Genetics Laboratory (BI 310-311)
- Seven upper division biology electives (level 400 & 500) (taken from all three elective course categories)
- Two additional laboratory credits (level 300 or higher) plus the corequisite courses in math, chemistry, and physics listed below

Additional corequisites for the major from related fields are the following:

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

Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult departmental publications and advisors.

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a biology department advisor as early in their studies as possible. For freshman, this consultation should preferably take place at orientation before registration. Students needing special help in replacing discontinued courses should contact the department offices at 617-552-3540.

Those interested in emphasizing the field of biochemistry in their studies should, in addition, consider the alternative interdepartmental biochemistry major.

Biology Upper Division Elective Course Categories

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

Molecular Biology, Genetics, and Biochemistry

- BI 435 Biochemistry (Biological Chemistry)
- BI 440 Molecular Biology
- BI 454 Literature of Biochemistry
- BI 474 Principles of Metabolism
- BI 480 Biochemistry Lab
- BI 506 Recombinant DNA Technology
- BI 515 Biophysical Chemistry
- BI 533 Cellular Transport Systems
- BI 535 Structural Biochemistry
- BI 541 Molecular Immunobiology
- BI 558 Neurogenetics
- BI 570 Biology of the Nucleus
- BI 580 Molecular Biology Lab

Cellular, Developmental, and Organismal Biology

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

Population and Environmental Biology

- BI 400 Plants and Human Affairs
- BI 401 Environmental Biology
- BI 442 Principles of Ecology
- BI 443 Coastal Field Ecology
- BI 444 Ecology and Conservation of Plant Communities
- BI 445 Animal Behavior
- BI 446 Marine Biology
- BI 449 Methods in Environmental Field Research
- BI 458 Evolution

Information for First Year Majors

The normal course load for first year biology majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100 or with permission MT 101 Calculus. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular biology and biochemistry majors and open to others unless seating becomes limited in which case biology majors will be given preference.

First year advanced placement biology majors should enroll directly into BI 304 Molecular Cell Biology and Genetics and the corequisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses.

Information for Non-Majors

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Pre-health (premedical, pre-dental, pre-veterinary) students should take BI 200-202, Introductory Biology. Those needing the equivalent of a year-long biology laboratory can optionally enroll in BI 207,

General Biology Laboratory in the spring semester. In addition, pre-health students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

Note that the previously listed General Biology Course (BI 110-112) and Lab (BI 111-113) have been integrated into other courses. Students who would have taken this course (with lab) should either take BI 100-102 (and BI 207) or BI 200-202 (and BI 207). The latter set is highly recommended for non-majors considering a career in the health professions.

Research Opportunities for Undergraduates

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

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

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

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

Biochemistry Major

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

Graduate Program Description

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

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

The Ph.D. program does not require a specific number of graduate credits; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences must be met. The minimum

curriculum for Ph.D. students consists of three core courses, Graduate Biology Core I (BI 600), Graduate Biology Core II (BI 601), and Graduate Biochemistry (BI 635); two additional graduate level (500 or higher) biology courses; and 4 graduate seminars (800 or higher). Students with sufficient advanced preparation in biochemistry may be excused from the BI 635 requirement. Ph.D. students are required to do research rotations in at least two laboratories in their first semester in the program. In addition, in order to advance to candidacy for the doctoral degree, students must pass a Comprehensive Examination and defend a research proposal.

For the Master's degree a minimum of 30 graduate credits is required. This must include the three core courses, Graduate Biology Core I (BI 600), Graduate Biology Core II (BI 601), and Graduate Biochemistry (BI 635); two additional graduate level biology courses (500 or higher); and one seminar course (BI 800 or higher). Students with sufficient advanced preparation in biochemistry may be excused from the BI 635 requirement.

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

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

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

Undergraduate Course Offerings

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

BI 100 Survey of Biology I (Fall: 3)

Satisfies Natural Sciences Core Requirement

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biology major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester topics focus on the nature of scientific investigation, the origins of life, biomolecules, cell structure, and molecular genetics. Evolutionary process and the effects of environmental change on living systems are stressed throughout the course. The course utilizes a variety of pedagogical techniques such as multimedia presentations, optional review sessions, and an on-line discussion group.

Eric Strauss

Silvard Kool

BI 102 Survey of Biology II (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course is a continuation of BI 100. The spring semester topics focus on biology at the organismal and population level. Topics include population genetics, evolution of new species, extinction, neurophysiology, behavior, conservation biology and human evolution.

Eric Strauss

Silvard Kool

BI 130 Anatomy and Physiology I (Fall: 3)

Corequisite: BI 131

Does NOT satisfy the Natural Sciences Core requirement

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. Students outside the School of Nursing should consult with the Department of Biology.

Elinor M. O'Brien

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

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of Nursing students taking BI 130.

Michele Austin

BI 132 Anatomy and Physiology II (Spring: 3)

Corequisite: BI 133

Does NOT satisfy the Natural Sciences Core requirement

A continuation of BI 130.

Carol Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)**Lab fee required**

A continuation of BI 131.

Michele Austin

BI 134 Human Physiology I (Fall: 3)

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

Elinor M. O'Brien

BI 135 Human Physiology II (Spring: 3)

A continuation of BI 134.

Carol Halpern

BI 161 Nature in American Culture (Spring: 3)**Does NOT satisfy the Natural Sciences Core requirement**

Students will read seminal American writings which document and provide insights into how American culture and politics have shaped our attitudes toward natural resources, the wilderness, and the environment as a whole.

Charles Lord

Maxwell Kennedy

BI 200 Introductory Biology I (Fall: 3)

Prerequisite: CH 109 or equivalent or permission of department

Corequisite: CH 109 or equivalent or permission of department

Satisfies Natural Sciences Core Requirement

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for biology and biochemistry majors who are normally expected to take CH 109 concurrently. Biology and biochemistry majors are advised to enroll in the required BI 310 - BI 311 labs in their sophomore year. Other majors are advised to enroll in the BI 207 lab. Variations from this scheduling pattern are possible but require departmental approval.

Chester S. Stachow

Carol Halpern

Donald J. Plocke, S.J.

BI 202 Introductory Biology II (Spring: 3)

Prerequisite: CH 110 or equivalent and permission of department

Corequisite: CH 110 or equivalent and permission of department

Satisfies Natural Sciences Core Requirement

A continuation of BI 200.

David A. Krauss

Robert R. Wolff

BI 209 Environmental Biology (Fall: 3)**Does NOT satisfy the Natural Sciences Core requirement**

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included.

Judith Chupasko

BI 210 General Biology Laboratory I (Fall: 1)

Prerequisites: One semester of college-level biology.

Lab fee required

The first semester of a two-semester introductory biology laboratory for non-biology majors. This course emphasizes constructing hypotheses, designing experiments, interpreting data, and presenting experimental results. Students will receive a practical introduction to the experimental approaches used in three foundation areas of biology; biochemistry and cell biology, physiology and organ systems, and ecology and field biology. This course does not satisfy departmental requirements for biology majors.

Mariana Tran

BI 211 General Biology Laboratory II (Spring: 1)**Lab fee required**

The continuation of BI 210.

Mariana Tran

BI 214 Capstone Science and Religion: Contemporary Issues (Spring: 3)

Cross listed with UN 521

Restricted to seniors and second semester juniors

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? This course will explore the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered. Some knowledge of science, particularly the basic concepts of physics, will be assumed.

Donald J. Plocke, S.J.

BI 216 Epidemics, Disease and Humanity (Fall: 3)**Satisfies Natural Sciences Core Requirement****Not intended for Biology majors.**

Major human diseases will be discussed under the themes of poverty and sanitation, sexuality and behavior, inheritance and the environment. Specific topics will include epidemics (such as the plague and influenza), genetically inherited diseases (such as breast cancer), the role of antibiotics and vaccines in controlling diseases, and the role of politics and economics in the treatment of key illnesses (such as smallpox, tuberculosis and AIDS). Students will learn basic concepts of biology including cell structure and genetics, physiology, immunology, and the special relationship between pathogens and their hosts.

Mary Kathleen Dunn

BI 220 Microbiology (Fall: 2)*Prerequisites:* BI 130-132**Does NOT satisfy the Natural Sciences Core requirement**

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction, mechanisms of drug action on microorganisms, and the application of serological and immunological principles. Intended primarily for nursing students.

*Elinor M. O'Brien***BI 221 Microbiology Laboratory (Fall: 1)****Lab fee required**

One two-hour laboratory period per week. To be taken in conjunction with BI 220.

*Elinor M O'Brien***BI 230 Biostatistics (Fall/Spring: 3)****Does NOT satisfy the Natural Sciences Core requirement**

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.

*Richard A. McGowen, S.J.***BI 304 Molecular Cell Biology and Genetics I (Fall: 3)***Prerequisites:* BI 200-202 or permission of department*Corequisite:* BI 310

This course, focusing on molecular cell biology, is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics. The fall semester covers cell and molecular biology. The spring semester introduces students to microbial and eucaryotic genetics. The course and the accompanying laboratory (BI 310) are required for majors and recommended for premedical students.

*Kathleen Dunn**Junona Moroianu**Clare O'Connor***BI 305 Molecular Cell Biology and Genetics II (Spring: 3)***Corequisite:* BI 311

This course, which focuses primarily on genetics, is a continuation of BI 304.

*Charles S. Hoffman**William S. Petri***BI 310 Molecular Cell Biology and Genetics Laboratory I (Fall: 1)***Corequisite:* BI 304**Lab fee required**

A laboratory course designed to accompany BI 304 and to introduce students to basic techniques in cell biology, molecular biology, and genetics. Included are exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis. Lab meets once a week.

*MaryDilys Anderson***BI 311 Molecular Cell Biology and Genetics Laboratory II (Spring: 1)***Corequisite:* BI 305**Lab fee required**

A laboratory course designed to accompany BI 305. The course is the continuation of BI 310 and includes basic techniques in molecular biology and genetics. Students will participate in exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis. Lab meets once a week.

*MaryDilys Anderson***BI 399 Scholar of the College (Spring: 6)**

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

*The Department***BI 400 Plants and Human Affairs (Fall: 3)***Prerequisites:* BI 200-BI 202 or permission of the instructor

Lecture/discussions and readings will be used in a multidisciplinary approach to the subject. We will learn about topics such as the following: domestication and breeding of crop plants, production and protection of the world human food supply, medicinal and drug plants, renewable production of fibers and fuels, aesthetic uses, recent advances using genetic engineering, etc. How some land-use practices of modern agriculture and forestry affect the conservation of regional and migratory wild species is also planned.

*Jonathan J. Goldthwaite***BI 401 Environmental Biology (Fall: 3)***Prerequisites:* BI 200-202

A consideration of the complex and intricate interactions between the living and non-living environment and how each of us plays a part in a fragile and increasingly fragmented natural world. Energy flow, biogeochemical cycles, evolution and natural selection and current, major environmental issues such as ozone holes, acid rain, human population growth and environmental toxins will be discussed. Guest speakers and 2 to 3 field trips are included. This class meets with BI 209 but includes an additional session by arrangement, more challenging examinations, and a term paper to justify upper-division credit for students who have taken BI 200-202.

*Judith Chupasko***BI 412 Bacteriology (Fall: 3)***Prerequisites:* BI 200-202, CH 231 taken concurrently or previously

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to our environment. Topics covered will include: microbial growth, the control of microorganisms, antimicrobial chemotherapy, the nature of viruses, recombination and plasmids, the immune response and microbial diseases of humans.

*Chester S. Stachow***BI 413 Bacteriology Laboratory (Fall: 1)***Corequisite:* BI 412**Lab fee required**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

Chester Stachow

BI 430 Functional Histology (Fall: 3)

Prerequisites: BI 200, BI 202 and BI 304

This course investigates the microscopic structure of all of the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure of a tissue or organ reflects its function and its possible clinical significance. There will be two one-hour lectures and one three-hour lab each week.

Ann G. Yee

BI 435 Biological Chemistry (Fall: 3)

Prerequisites: BI 200, CH 231 or permission of the instructor

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how knowledge of biochemical principals is useful to those engaged in biological research at the molecular, cellular and organismal levels. The material includes the following: the properties, synthesis and metabolic activities of carbohydrates, amino acids, proteins, lipids and nucleic acids, and how the biochemical processes meet the energy, biosynthetic and nutritional requirements of the cell. When relevant, reference will be made to alterations in these processes in specific diseases. Students also interested in enrolling in a biochemistry laboratory course should see BI 480.

Daniel A. Kirschner

BI 440 Molecular Biology (Spring: 3)

Prerequisites: BI 304, CH 231-232

An intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules; protein folding motifs and mechanisms of folding; molecular recognition; DNA topology, replication, repair and recombination; RNA synthesis and processing; genetic code and translation; and molecular mechanisms for regulation of gene expression. (This course, together with BI 435, satisfies the requirement of a year of basic biochemistry for the biochemistry major.)

Donald J. Plocke, S.J.

BI 441 Ecology and Agricultural Practice (Spring: 3)

Prerequisite: BI 200 and BI 202

Silviculture for forest products, and agriculture for crops and pasture, are two major ways humans use land ecosystems. This course will explore the effects of different cultural and harvesting practices on several contemporary regional and global ecological issues. These include: effects on biodiversity of native land plants and animals, effects on the carbon dioxide content of the atmosphere, and impacts of nutrient runoff on aquatic ecosystems and fisheries.

Jonathan Goldthwaite

BI 442 Principles of Ecology (Fall: 3)

Prerequisites: BI 200-202 or equivalent, or permission of instructor

This course includes readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips. A limited number of places will be reserved for non-biology majors who have appropriate background experience.

Robert J. Wolff

BI 443 Coastal Field Ecology (Fall: 3)

Prerequisites: BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Taught extensively from the original literature, course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.

Peter Auger

BI 444 Ecology and Conservation of Plant Communities (Spring: 3)

Prerequisites: BI 110-112 or BI 200-202 or equivalent or permission of the instructor

This course deals with two related subject areas. We address several main topics in the ecology of natural vegetation including: ecotypes, population dynamics, life history patterns, community structure, competition, herbivory, succession, and fire and other disturbances.

Several topics of the modern multidisciplinary field of conservation are also introduced. These include: natural populations and species, population demography, biodiversity losses, values and ethics, economic philosophy, design and management of conservation reserves, management of public and private multiple-use lands, and restoration ecology.

Jonathan J. Goldthwaite

BI 445 Animal Behavior (Spring: 3)

Prerequisite: One year of an introductory Biology or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.

Eric Strauss

BI 446 Marine Biology (Fall: 3)

Prerequisites: BI 200-BI 202 or permission of instructor

After a brief consideration of the history of oceanography, students are familiarized with the various subdivisions of the marine systems. Subsequently, the different phyla of marine organisms are discussed in a systematic fashion, starting with unicellular life forms and ending with the marine mammals. Physical factors of the world's oceans, such as tides, global current patterns, and horizontal stratification are related to the marine trophic structure in its totality. Other topics include sea floor spreading and hydrothermal vents while special attention is given to ecologically important marine habitats, such as estuaries, mangrove and sea grass communities, and coral reefs. Course requirements include three field trips.

Silvard Kool

BI 448 Ecological Field Laboratory (Fall: 1)

Prerequisite: Permission of the instructor

This course provides students with the first-hand opportunity to visit, study, and otherwise experience the natural field conditions which are discussed in their Coastal Field Ecology course (BI 443) which they will be taking concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment which make up natural coastal ecosystems.

Peter Auger

BI 449 Methods in Environmental Field Research (Spring: 3)

Prerequisites: At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent

Two (2) credit lab fee required

Intended for Juniors potentially interested in pursuing some type of organismal independent science project during their senior year. Methods used in environmental field ecology encompass areas associated with animal behavior, field biology and public health.

Peter Auger

BI 454 The Literature of Biochemistry (Fall: 3)

Prerequisites: Biochemistry, BI 435 or CH 561

This seminar-type course examines several topics of the latest research in biochemistry and medical science. Each topic begins with a review of the underlying biochemistry and background of the biological processes involved. Original research papers from the current literature are read and discussed, focusing on how the research extends and expands the limits of knowledge. Rather than presenting a comprehensive survey of current research, this course is intended to teach in depth about specific areas, so that students will gain a refined understanding of how experimental science is carried out as well as an appreciation for some of the latest products of that science. Topics will include aging and telomerase, prions, mammalian cloning, nitric oxide, HIV, regulation of the cell cycle, and other new and intriguing studies.

Arlene Wyman

BI 458 Evolution (Fall/Spring: 3)

Prerequisites: BI 200-202

This course examines the processes of evolution and the sequence of events that lead to the introduction of new forms of life, as corroborated by the fossil record. Specific topics include: the history of the development of evolutionary theory; the development of methods for reconstructing evolutionary patterns; speciation; adaptive radiation; population genetics; evolutionary convergence; mass extinction; biogeography; possible relationships between past and present-day organismal diversity; and the three major methods used for determining phylogenetic relationships among organisms. Course requirements include one field trip.

Silvard Kool

David Krauss

BI 461 Undergraduate Research (Fall: 3)

Prerequisite: Permission of the Chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 462 Undergraduate Research (Spring: 3)

Prerequisite: Permission of the Chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 463 Research in Biochemistry (Fall: 3)

Prerequisite: Permission of the Chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 464 Research in Biochemistry (Spring: 3)

Prerequisite: Permission of the Chairperson

Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

The Department

BI 465 Advanced Undergraduate Research I (Fall: 3)

Prerequisite: Permission of the Chairperson

Lab fee per semester required

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through BI 464 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 474 Principles of Metabolism (Spring: 3)

Prerequisite: BI 435 or CH 561 or permission of instructor

Living cells are constantly engaged in extracting energy from their environments and using that energy to construct their building blocks and macromolecular assemblies. The pathways by which these occur constitute the basic foundation of biochemistry. In the last two decades, an avalanche of information concerning the regulation of these pathways has resulted in an ever-growing understanding of the integration of these pathways, the role of hormones, and the diseases that result from disorders of metabolic control. The course will examine several important areas of metabolism, first by reviewing the fundamentals, then through a careful study of recent developments in medical and biochemical research.

Arlene Wyman

BI 480 Biological Chemistry Laboratory (Fall: 3)

Prerequisite: BI 435 or equivalent

Corequisite: BI 435 or equivalent

Lab fee required

This is an advanced project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Ideal for students interested in solid grounding for and exposure to academic research in the area of biochemistry.

The Department

BI 481 Introduction to Neurosciences (Spring: 3)

Prerequisites: One year of an introductory biology course, e.g., BI 200

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

William J. Brunken

BI 489 Internships in Biology (Fall/Spring: 1)

This course provides an undergraduate Biology major who has the permission of both the Dean and the Biology Department to gain one elective credit for working in association with Biology faculty as an off-campus intern.

The Department

BI 490 Tutorial in Biology (Fall/Spring: 3)

Prerequisite: Permission of the instructor and Chairperson

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

The Department

Undergraduate and Graduate Course Offerings

BI 506 Recombinant DNA Technology (Spring: 3)

Prerequisites: BI 304-305 (or equivalent) or permission of the instructor

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week.

Charles S. Hoffman

BI 510 General Endocrinology (Spring: 3)

Prerequisite: Introductory Biology or permission of instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.

Carol Halpern

BI 533 Cellular Transport Systems (Spring: 3)

Prerequisites: BI 304 and 305, or permission of the instructor

The biology of intracellular traffic is in an exciting period of development. New techniques of molecular and cell biology are leading to discoveries of the transport signals and the major carriers. Topics covered in this course include: (1) transport of proteins and different classes of RNAs into and out of the nucleus, (2) transport of proteins into mitochondria and into ER, and (3) vesicular transport. Specific transport deficiencies causing diseases will be discussed. In addition, the course will describe how different viruses (HIV, papillomaviruses, adenoviruses, influenza virus) exploit the intracellular transport pathways of host cells during their life cycle.

Junona Moroianu

BI 535 Structural Biochemistry of Neurological Diseases (Spring: 3)

Prerequisite: BI 435 or CH 561

Structural biology relates molecular form to biological function, characterizing biological processes in terms of various molecular structures and the interactions of their constituents. This course introduces students to the principles and practices of structural biology, particularly in respect to its applications to understanding neurological diseases. Lectures that introduce and discuss various

methodologies will be followed by demonstrations of the actual techniques focusing primarily on membrane and x-ray fiber diffraction, and electron microscopy.

Daniel Kirschner

BI 540 Immunology (Fall: 3)

Prerequisites: BI 304-305

This course emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition versus nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity.

Allyn H. Rule

BI 541 Molecular Immunobiology (Spring: 3)

Prerequisites: BI 304-305, BI 435 or CH 561, or permission of instructor

This course will focus on the regulation of the immune response at the molecular level. Topics will include the regulation of B and T cell development; function of B and T lymphocytes in the immune response; the molecular basis underlying the generation of antibody and T cell receptor diversity; and antigen processing via MHC I and MHC II pathways. The course will place a heavy emphasis on experimental approaches to study immune regulation and will make extensive use of the research literature in order to cover recent advances in areas such as lymphocyte activation, tolerance, and clonal deletion.

Thomas Chiles

BI 548 Comparative Animal Physiology (Spring: 3)

Prerequisites: BI 200-202

This is a course about how animals function as well as why they function as they do. The course will emphasize the problems to animal survival posed by the environment in which they live and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Carol Halpern

BI 554 Physiology (Fall: 3)

Prerequisites: BI 200-202

This is a study of the fundamental principles and physico-chemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function, gastro-intestinal and neurophysiology. An optional laboratory (BI 555) is also offered.

Grant W. Balkema

BI 555 Laboratory in Physiology (Fall: 1)

Prerequisite: BI 554

Corequisite: BI 554

This course is intended to complement BI 554 and, although it is not a required corequisite of BI 554, it is strongly recommended. Lab fee required

This laboratory course investigates both the four major organ systems (respiratory, cardiovascular, renal, and gastro-intestinal) and neurophysiology. The majority of the course consist of computer simulations and tutorials. A few wet labs will be used to illustrate specific principles. One three-hour lab meeting per week is required.

Grant W. Balkema

BI 556 Developmental Biology (Fall/Spring: 3)

Prerequisite: BI 304 and 305 or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evo-

lutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and (2) what are the basis and role of pattern information in this process.

Laura Hake

The Department

BI 557 Neurochemistry (Fall: 3)

Prerequisite: BI 305 and BI 435

This course will review our current knowledge in the field of neurochemistry. Topics covered will include neurocellular anatomy, neural membranes, lipids, synaptic function, molecular neurobiology, cellular neurochemistry, neural development, medical neurochemistry, cell adhesion molecules, epilepsy, and behavioral neurochemistry.

Thomas N. Seyfried

BI 570 Biology of the Nucleus (Fall: 3)

Prerequisites: BI 304-305, at least one semester of Biochemistry (BI 435 or CH 561); and permission of instructor/department

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, RNA processing, and gene regulation.

Anthony T. Annunziato

BI 580 Molecular Biology Laboratory (Spring: 3)

Prerequisite: BI 440 or BI 506 or equivalent

Corequisite: BI 440 or BI 506 or equivalent

Lab fee required

An advanced project laboratory limited to a maximum of 12 students interested in hands-on training in the experimental techniques of molecular biology under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught will include macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. Ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

The Department

Graduate Course Offerings

BI 600-601 Biology Graduate Core I and II (Fall/Spring: 3)

This course addresses selected topics in genetics, cellular and molecular biology, developmental biology, and neurobiology. Emphasis will be given to the discussion of original research papers. This course is required of and limited to all first year Biology graduate students in the M.S. and Ph.D. programs.

The Department

BI 635 Graduate Biochemistry (Fall: 3)

This course will cover the properties, synthesis, and metabolic activities of amino acids, proteins, carbohydrates and lipids, and how

the biochemical processes meet the energy, biosynthetic, and nutritional requirements of the cell and organism. Biochemical alterations that lead to particular diseases will be included.

Daniel A. Kirschner

BI 799 Readings and Research (Fall/Spring: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.

The Department

BI 801 Thesis Seminar (Fall/Spring: 3)

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.

The Department

BI 805 Departmental Seminar (Fall: 1)

This is a series of research seminars conducted by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

William H. Petri

BI 806 Departmental Seminar (Spring: 1)

This is a series of research seminars conducted by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

William H. Petri

BI 888 Interim Study (Fall/Spring: 0)

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

The Department

BI 998 Doctoral Comprehensive (Fall/Spring: 0)

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

The Department

BI 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

Black Studies

Departmental Notes

- Director: Frank F. Taylor, 617-552-3239
- Associate Director: Karen K. Miller, 617-552-0760
- Program Assistant: Sandra Sandiford, 617-552-3238
- World Wide Web:
http://infoeagle.bc.edu/bc_org/avp/cas/blksp/

Program Description

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program spon-

sors a four (4) week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

Undergraduate Course Offerings

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

BK 104-105 Afro-American History I and II (Fall/Spring: 3)

Cross listed with HS 283-284

Satisfies Cultural Diversity Core Requirement

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements up to the end of the Civil War. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

BK 106 Introduction to Afro-American Literature (Fall: 3)

Cross listed with EN 418

A survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works that exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States.

Joyce Hope Scott

BK 120 Religion in Africa (Fall: 3)

Cross listed with TH 107

Satisfies Cultural Diversity Core Requirement

See course description in the Theology Department.

Aloysius Lugira

BK 121 Christianity in Africa (Spring: 3)

Cross listed with TH 108

See course description in the Theology Department.

Aloysius Lugira

BK 141 Cross Cultural Studies: Caribbean (Spring: 3)

Cross listed with SC 141

See course description in the Sociology Department.

Michael Malec

BK 151 Race Relations (Fall: 3)

Cross listed with SC 041

See course description in the Sociology Department.

Seymour Leventman

BK 155 Introduction to African-American Society (Fall: 3)

Cross listed with SC 043

Satisfies Cultural Diversity Core Requirement

See course description in the Sociology Department.

The Department

BK 210 Survey of the African-American Societies (Spring: 3)

Malcolm X defined African-Americans as all people of African descent living in the Western Hemisphere. Given this as true, what then accounts for the differences between African-Americans who are Brazilians, Jamaicans, Haitians and North Americans? Did the Africans who were brought to the New World just adopt the customs and mores of their captors or did they bring African traditions with them? How much impact did these settlers have on the shaping of these new societies? This course will show the ways in which Africans adjusted to and overcame the conditions and circumstances

in which they found themselves in the New World and survey the Africans adaptation to European domination and the effects of their encounters with European settlers and their descendants in the USA, Africa, the Caribbean and Latin America.

Sandra Sandiford

BK 216 Black Women Writers (Spring: 3)

Cross listed with EN 474

A survey of Black woman prose or poetry writers of the United States from slavery to the present and their subjects, themes, and styles. Focus is on the origin and continuity of a Black woman's literary tradition. Major thematic emphasis is on questions of heritage and identity: the African past, the legacy of slavery, social roles, and relationships.

Joyce Hope Scott

BK 234 Blacks in the Electronic Media (Fall: 3)

Cross listed with CO 120

Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it.

Lawrence Watson

BK 240 Introduction to Black Theatre (Spring: 3)

Cross listed with CT 180

See course description in the Theater Department.

Elizabeth Hadley Freydlberg

BK 242 Black Women and Feminism (Fall: 3)

Cross listed with SC 242

The course will explore the issues of double discrimination, the matriarchy, overachievement, male/female relationships, and fear of success. These themes will make the connections among the political priorities Black women must set when forced to choose between gender and race. A survey of the relationships between suffragists and later major American woman's activist organizations and Afro-American women will be offered. In understanding the complications Black women encounter when they seek to attain their true womanhood, students will gain insight into the impact of that experience on the progress of all American women.

Elizabeth Hadley Freydlberg

BK 253 Eyes On The Prize: Issues in Civil Rights

(Fall/Spring: 3)

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The events of this period made America a more democratic society, changed those who participated in the movement, gave rise to many other movements that transformed American culture, and influenced a new generation of American leadership. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Derrick C. Evans

BK 259 African American Women Leaders in Civil Rights

(Fall: 3)

Using biographical and historical texts as well as audio-visual materials, an attempt will be made to shed light on the significant contributions made by Black women in the Civil Rights Movement. In conformity with the principle of self emancipation, Black women will be presented as their own liberators rather than as appendages to

their Black male counter-parts. Among those to be studied will be: Rosa Parks, Jo Ann Robinson, Daisy Bates, Ella Baker, and Fannie Lou Hamer.

The Department

BK 266 Rhythm and Blues in American Music (Fall: 3)
Cross listed with MU 321

This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and Music Videos will be used throughout the course.

Hubert Walters

BK 268 The History and Development of Racism (Fall: 3)
Cross listed with PL 268/SC 268

Satisfies Cultural Diversity Core Requirement

The purpose of this course is to increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism.

Horace Seldon

BK 281 American Labor and Civil Rights Issues (Spring: 3)
Cross listed with SC 279

A comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied. We will examine the social characteristics of the stable Black working class that has been central to Black protest and to community institutions, and consider the history of the Black worker within the changing context of racial conflict in American society.

Christopher Nteta

BK 283 Blacks in Boston (Fall: 3)

This course is an historical survey of the African American community in Boston from its inception in 1683 to the present. Black Boston's response to national and international trends and issues will be the background to a detailed examination of African American relationships to politics, economics, social structure, and education. Topics covered will include slavery, Black participation in the War of Independence, 18th century emancipation, 19th century abolitionism and the Civil War, institutional development, formal and informal education, business and labor, housing patterns, the Civil Rights movement, relationships with Euro-American groups, and the diversity within the Black community, particularly the Caribbean immigrant groups.

Sandra Sandiford

BK 285 Jazz in America (Spring: 3)
Cross listed with MU 322

This course provides a thorough and detailed study of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered.

Hubert Walters

BK 290 Gospel Workshop (Fall/Spring: 3)
Cross listed with MU 096

The Voices of Imani Gospel Choir will provide the laboratory experience for the course. Members of the class will be required to

attend a number of rehearsals and performances of the Imani singers. Members of the class may sing in the choir but it is not required for the course.

Hubert Walters

BK 295 Introduction to African Languages and Ethnicities (Spring: 3)

African languages are the oldest elements in African cultures. They have been the most important system of expression among African thoughts, feelings, songs, beliefs, philosophies, and ideologies from one generation to another. This course will survey the current status of African languages in America and Africa by examining the trend and place of African language studies in the United States and the progress already made in the use of indigenous languages in African education, commerce, and mass media.

Edwin Okafor

BK 306 Introduction to French-African Literature (Spring: 3)
Conducted in English

The aim of this course is to acquaint students with the main characteristics and preoccupations of Black African creative writing in French through reading and discussion of carefully selected works of Francophone Black African writers inspired by the doctrine of Negritude and by the memory and experience of Africa. The class instruction and discussion will focus on the literary treatment of African cultural heritage, socio-historical experiences and conception of Negritude evoked in the text.

Edwin E. Okafor

BK 325 Revolutionary Cuba: History and Politics (Spring: 3)
Prerequisite: Any two semester of HS 001 through HS 094
Cross listed with HS 325

See course description in the History Department.

Frank F. Taylor

BK 345 Contemporary Praxis and Ideology (Spring: 3)
Cross listed with PL 304

This course examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implications for international peace and justice. Black consciousness in South Africa and Sandinista consciousness in Nicaragua will be evaluated at length. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. One class period will focus on the Black American civil rights movement.

James Woodard

BK 350 Racism and American Law (Spring: 3)

This is a survey course designed to examine some of the legal underpinnings of racism in American law. Specifically, it will examine the legislation and case law beginning when race was introduced to the United States through the institution of slavery to the present debates on Affirmative Action. As such it will focus on the following: the origins of slavery to Emancipation (1619-1863), Emancipation to legalized racial segregation (1863-1896), segregation to desegregation (1896-1954), and desegregation to integration (1954-present). A special focus, too, will be devoted to some of the early legal pioneers, advocates, attorneys, and jurists who had an impact on racism and American jurisprudence. Finally, it will examine the influences of race on the criminal justice system and civil rights legislation.

Charles Walker, Jr.

BK 365 U.S. Foreign Policy and South Africa (Fall: 3)
Cross listed with HS 213

This course examines the United States policy toward South Africa from 1948 to the present. It will focus on the ethics and morality of that policy and will evaluate its economic and social sig-

nificance. In addition, it will explore the security ramifications and geo-political consequences of that policy. The course will also weigh the import of indigenous South African liberation movements, such as the African Congress and United Democratic Front, as well as the impact of the United States Free South Africa Movement as influences of United States policy toward South Africa.

James Woodard

BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)
Cross listed with HS 373

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Frank Taylor

BK 410 African-American Writers (Fall: 3)

Cross listed with EN 482

See course description in the English Department.

Henry Blackwell

BK 493 Racism, Oppression and Cultural Diversity (Fall/Spring: 3)

Prerequisite: Permission of Graduate School of Social Work

Cross listed with SW 723

See course description in the Graduate School of Social Work.

The Department

BK 500 Caribbean Summer Study (Spring: 3)

Prerequisites: Department permission required. Interested students should apply to Dr. Frank Taylor, Director of the Black Studies Program by April 1.

The program will entail a 3 week stay in the Caribbean and will include visits to two island states, Barbados and Antigua. While in Barbados, students will stay in the dormitories at the University of the West Indies, and in the Methodist Conference Center while in Antigua. They will participate in an intensive program of lectures and discussions covering such topics as: Caribbean History and Politics, Caribbean Literature and Anthropology, and Caribbean Economic Problems. Students will have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and will be able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.

Frank Taylor

BK 512 History of Black Nationalism (Fall: 3)

Prerequisites: Permission of instructor. Students must have taken one African-American History course.

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early 19th century through the present. Detailed study of several distinct nationalist strategies—including emigrationist, separatist, cultural, and accommodationist—and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.

Karen K. Miller

BK 592 Black Studies Minor: Thesis Preparation (Fall/Spring: 3)

Prerequisite: Must be a Black Studies Minor

The final requirement for students pursuing the minor in Black Studies is the Black Studies Minors Thesis. The thesis provides the opportunity to intensively research, analyze, and write critically about an issue relevant to the African, African American, or Caribbean experience.

Frank Taylor

Undergraduate and Graduate Course Offerings

BK 240 Introduction to Black Theatre (Spring: 3)

Students will examine the African American experience as it is reflected in theatre created by, for and about African Americans. We will study major socio-political movements, such as the “Black Arts Movement” and their impact on the political consciousness of the artist. Students will also develop analytical, oral and written skills in play-reading and through reading selected writings of theatre critics and scholars as they respond to developing trends in African American theatre. The course encompasses materials from literature, stage, screen and electronic media—both fiction and non-fiction—so that students will gain an understanding of how positive and negative images are promulgated and maintained by society.

Elizabeth Hadley

BK 511 Race, Class, Ethnicity (Spring: 3)

Cross listed with HS 511

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Andrew Bunie

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter’s College; Ph.D., Columbia University

Robert F. O’Malley, *Professor Emeritus*; B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

George Vogel, *Professor Emeritus*; B.S., D.Sc., Prague Technical University

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph Vanderslice Professor*; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; Chairperson of the Department; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*; B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Larry T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

E. Joseph Billo, Jr., *Associate Professor*; B.S., M.S., Ph.D., McMaster University

John Fourkas, *Associate Professor*; B.A., M.A., California Institute of Technology; Ph.D., Stanford University

Udayan Mohanty, *Associate Professor*; B.Sc., Cornell University; Ph.D., Brown University

Marc Snapper, *Associate Professor*; B.S., Union College; Ph.D. Stanford University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

Scott Miller, *Assistant Professor*; B.A., Ph.D., Harvard University

Departmental Notes

- Undergraduate Program Information: Dr. Joseph Billo, 617-552-3619
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- Administrative Secretary: Brenda M. O'Sullivan, 617-552-2830, brenda.osullivan@bc.edu
- Receptionist/Secretary: 617-552-3606
- World Wide Web: <http://ch03.bc.edu/>

Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training.

Major Requirements

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); 4 Core courses.

Second year: CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); 4 elective or Core courses.

Third year: CH 575-576 Physical Chemistry; CH 556 Advanced Chemistry Laboratory; 6 elective or Core courses.

Fourth year: CH 561 Biochemistry I (CH 562 in second semester is recommended); 7 elective or Core courses.

The information above describes the requirement for a B.S. degree in Chemistry at Boston College. For the degree to be certified by the American Chemical Society, two of the electives must be 3-credit laboratory research courses.

Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of Chemistry or Biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Fulfilling the Core Science Requirement

The requirement of two courses in Natural Science may be fulfilled by any of the following courses: CH 105, CH 106, CH 109 with CH 111, CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 105 and CH 106.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry.

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

All entering graduate students take placement examinations in inorganic, organic, biochemistry, and physical chemistry. The results of these examinations will be used to determine which courses each student should take.

Degree Requirements

Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credits requirement for the Ph.D. degree; 30 credits are required for the M.S. degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be placed in the M.S. degree program.

The Master's program requires that the student complete a minimum of 30 graduate credits of course work. Students typically accumulate 18 to 20 credits during the first year. In the second year, the course credits usually include three credits for graduate seminar (CH 821-822, 831-832, 861-862 or 871-872, depending on the area of study) and six credits for thesis research (CH 801 Thesis Seminar). Students who have completed six credits of Thesis Seminar but who have not finished their thesis must register for CH 802 Thesis Direction. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring three to four years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

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

Undergraduate Course Offerings

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

CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)
Satisfies Natural Sciences Core Requirement

For non-science majors or for those who do not require a lab science course

The course objective is to introduce students to basic chemistry as applied to environmental problems. The course includes fundamental principles of inorganic and organic chemistry. The complexity of environmental problems will be illustrated through discussion of topics such as air and water pollution, energy, hazardous waste, carcinogenic threats, and sustainable development. Students will be encouraged to develop proactive solutions based on the knowledge acquired in the course.

Edward Caliguri

CH 109-110 General Chemistry I and II (Fall/Spring: 3)

Prerequisite: One year of high school chemistry

Corequisites: CH 111, CH 113, MT 102-103

Satisfies Natural Sciences Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

Paul Davidovits

Udayan Mohanty

Yuh-Kang Pan

Dennis J. Sardella

CH 111-112 General Chemistry Laboratory I and II

(Fall/Spring: 3)

Lab fee required

Laboratory required of all students enrolled in CH 109. One three-hour period per week.

The Department

CH 113-114 General Chemistry Discussion I and II

(Fall/Spring: 0)

Required of all students in CH 109

Discussion of lecture topics and problem-solving methods, in small groups.

The Department

CH 117 Principles of Modern Chemistry I (Fall: 3)

Prerequisite: Permission of instructor

Corequisites: CH 119, 121

This is the first part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry, CH 109-110. The course is designed for students interested in life sciences and medicine, as well as students with a general interest in chemistry. CH 117 begins with topics aimed at an understanding of the fundamental structural features of atoms and molecules and their relationship to recent developments in modern chemistry, particularly in relation to biomedical sciences for example, design and development of anti cancer agents. Kinetics and thermodynamics, relevant chemistry of common elements, and the important physical phenomena that these principles elucidate, are discussed. A logical and rational approach to appreciation of molecular events, as they relate to scientific discovery, is emphasized.

John T. Fourkas

CH 118 Principles of Modern Chemistry II (Spring: 3)

Prerequisite: CH 117

Corequisites: CH 120, CH 122

This is the second part of a one year course that serves as the Honors alternative to the two-semester General Chemistry CH109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce biological chemistry as well as its physical basis. Topics to be covered include the chemistry of the amino acids, the structure and function of proteins and enzymes, an introduction to nucleic acids, energetics, metabolism, and biological oxidation-reduction reactions.

Amir Hoveyda

CH 119-120 Modern Chemistry Laboratory I and II

(Fall/Spring: 1)

Lab fee required

Laboratory required for all students enrolled in CH 117-118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research. One three-hour period per week.

John T. Fourkas

Amir Hoveyda

CH 121-122 Modern Chemistry Discussion I and II

(Fall/Spring: 0)

Required of all students in CH 117. Discussion of lecture topics and problem-solving methods in small groups.

The Department

CH 161 Life Science Chemistry (Fall: 3)

Corequisite: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

Edward Caliguri

CH 163 Life Science Chemistry Laboratory (Fall: 1)

Lab fee required

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.

Edward Caliguri

CH 222 Introduction to Inorganic Chemistry (Spring: 3)

Prerequisites: CH 109-110

Corequisite: CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

E. Joseph Billo

CH 224 Inorganic Chemistry Laboratory (Spring: 1)

Lab fee required

Laboratory required of all students enrolled in CH 222. One four-hour period per week.

E. Joseph Billo

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)*Prerequisites:* CH 109-110*Corequisites:* CH 233-234, CH 235-236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*Lawrence T. Scott**T. Ross Kelly***CH 233-234 Organic Chemistry Laboratory I and II****(Fall/Spring: 1)****Lab fee required**

Laboratory required of all students enrolled in CH 231-232. One four-hour period per week.

*The Department***CH 235-236 Organic Chemistry Discussion I and II****(Fall/Spring: 0)**

Required of all students in CH 231-232. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics in small groups.

*The Department***CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)***Prerequisites:* CH 117-118*Corequisites:* CH 233-234, CH 245-246**Registration with instructor's approval only.**

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

*T. Ross Kelly**Marc L. Snapper***CH 245-246 Honors Organic Chemistry Discussion I and II****(Fall/Spring: 0)**

Required of all students in CH 241. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms, and other lecture topics in small groups.

*The Department***CH 351 Analytical Chemistry (Fall: 4)***Prerequisites:* CH 109-110*Corequisites:* CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques.

*E. Joseph Billo***CH 353 Analytical Chemistry Laboratory (Fall: 0)****Lab fee required**

Laboratory required of all students enrolled in CH 351. One four-hour period per week.

*E. Joseph Billo***CH 355 Analytical Chemistry Discussion (Fall: 0)**

Required of all students in CH 351. Discussion of lecture topics and problem-solving methods, in small groups.

*E. Joseph Billo***CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)***Prerequisites:* CH 109-110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

*The Department***CH 399 Scholar of the College (Fall/Spring: 3)**

See College of Arts and Sciences section of this catalog.

*The Department***CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)***Prerequisites:* CH 231-232, MT 100-101, PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, phase behavior, chemical kinetics, quantum mechanics and spectroscopy. Applications to biochemical systems are emphasized.

*Mary F. Roberts***CH 591-592 Introduction to Chemical Research I and II****(Fall/Spring: 3)****Seniors only**

Arrangement with an individual faculty member and department permission are required.

This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department***CH 593-594 Introduction to Biochemical Research I and II****(Fall/Spring: 3)****Seniors only**

Arrangement with and individual faculty member and department permission are required.

This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

*The Department****Undergraduate and Graduate Course Offerings*****CH 520 Principles of Inorganic Chemistry (Fall: 3)**

An introduction to the principles of inorganic chemistry, with emphasis on structural and thermodynamic aspects. Topics to be covered include atomic structure, group theory, ionic and covalent bonding, weak chemical forces, transition metal coordination chemistry, and organometallic and bioinorganic chemistry.

*Michael J. Clarke***CH 531 Modern Methods in Organic Synthesis I (Spring: 3)**

Survey and analysis of reactions employed in the synthesis of medically significant compounds. An in-depth understanding of the physical basis for these transformations is emphasized. Topics

will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

Scott J. Miller

Marc L. Snapper

CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 544 Modern Methods in Organic Synthesis II (Fall: 3)

Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

Marc L. Snapper

Scott J. Miller

CH 556 Advanced Chemistry Laboratory II (Spring: 3)

Lab fee required

This is a two semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed. The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment.

David L. McFadden

CH 561-562 Biochemistry (Fall/Spring: 3)

Prerequisites: CH 231-232 or equivalent

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563).

Mary F. Roberts

CH 563 Experimental Biochemistry (Spring: 3)

Prerequisites: General Chemistry, Organic Chemistry, Biochemistry

Lab fee required

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art

instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. Data will be collected and analyzed directly by computer as often as possible.

Martha M. Teeter

CH 566 Bioinorganic Chemistry (Spring: 3)

Discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals.

Michael J. Clarke

CH 567 Protein Structure and Function (Spring: 3)

Prerequisites: CH 231-232, CH 561-562 or BI 435-440, CH 473 or CH 475-476, or permission of the instructor

An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint, and the relationship of structure to protein function. Topics will include X-ray diffraction, molecular modelling methods and illustrative protein structures.

Martha M. Teeter

CH 575 Physical Chemistry I (Fall: 3)

Prerequisites: CH 231-232, MT 202, PH 211-212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.

David L. McFadden

CH 576 Physical Chemistry II (Spring: 3)

Prerequisite: CH 575

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules. Chemistry graduate students may register for this course only if they are advised to do so by the department.

Udayan Mohanty

CH 579 Modern Statistical Mechanics (Spring: 3)

Prerequisites: CH 575, CH 231-232, MT 202 (two years of calculus), PH211-212 (or equivalent)

This course deals with the foundations and applications of equilibrium statistical mechanics. Topics include microcanonical, canonical, and grand ensembles and its applications to a variety of current problems in physical, condensed matter and biophysical chemistry. Advanced topics such as critical phenomena, renormalization group theory, polyelectrolytes and polymer physics may be covered.

The Department

CH 582 Advanced Topics/Biochemistry (Fall: 3)

Prerequisites: CH 561-562 or BI 435 and BI 440 or equivalent

A selection of current and important topics in Biochemistry will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. Areas of interest will include (1) the modification of enzymes and their use in understanding structure and mechanism, (2) current aspects of nucleic acids structure and recognition and reactivity, (3) drug activity and development as it relates to macromolecular structure.

Evan R. Kantrowitz

CH 584 Crystal Structure Analysis (Fall: 3)

X-ray single-crystal diffraction analysis of both small molecules and macromolecules. Theoretical as well as practical aspects of struc-

ture analysis will be stressed. Subjects include crystal growth, crystal lattices and space groups, production and diffraction of X-rays, crystal structure solution, refinement, analysis of structures, and computer graphic display of structures. Exercises and problem sets will supplement the lectures.

Martha M. Teeter

Graduate Course Offerings

CH 799 Reading and Research (Fall: 2)

Lab fee required

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

The Department

CH 800 Reading and Research (Spring: 3)

Lab fee required

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

The Department

CH 801 Thesis Seminar (Fall/Spring: 3)

Lab fee required

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

The Department

CH 802 Thesis Direction (Fall/Spring: 3)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805 Departmental Seminar I (Fall: 1)

This is a series of research seminars by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 806 Departmental Seminar II (Spring: 1)

This is a series of research seminars by leading scientists, both from within the Department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 821-822 Inorganic Chemistry Seminar I and II

(Fall/Spring: 3)

This course consists of discussions of topics of current interest in inorganic chemistry, with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally, visiting lecturers will participate.

Michael J. Clarke

CH 831-832 Organic Chemistry Seminar I and II

(Fall/Spring: 3)

This course consists of discussions of topics of current interest in organic chemistry, with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Lawrence T. Scott

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

This course consists of discussions of topics of current interest in organic chemistry with participation by students and faculty

members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.

Larry W. McLaughlin

CH 871-872 Physical Chemistry Seminar I and II

(Fall/Spring: 3)

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included. Occasionally, visiting lecturers will participate.

David L. McFadden

CH 997 Master's Comprehensive (Fall/Spring: 0)

This course consists of a public, oral defense of the student's thesis research.

The Department

CH 998 Doctoral Comprehensive (Fall/Spring: 0)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

Classical Studies

Faculty

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

Charles F. Ahern, Jr., *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

David H. Gill, S.J., *Associate Professor*; B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Christopher McDonough, *Assistant Professor*; B.A. Tufts University; M.A., University of North Carolina; Ph.D., University of North Carolina

Departmental Notes

- Secretary: Lillian Reisman, 617-552-3661, gill@bc.edu
- World Wide Web: <http://fmwww.bc.edu/CL/>

Undergraduate Program Description

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, ancient Greek and Latin, which have exercised a profound influence on the formation of western culture.

The Department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, (3) advanced reading courses in ancient authors, taught in the original languages, (4) courses in Modern

Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy and religion.

Major Requirements

The major aims at teaching careful reading and understanding of the Greek and Roman authors in the original languages. It requires a minimum of ten courses, of which eight must be in Latin and/or Greek above the elementary level; if a student so chooses, the other two may be in English, preferably in Greek and Roman civilization. There are not separate Greek and Latin majors. Each student works out his/her individual program of study in consultation with the Classics faculty. There is, of course, no upper limit on the number of courses in the original and/or in translation that a student may take, as long as he/she has the essential eight language courses.

The Minor in Ancient Civilization

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

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

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time.

Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature, of political and social history, of philosophy, religion, and art. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

If a student would like to begin a language now, or has had only one year of a language in high school, he/she should choose an elementary course: CL 010 Latin or CL 020 Greek. If a student has studied a language for two or three years in high school, he/she should choose an intermediate course: CL 056 Latin or CL 052 Greek.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English; they make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he or she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2000-01, for example, *Myth and Greek Tragedy* (CL 202) and *Heroic Poetry: Homer, Virgil and Beyond* (CL 217) will be offered.

Certification for Teachers

The Undergraduate Provisional Certification as "Teacher of Latin and Classical Humanities 5-12" may be gained by pursuing one of the Majors in addition to the Secondary Education major or the Minor in Secondary Education. For further information, contact the Chairperson of the Department.

Graduate Program Description

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

Requirements for the M.A. Degree

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

Requirements for the M.A.T. Degree

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

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

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

The Department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate section, do not regularly qualify as credits for an M.A. or an M.A.T. degree.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, elegy and Ovid), the historians

Livy and Tacitus, and the novel. The departments of Philosophy, Theology, and Slavic and Eastern Languages also offer courses in relevant areas of the ancient world.

Undergraduate Course Offerings

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

CL 010-011 Elementary Latin (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Charles F. Ahern, Jr.

CL 020-021 Elementary Ancient Greek (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

John Shea

CL 052-053 Intermediate Ancient Greek (Fall/Spring: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides' *Medea*.

Dia M.L. Philippides

David Gill, SJ

CL 056-057 Intermediate Latin (Fall/Spring: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

Jack Shea

CL 186 Greek Civilization (Fall: 3)

After a brief survey of early Greek history, the course will focus on the distinctive achievements of Athens at her creative peak in the fifth century BCE: the development and working of the Athenian Democracy; the drama (Aeschylus, Sophocles, Euripides, Aristophanes); the Periclean building program (Parthenon, etc.); the beginnings of philosophy (the Sophists and Socrates); and the rise and fall of the Athenian Empire (Herodotus and Thucydides). Reading will be mostly from the original sources (in translation).

David Gill, S.J.

CL 202 Myth and Greek Tragedy (Fall: 3)

Cross listed with CT 370/EN 084.03

Satisfies Literature Core Requirement

Reading in English of selected masterpieces of classical Athenian drama including Aeschylus's *Oresteia* trilogy, Sophocles's *Antigone* and *Oedipus Rex*, Euripides's *Medea*, Hippolytus, and *Bacchae*, and Aristophanes's *Frogs* and *Lysistrata*. Secondary readings, visuals (videotapes of performances and slides), lectures, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and 5th century B.C. Greek views on justice, heroism, and women in society. This course was originally titled "Greek Drama in Translation."

Maria Kakavas

CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)

Satisfies Literature Core Requirement

We have two fundamental aims: to explore the process of reading literary texts closely and analytically, and to explore the tradition of heroic or "epic" poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age

of the Trojan War, but composed much later and against quite different cultural backgrounds) to the adaptation of epic grandeur to Christian theology by Milton and the parody of epic grandeur in the satire of Alexander Pope.

Charles F. Ahern, Jr.

CL 230 Classical Mythology (Spring: 3)

Cross listed with EN 220

An introduction to the gods and goddesses and to the chief cycles of legend in the Greek and Roman story-telling traditions. We shall learn the "facts" of myth (the names and places involved), and discuss the interpretation of specific literary works. We shall also inquire into the origins of traditional stories in early Greece, their relations to religious beliefs and practice, and the evolution of their use in ancient art and literature. Readings in Hesiod, the Homeric Hymns, Greek tragedy, and Ovid's *Metamorphoses*, supplemented by a handbook and a study of modern theories of interpretation.

Christopher M. McDonough

CL 244 Women in the Greek Cultural Spectrum (Spring: 3)

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

Maria Kakavas

CL 262 Roman Civilization (Spring: 3)

A broad-scale inquiry into Roman historical experience, understanding "Roman" to include not only citizens of Rome, but the various peoples who came to live under Roman rule, and understanding "historical experience" to include art, literature, and religion as well as political development and social and economic life.

Charles F. Ahern, Jr.

CL 275 Greece Viewed Through Her Films (Fall: 3)

The course looks at Greece through the medium of films made chiefly by internationally known Greek filmmakers. We shall discuss the historical and political events behind the films, read scenarios and literary prototypes, and try to understand the comments being made on the internal workings of Greek society and on the relation of Greeks to foreigners. The course may provide an opportunity for contrasting these films with other views of Greece and for comparing them with films of other countries. Almost all the films viewed will have English subtitles, so that knowledge of Modern Greek is not needed.

Dia M.L. Philippides

CL 390 Reading and Research (Fall: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 391 Reading and Research (Spring: 3)

Charles F. Ahern Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

Undergraduate and Graduate Course Offerings

CL 070-071 Intermediate Modern Greek (Fall/Spring: 3)

Prerequisites: CL 060-061 or equivalent

This second-year course in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.

Maria Kakavas

CL 112 Etymology (Spring: 3)

This course has a double purpose: to increase one's vocabulary and to introduce students to the etymology of English vocabulary that has come from ancient Greek and Latin. Naturally it demands persistent effort, daily participation, and a lively memory. Students will learn a number of word stems, prefixes, and suffixes that have been derived from Greek and Latin, and some general principles of word formation.

John Shea

CL 304 Euripides' *Medea* (Fall: 3)

Reading of the text in the original, with attention to language and style, and an overview of recent scholarship on the play, its context, and themes.

Dia M.L. Philippides

CL 312 Latin Love Poetry (Spring: 3)

Study of several poets who profess to describe their own experience of erotic attraction. Readings in Catullus and Horace, Propertius and Tibullus, with major emphasis on the elegiac and didactic poetry of Ovid.

Charles F. Ahern, Jr.

CL 323 Seminar in Greek Patrology (Fall: 3)

Cross listed with TH 425

Students must get permission of the Chairperson of the Department of Classical Studies to register for this course under CL 323.

See course description under TH 425.

Margaret Schatkin

CL 342 Livy (Spring: 3)

Readings in Livy, Books I-V. Study of Livy's method of reconstructing and narrating early Roman history.

Christopher McDonough

CL 385 Letters of Cicero and Pliny (Fall: 3)

Readings in the personal correspondence of Cicero—the only genuine letters to survive from antiquity—and in the more essay-like letters of Pliny, with attention to the different social contexts in which they were written.

Charles F. Ahern, Jr.

CL 409 Lucretius (Fall: 3)

A close reading and analysis of a representative portion of the six books of *De Rerum Natura*.

John Shea

CL 420 Tutorial in Reading Greek Authors (Spring: 3)

Since the students at the advanced levels have different needs and interests, the course will be divided into two or three small groups, each of which will meet once or twice a week and read together a different author. Authors, works, and times to be negotiated between students and professor. Individual students may join more than one group and thereby get credit for two or three courses.

David Gill, S.J.

Graduate Course Offerings

CL 790 Readings and Research (Fall: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 791 Readings and Research (Spring: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 888 Interim Study (Spring: 3)

David Gill, S.J.

The Department

Communication

Faculty

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Joseph M. Larkin, S.J., *Associate Professor Emeritus*; A.B., Boston College; A.M., Catholic University; S.T.B., Weston College

Kevin Kersten, S.J., *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

Marilyn J. Matelski, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*; M.S., Ph.D., Boston University; B.S., M.A., Salem State College

Lisa Cuklanz, *Associate Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Dale A. Herbeck, *Associate Professor*; Chairperson of the Department; B.A., Augustana College; M.A., Ph.D., University of Iowa

Dorman Picklesimer, Jr., *Associate Professor*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Ekaterina Haskins, *Assistant Professor*; Ph.D., University of Iowa

Joohoan Kim, *Assistant Professor*; B.A., M.A., Seoul National University; M.A., Ph.D., University of Pennsylvania

Bonnie Jefferson, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

Elfriede Fursich, *Visiting Assistant Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D. (cand), University of Georgia

Michael Keith, *Senior Lecturer*; B.A., M.A., University of Rhode Island

Departmental Notes

- Mary Saunders, Department Administrator, Lyons Hall 215D, 617-552-4280, mary.saunders@bc.edu
- Department Office: Lyons Hall 215; Phone: 617-552-4280; Fax: 617-552-2286
- World Wide Web: <http://www.bc.edu/commdept>

Undergraduate Program Description

The Department of Communication is concerned with the "study, criticism, research, teaching and application of the artistic, humanistic, and scientific principles of communication." Through a series of required classes, the Departments provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to study more

applied areas such as advertising, digital communication, journalism, public relations, radio and television. The Department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

Requirements for Majors

Students must complete eleven—six required and five elective—courses to major in communication. The required courses include:

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- One Theory Course (Any course numbered between CO 370-CO 380)
- Two Writing-Intensive Seminars. (Any course numbered between CO 425-CO 475 and CO 591)

The other five (5) courses are electives, and students may select these courses based upon their interests and objectives.

Any 3-hour class offered by the Department can be counted as an elective, including CO 520 Media Workshop and CO 590 Introduction to Honors in Communication. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

Information for First Year Majors

Freshmen and sophomores should contact the Department Administrator in Lyons Hall 215D. Juniors and seniors should schedule an appointment with the Department Chairperson to determine whether they can reasonably complete the required course work prior to graduation.

Internship Program

CO 520 Communication Internship, a one credit pass/fail course, is open to communication majors who have junior or senior standing.

CO 590 Media Workshop, a three credit course, is open to communication majors who have senior standing and a 3.0+ G.P.A. overall (or a 2.8+ G.P.A. overall with a 3.2+ G.P.A. in the major). In addition, potential interns must have completed a minimum of six courses in Communication at Boston College prior to the beginning of the final year. These six courses are to include the three basic required courses—Rhetorical Tradition, Survey of Mass Communication and Public Speaking—a theory course, and appropriate preparatory course work necessary for the specific field placement.

Honors Program

For students in all classes, the Department offers an honors program in Communication that begins in the second semester of the student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) is devoted to data collection, research design, and framing research questions. The program culminates with an honors thesis written during the first semester of senior year. Students who wish to partic-

ipate in the Department's honors program should have a cumulative grade point average of 3.4. The second honors course, CO 591, may be used as a writing intensive course.

Undergraduate Course Offerings

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

CO 010 The Rhetorical Tradition (Fall/Spring: 3)

Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric, as well as during the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric and looks at communication as a way of knowing about self and society.

Bonnie Jefferson

CO 020 Survey of Mass Communication (Fall/Spring: 3)

Required course for all Communication majors

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

Elfriede Fursich

CO 030 Public Speaking (Fall/Spring: 3)

Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

The Department

CO 104 Interpersonal Communication (Fall/Spring: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one-to-one) communications to formal situations. The course is divided into three sections: (1) know self, (2) know others, and (3) know the message. Both verbal and nonverbal communication techniques are stressed.

Dorman Picklesimer, Jr.

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic. A comprehensive final examination covering class lectures will be given.

Stefan Bauschard

CO 120 Blacks in Electronic Media (Fall: 3)

Cross listed with BK 234

See course description in the Black Studies Department.

Lawrence Watson

CO 204 Art and Digital Technology (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross listed with FS 276

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

CO 206 Group Dynamics (Fall/Spring: 3)

This course deals with the causes and effects of human activities in small groups. Attention is given to participation and leadership in problem-solving and policy-making discussions. Basic parliamentary procedure is also included.

Dorman Picklesimer, Jr

CO 220 Radio Operations and Production (Fall/Spring: 3)

This course is designed to present an overview of basic audio theory, programming and production techniques, station operations and radio's relationship to the public and government. Students must meet for a one-hour lab period each week in addition to the two-hour lecture periods.

Michael Keith

CO 222 Studio Television Production (Fall/Spring: 3)

Prerequisite: CO 227

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio.

Don Larick

Paul Reynolds

William Stanwood

CO 223 TV Field Production (Fall/Spring: 3)

Prerequisite: CO 222

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). The majority of programs produced in the video industry today utilize the EFP system. Emphasis will be placed on advanced techniques of portable wide camera operation, and traditional videotape editing. Elements of production such as location, sound recording, location lighting, scripting, producing, and directing will be featured. Working both individually and in groups, students will produce their own video programs. The course will also explore new technologies in video production such as non-linear editing and digital video.

David Corkum

William Stanwood

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross listed with FS 274

This course will provide fundamental skills required for editing of moving pictures plus hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television and film industry. Using 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 indigitizing, organizing

“bins” and “clips,” building a timeline, saving sequences, and output to tape. Students will leave the course armed with a both new visual vocabulary as well as a marketable technical skillset.

Adem Bush

Carl Schmidt

CO 225 Broadcast Management and Sales (Fall/Spring: 3)

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway and the projected 500 channel universe, which shall further intensify the competition prevalent in the electronic media field.

Larry Miller

CO 227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences. A special emphasis will be placed on dramatic and comedy writing in the last third of this course.

James Dunford

Diane Schulman

William Stanwood

CO 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Course work includes weekly story assignments and final exams. Students will be expected to read a newspaper daily.

Joe Bergantino

Maureen Goss

Jack Izzo, S.J.

CO 231 Feature Writing (Fall/Spring: 3)

Prerequisite: CO 230

This is a course on contemporary feature writing: literary non-fiction journalistic writing based on solid reporting. The course's emphasis is on writing—writing stories editors will want to print and readers will want to read. Course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are applicable to writing nonfiction books. Students will write weekly articles on assigned topics.

Maureen Goss

Jack Izzo, S.J.

CO 235 Introduction to Advertising (Fall/Spring: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

Roseanne Ouellette

Peter Woloschuk

CO 240 Introduction to Public Relations (Fall/Spring: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

Patricia Delaney

Ann Lootens

Mary Mooney

Alison Mills

Jack Tierney

CO 249 Communication Law (Fall: 3)

This course examines major principles and trends in communication law. The course analyzes a wide-range of issues related to the First Amendment, intellectual property, and broadcast regulation. Special emphasis will be placed on access, blasphemy and obscenity, broadcasting, cable regulation, commercial speech, defamation, free press/fair trial, institutional constraints, intellectual property, prior restraints, privacy, sedition, time/place/manner restrictions, and words that wound.

Dale Herbeck

CO 250 Mass Communication Ethics (Fall/Spring: 3)

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts: in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.

Kevin Kersten, S.J.

CO 259 Cyberlaw (Fall/Spring: 3)

This course will study the extension of communication law to the Internet, assess a range of pending proposals for new laws designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, intellectual property, commercial speech and spam, schools and libraries, and international issues.

Dale Herbeck

CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)

This course focuses on the complexities of programming a modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics. Case studies of television station and network programming will be analyzed and discussed, and techniques of both programming and promotion will be studied.

James Dunford

CO 282 Media and Race (Fall/Spring: 3)

The pervasiveness of the media in our society coupled with the rapidly changing racial composition of the United States has forced media scholars to reexamine the ways in which race and the media intersect to influence social reality. In evaluating this relationship, this course will investigate the images of racial minorities in film, television, and print media. In addition, the effects and implications of these depictions will be examined.

Dana Mastro

CO 296 Internet and Society (Fall/Spring: 3)

The course begins with a discussion of the Internet as both a technological and cultural phenomenon. The course continues to investigate how the seemingly anarchic and chaotic network of computers, texts and hypertextual links, is in fact increasingly regulated by on-line communities, various levels of government and the computer and Internet industries. Finally, the course concludes with a series of case studies that illuminate ongoing social and political debates about the future of the Internet in American society.

Greg Elmer

CO 298 World Wide Web and Digital Media (Fall/Spring: 3)

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the WWW so that they can (1) browse web pages, (2) search any necessary information from the Internet, (3) set up one's own web page, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the WWW will also be explored. No computer expertise required.

Robert Herbstzuber

Scott Kinder

Kevin Olivieri

Barbara Restaino

CO 372 Mass Communication Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.

Dana Mastro

Anne Sears

CO 375 Argumentation Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.

Ekaterina Haskins

CO 377 Visual Communication Theory (Spring: 3)

Satisfies the required theory course in the Communication major

This course explores the role of perception within visual learning, the nature of images, how public images function in political and cultural discourse, the psychology of the camera eye, differences among television, film and print images, and controversial media issues.

Ann Marie Barry

CO 378 Rhetorical Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course applies the concepts of critical rhetorical theory to the analysis of news media.

Roger Woolsey

CO 400 Advanced Video Production (Spring: 3)

Prerequisites: Permission of instructor plus (1) CO 227 Broadcast Writing, (2) CO 222 Studio TV Production and (3) CO 223 TV Field Production

This course will enable you to hone the skills you learned in the Broadcast Writing, Studio and Field Television Production courses. Course is designed so that you will produce a real television program for a real client. Course also will explore how to create a program

through real world experiences such as formulating a script to meet specific client needs, planning, shooting and editing the finished show. All these steps will be accomplished with the approval of your clients. They will give you the “big yes” or the “big no” as to whether your finished product has succeeded or failed.

William Stanwood

CO 402 Digital Audio Production (Fall/Spring: 3)

Prerequisite: CO220 or permission of instructor

This course is designed to introduce students to digital audio production. The course will include recording, editing, and post-production work, all using a computer-based audio system. Students will produce digital audio recordings of various lengths and master a work on compact disc.

Jon Sage

Lloyd Thayer

CO 404 Advanced World Wide Web and Digital Media

(Fall/Spring: 3)

Prerequisite: CO298 or equivalent experience and knowledge

Today, most industries and organizations are not only managing their web sites but more and more heavily relying on the Web and digital communications. This course is designed for students to get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge in the WWW and digital communications.

Nicole Malec

CO 425 Broadcast Century Issues (Fall/Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form 20th century broadcast media. Topics will be examined within the context of their relationship to society and culture.

Michael Keith

CO 429 Globalization and the Media (Fall/Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

The course will question the cultural impact of globalization on both the traditional centers (Hollywood, New York, London, Paris, Hong Kong, Tokyo) and peripheries of media production (Central America, the Arctic, the Australian “outback,” Africa, India, Eastern Europe, the Middle East and China). The course will touch on topics such as the shifting definitions of cultural imperialism, the role of the United Nations in regulating cultural programming, the debate over national and cultural protectionism, the globalization of news and information services, the globalization and commercialization of sports programming, and the proliferation of satellite and Internet technologies.

Greg Elmer

CO 440 Communication and Theology (Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry which will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film,

and television—providing a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.

Kevin Kersten, S.J.

CO 442 Intercultural and International Communication (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

Vicki Karns

Kevin Kersten, S.J.

Marilyn Matelski

Xuejian Yu

CO 445 Seminar on Freedom of Expression (Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course will use landmark cases to illuminate classic controversies involving the freedom of expression. The Supreme Court decisions to be studied include *Abrams versus United States* (political speech versus “clear and present danger”), *New York Times versus Sullivan* (commercial/political speech versus reputation), *New York Times versus United States* (prior restraint versus national security), *Hustler Magazine versus Falwell* (satire/parody versus emotional distress), and *R. A. V. versus St. Paul* (First Amendment versus Fourteenth Amendment).

Dale Herbeck

CO 447 Communication Criticism (Fall/Spring: 3)

Formerly Rhetorical Criticism

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies which can be used to reach a greater understanding of public persuasion. In addition to speech events, the impact of other communication mediums such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public persuasion.

Ekaterina Haskins

Bonnie Jefferson

Anne Mattina

CO 448 Television Criticism (Fall/Spring: 3)

Satisfies 1 of 2 writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

Elfriede Fursich

Paula Gardner

Anne Sears

CO 449 Crisis Communication (Fall/Spring: 3)

Prerequisites: It is recommended that students have completed CO 240 Public Relations before enrolling in Crisis Communication. **Satisfies 1 of 2 writing intensive courses required within the Communication major**

This course is designed to examine events and situations that actually potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

Donald Fishman

CO 451 Gender Roles and Communication (Fall/Spring: 3)

Satisfies 1 of 2 writing intensive course requirements within the Communication major.

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass mediated communication.

Lisa Cuklanz

Paula Gardner

CO 470 Capstone: Conflict, Decision, and Communication (Spring: 3)

Cross listed with UN 510

Satisfies 1 of 2 writing intensive courses required within the Communication major. For seniors only

See course description in the University Courses section.

Ann Marie Barry

CO 500 Debate Practicum (Fall/Spring: 1)

Prerequisites: Successful completion of Elements of Debate, CO 105, participation on the intercollegiate debate team, and permission of the instructor.

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate. This is a one-credit course.

John Katsulas

CO 501 Communication Internship (Fall/Spring/Summer: 1)

Prerequisite: Permission of the instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

Michael Keith

CO 520 Media Workshop (Fall/Spring: 3)

Prerequisites: Senior standing; 3.0 GPA or 2.8 overall and 3.2 in major; completion of six courses in communication at BC, including those required for the major; and permission of the instructor

This course may not be repeated. By arrangement.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

Michael Keith

CO 590 Introduction to Honors in Communication (Spring: 3)

This course is designed to be an introduction to research in preparation for the completion of a scholarly thesis in Communication. Attention in the course will be devoted to data collection, research design, and topic selection. Emphasis also will be placed upon developing a writing style suitable for scholarly works. This course is open to juniors who have a 3.4 cumulative grade point average. Students begin the honors program during the second semester of their junior year, and those who complete this preparatory course with distinction may enroll in CO 591 during the first semester of their senior year.

Donald Fishman

CO 591 Honors Program in Communication (Fall: 3)

Candidates for Departmental Honors who have successfully completed CO 590 may enroll in this course. Students in the course complete an honors thesis under the supervision of the instructor. This course qualifies as a writing-intensive seminar.

Donald Fishman

CO 597 Readings and Research—Communications (Fall/Spring: 3)

Prerequisite: Permission of the instructor

This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages.

The Department

CO 598 Teaching Assistantship (Fall/Spring: 3)

Prerequisite: Permission of the instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to seniors and enrollment is limited to one student per professor.

The Department

CO 599 Scholar of the College (Fall/Spring: 6)

Students who have been accepted in the Scholar of the College Program should enroll in this course. This course may be repeated.

The Department

Computer Science**Departmental Notes**

- Department Secretary: Barbara Burdick, 617-552-3975, barbara.burdick@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

Undergraduate Program Description

The Computer Science Department offers programs in both the College of Arts and Sciences and the Carroll School of Management. This section describes only the programs in Arts and Sciences; please see the Computer Science listing under the Carroll School of Management for a description of the management programs in Computer Science and Information Systems, and for the list of Computer Science faculty. For further information you are encouraged to contact the department in Fulton 460, or call 617-552-3975.

The Major Program

The Computer Science major curriculum is based upon current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institution, and is designed to be intellectually challenging, just as any Arts and Sciences discipline

would require. At the same time, the program provides practical, hands-on experience, as the current technological job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For a majority of students, the program dictates completion of thirteen courses.

Computer Science Component

For the class of 2004 and later, the ten computer science courses required for completion of the major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- Computer Science I (MC 140)
- Computer Science II (MC 141)
- Computer Science III/Object Oriented Programming (MC 697)
- Computer Organization and Assembly Language (MC 160)
- Algorithms (MC 383)
- Theory of Computation (MC 385)

Of the four electives, at least three must be numbered 300 and above, and must include at least two of the following three courses: Operating Systems (MC 362), Computer Networks (MC 363), Principles of Programming Languages (MC 366). The fourth elective may be any MC course numbered 200 and above.

For classes prior to the class of 2004, the ten computer science courses required for completion of the major are grouped into two categories, five required core courses and five electives. The five required core courses are the following:

- Computer Science I (MC 140)
- Computer Science II (MC 141),
- Computer Organization and Assembly Language (MC 160)
- Algorithms (MC 383)
- Theory of Computation (MC 385)

Of the five electives, at least four must be numbered 300 and above, and must include at least two of the following three courses: Operating Systems (MC 362), Computer Networks (MC 363), and Principles of Programming Languages (MC 366).

The fifth elective may be any MC course numbered 200 and above.

Mathematics Component

At least two mathematics courses are required for completion of the major: one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will necessarily complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Students must complete the Discrete Mathematics requirement with the one semester course Discrete Mathematics (MT 245 or MC 248). Double majors in Mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is prerequisite for the two required courses Algorithms and Theory of Computation.

Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science GRE usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the

junior year: Computer Organization (MC 160), Discrete Math (MT 245 or MC 248), Algorithms (MC 383), Theory (MC 385), and Principles of Programming Languages (MC 366). In addition, the following courses are also strongly recommended: Operating Systems (MC 362), Networks (MC 363), and Architecture (MC 372).

Information for First Year Majors and Non-Majors

The Computer Science major is for students who enjoy using computers, and who wish to understand more deeply about computing technology. The major is designed to be intellectually challenging, just as any Arts and Sciences discipline would require. At the same time, the program provides practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers, such as programmers, network administrators, technical support representatives, and systems analysts. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

Freshman Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's Calculus requirement (MT 101 or higher) during freshman year. Most will enroll in MT 100 in fall semester, and continue to MT 101 in spring semester. Students who either carry advanced mathematics placement, or who have completed a year of Calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take Computer Science I (MC 140) their first semester. Those students who have had no programming experience should consider beginning with an introductory computer course (e.g., MC 021 or MC 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science AP Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement (e.g., directly taking MC 141).

Freshman Non-Majors

The department offers three introductory courses in Computer Science: MC 021, MC 074, and MC 140. MC 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the internet. This course is required for all students in the Carroll School of Management, but it is also a popular elective with A&S students who want business computer skills.

MC 074 is a gentle survey of computer science, intended for A&S students who know little to nothing about computing. It is an excellent course both for becoming more computer literate and as a preparation for the MC 140 course.

MC140 is the introductory programming course. It is required of all CS majors and minors, and is prerequisite for all advanced CS courses. Therefore, students who wish to take more than one course in Computer Science will need to take MC 140 sometime. The thinking skills needed to write computer programs come easily to some people, and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in either MC 021 or MC 074 before enrolling in MC 140.

The Minor Program

The Minor program in Computer Science is designed to provide a coherent, yet demanding introduction to and overview of Computer Science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in Computer Science and good analytical skills.

Six courses are required for completion of the Minor, according to the following two requirement categories:

Three Required Core Courses: Computer Science I (MC 140), Computer Science II (MC 141), and Computer Organization and Assembly Language (MC 160).

Three Elective Courses: Chosen from the range MC 200-699, excluding the three required courses, and with at least one of these numbered 300 and above.

Departmental Honors

The Department offers to qualified computer science majors the opportunity to graduate with Department Honors. The requirements are as follows:

- Completion of the Computer Science major as outlined above.
- A grade point average at least 3.0 in MC courses.
- MC 397 (Honors Thesis), which is taken in *both* the fall and spring of the senior year. Thus, this requirement increases the number of MC courses by two.
- A written thesis and the presentation of the final results of the thesis.

Course Information

All Computer Science courses have the prefix MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be A&S courses. In particular, MC 021 and all 200-level courses are CSOM-credit courses; MC 074, all 100-level courses, and all courses numbered 300-699 are A&S-credit courses.

Introductory courses (e.g., MC 140, 141, and 160) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be anticipated with some care.

Economics**Faculty**

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University

Jushan Bai, *Professor*; B.S., Nankai University, Tianjin, China; M.A., Pennsylvania State University; Ph.D., University of California, Berkeley

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

William B. Neenan, S.J., *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Fabio Schiantarelli, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Peter N. Ireland, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Associate Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Francis M. McLaughlin, *Associate Professor*; Assistant Chairperson of the Department; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

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Kristen Butcher, *Assistant Professor*; B.A., Wellesley College; M.Sc., London School of Economics; M.A., Ph.D., Princeton University

Douglas Marcouiller, S.J., *Assistant Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

Tommaso Monacelli, *Assistant Professor*; B.A., Università Bocconi, Italy; M.A., Ph.D., New York University

Departmental Notes

- Administrative Secretary: Kathy Tubman, 617-552-3670 (tubman@bc.edu)
- Administrative Graduate Secretary: Mary Foley, 617-552-3683 (foleym@bc.edu)
- Secretary: Pauline Lonergan, 617-552-3684 (lonergap@bc.edu)
- World Wide Web: <http://fmwww.bc.edu/EC/EC.html>

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses (EC 131-132) are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory (EC 201, 202) give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory and finance, labor economics, industrial organization, health economics, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists.

Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics—Micro and Macro (EC 131 and EC 132, respectively)—satisfy the Core requirements in the social sciences. These are distinct one-semester courses that should be taken in numerical order—Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

Ten three-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151, 155 or 157), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any five electives numbered from EC 200 and above. Students should take both EC 131 and EC 132 before taking any other Economics courses. The one exception is Statistics (EC 151, 155, and 157). Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and one elective sophomore year.

Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year. The Economics major is meant to be structured. Students should take Principles, Statistics, and preferably the two Theory courses before beginning the 300-level electives. We recognize that late starters may not have time to follow this sequence precisely, but at very least the 300-level electives and the corresponding theory courses should be taken concurrently. Consult the individual professor if you are unsure of your preparation.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25, depending on the size of the writing component.

Students are urged to take advantage of the writing-intensive courses, and to check with the department before the registration period to learn which courses will be offered in which format.

Knowledge of the basic elements of Calculus is required of all economics majors. No specific calculus courses are required for the major, but all majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100, and many high school calculus courses provide the basic elements of calculus needed for the Economics major. The Micro and Macro Theory courses and the 300-level electives may use some basic elements of calculus. Any student with a serious interest in Economics should take at least one full year of Calculus, MT 100-101, or the equivalent; additional math courses are strongly recommended for students considering graduate work in economics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in Economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 157) as

soon as possible and Econometric Methods (EC 228) immediately following. Note that EC 228 has a calculus prerequisite. MT 100-101 or their equivalents are prerequisites for both Econometrics and the Honors Program generally. The Honors candidate must complete a six-credit Honors Thesis (EC 497-498) in the senior year under the direction of a faculty member. Also, four elective courses numbered from EC 200 and above are required during the junior and senior years (not counting the two Senior Thesis or Scholar's Project courses).

Minor Requirements

The following courses are required for the minor in Economics:

- EC 131 Principles of Economics-Micro
 - EC 132 Principles of Economics-Macro
 - EC 151 Statistics
 - EC 201 Microeconomic Theory
 - EC 202 Macroeconomic Theory
- Plus any two electives with numbers of EC 200 and higher. Students may substitute:
- EC 157 Statistics-Honors for EC 151 Statistics
 - EC 203 Micro Theory-Honors for EC 201 Microeconomic Theory
 - EC 204 Macro Theory-Honors for EC 202 Macroeconomic Theory

Finally, students should know the basics of calculus for the theory courses (EC 201, EC 202) and for some electives. MT 100 would meet this prerequisite, as would a high school calculus course.

Double Majors

Requirements for double majors are the same as for the major: Ten courses (30 credits) in Economics, including Principles, Statistics, Micro Theory, and Macro Theory, are required of a double major.

Economics Internship

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form which can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by Professor Francis McLaughlin, Carney 130. After it is signed it should be sent to the student's class dean. At the end of the internship the agency supervisor must provide an evaluation to Professor McLaughlin. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

CSOM-Economics Concentration

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major.

Graduate Program Description

The graduate program in economics is oriented primarily toward full-time students who are seeking a Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis.

Ph.D. Program

The Ph.D. program is designed to train economists for careers in teaching and research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-year residence requirement.

The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in microtheory (EC 740, 741), macrotheory (EC 750, 751), mathematics for economists (EC 720), statistics (EC 770) and econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

M.A. Program

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

Admission Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may usually transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. program.

Requests for further information or for application forms for admission should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, MA 02467 or E-Mail: foleym@bc.edu. For up-to-date information including courses offered and course syllabi, consult the Economics Department Web page at <http://fmwww.bc.edu/EC/EC.html>. Applicants are required to submit college transcripts, three letters of recommendation, a statement of purpose, and scores from the Graduate Record Examination's quantitative, verbal, and analytical tests. Ph.D. applicants interested in financial assistance awarded by the Department of Economics should ensure that their applications are completed by February 1. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Undergraduate Course Offerings

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

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3)

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 151 Economic Statistics (Fall/Spring: 3)

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—CSOM Honors (Spring: 3)

Prerequisite: Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151, and it is designed for Carroll School of Management students.

The Department

EC 157 Statistics—Honors (Spring: 3)

Prerequisite: Calculus

A more intensive analytical treatment of the topics covered in EC 151.

Marvin Kraus

EC 201 Microeconomic Theory (Fall/Spring: 3)

Prerequisite: EC 131 and Calculus

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

The Department

EC 202 Macroeconomic Theory (Fall/Spring: 3)

Prerequisite: EC 132 and Calculus

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

EC 203 Microeconomic Theory—Honors Level (Fall: 3)

Prerequisite: EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Ingela Alger

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)

Prerequisite: EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Fabio Schiantarelli

EC 228 Econometric Methods (Fall/Spring: 3)

Prerequisites: Calculus, and EC 151, 155, or 157

Enrollment limited; significant writing/research component.

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and simultaneous equation estimation.

Donald Cox

Jushan Bai

EC 229 Economic and Business Forecasting (Spring: 3)

Prerequisites: Calculus and EC 151, 155, or 157

The theory and practice of applied time series analysis will be explored, including the subjects of dynamic modelling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

Richard McGowan, S.J.

EC 233 History of Economic Thought (Fall/Spring: 3)

Prerequisites: EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson.

Francis McLaughlin

EC 234 Economics and Catholic Social Teaching (Fall: 3)

Prerequisites: EC 131-132

Enrollment limited; significant writing/research component.

This course will explore questions of economic justice in terms of Catholic social teaching. Our approach will be primarily historical; we will read and reflect on some of the major Church documents to identify important themes in the teaching that apply to the development of economic policy. These themes will be linked to concepts in the history of economic thought and in the field of welfare economics. Note: The course is particularly suited to students of the Faith, Peace and Justice program, in addition to serving as a regular elective for the Economics major.

Catherine Schneider

EC 235 Economics and Values (Spring: 3)

Prerequisites: EC 131-132

Enrollment limited; significant writing/research component.

This course will be an economic and moral analysis of major policy issues in the United States economy. Emphasis will be placed on major issues in the 2000 presidential campaign, such as estate taxes, patients' rights and the funding of health insurance, welfare, school vouchers, and the growing inequality in the distribution of income.

Joseph Fahy, S.J.

EC 246 Economics of Labor Relations (Spring: 3)

Prerequisites: EC 131-132

This course is an introduction to the United States' labor relations system. The emphasis of the course is on the collective bargaining process and the settlement of labor-management disputes. The history of the United States' labor movement and the legal environment within which it functions will also be covered. Comparisons with labor relations systems in other countries will be introduced to clarify features of the United States' system by contrast.

Francis McLaughlin

EC 250 Economics of Medical Care (Fall: 3)

Prerequisites: EC 131-132

This course applies microeconomic analysis to the health care delivery and consumption in the U.S. It has the following objectives: (1) to increase your understanding of microeconomic theory, in particular as it is applied to real world problems; (2) to provide you with a good knowledge of the economic aspects and institutions of health care in the US; (3) to offer you practice in the tailoring of general models to fit particular markets and in the synthesization of empirical information and research reports.

Jaana Muurinen

EC 268 Economics of Gender and Race (Spring: 3)

Prerequisites: EC 131-132

Satisfies Cultural Diversity Core Requirement

This course applies economic analysis to the study of gender or race based differences in economic roles and rewards. It presents several alternative explanations for these differences and compares their predictions with empirical evidence. Both explanations based on discrimination and nondiscriminatory models are considered. Public policies, such as affirmative action, are also discussed and assessed. A sample of the topics of the course include the following: sexual division of labor, quotas as affirmative action, segregation in housing markets.

Jaana Muurinen

EC 276 The Political Economy of Developing Nations (Fall: 3)

Prerequisites: EC 131-132

Satisfies Cultural Diversity Core Requirement

Non-majors who have taken EC 131 and EC 132 are especially welcome in this course.

Economics students who have already taken EC 201 are encouraged to take EC 375 instead of this course.

Globalization and institutional reform mark contemporary economic growth. This course first focuses on the intensification of international trade and factor flows, then analyzes adjustments to the institutional interaction of states and markets. Within this contemporary framework, the course considers several of the traditional themes of development economics: poverty, inequality, and growth; natural resources and the environment; agriculture and rural organization; migration and urbanization; formal and informal labor markets; and investment in human capital.

Douglas Marcouiller, S.J.

EC 278 Environmental Economics (Spring: 3)

Prerequisites: EC 131-132

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

Frank Gollop

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

Francis McLaughlin

EC 304 Macroeconomic Policymaking (Fall: 3)

Prerequisite: EC 202 or EC 204

Enrollment limited; significant writing/research component.

This course studies macroeconomic policy in the United States over the past three decades. We will explore historical examples of macroeconomic problems and the policies that were used to confront them. Examples will include the military build up of the 1960s, the oil price shocks of the 1970s, the budget deficits of the 1980s, and the credit crunch of the early 1990s, among others. We will also examine the tools macroeconomists use in providing policy advice. A major component of the course will be frequent written assignments in which students assess macroeconomic conditions and provide policy guidance.

Robert Murphy

EC 307 Contract Theory (Spring: 3)

Prerequisite: EC 201 (203) and Calculus

Many economic exchanges are characterized by informational asymmetries between the parties; for instance, a seller may have

more information about the quality of the good it sells than the buyer. Contract theory provides a set of tools to analyze such situations. After a general introduction to basic theory, the course will cover a number of applications, including health insurance, the internal organization of firms, regulation, and topics in industrial organization.

Ingela Alger

EC 308 Game Theory in Economics (Fall: 3)

Prerequisite: EC 201

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to the real world situations.

Hideo Konishi

EC 310 Economic Psychology (Fall: 3)

Prerequisites: EC 201-202 (EC 203-204)

Economists have become increasingly interested in the connection between economics and psychology. Insights about human nature that come from psychology can be informative for economic models. This course is a survey of a variety of topics that are at the crossroads between economics and psychology, including: risk and harm avoidance, time preference, mental accounts, manipulative and violent behavior, altruism and reciprocity, the connections between emotions and economic behavior, concern for relative status, and habits and addictions. Much of the material comes from recent research. The psychological perspective comes mostly from the field of evolutionary psychology.

Donald Cox

EC 311 Mathematics for Economists (Spring: 3)

Prerequisites: Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

Catherine Schneider

EC 314 Introduction to Scientific Programming (Fall: 4)

Prerequisite: One year of calculus plus permission of instructor

Corequisite: MT 202 recommended

Cross listed with PH 330/CH 330 and MT 330

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors. Enrollment limited; significant writing/research component.

This is an introductory course in the C/C++ and Fortran programming languages, using the UNIX environment. No prior programming experience is presumed. Students will learn to implement basic numerical algorithms such as numerical integration, root finding, solving non-linear equations and solving systems of equations. Students will also gain experience in error analysis, optimization and data visualization.

Krzysztof Kempa (Physics)

John Fourkas (Chemistry)

Robert Meyerhoff (Mathematics)

EC 315 Numerical Methods and Scientific Computation (Spring: 4)

Prerequisites: MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor

Cross listed with PH 430

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors. Enrollment limited; significant writing/research component.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics,

economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms. The course material and presentation will accommodate a range of scientific backgrounds.

David Broido (Physics)

Jan Engelbrecht (Physics)

EC 327 Advanced Econometrics (Spring: 3)

Prerequisites: EC 228 or equivalent, calculus and linear algebra

Enrollment limited; significant writing/research component.

Topics covered: estimation and inference of linear regression models, asymptotic theory, the principle of maximum likelihood, analysis of panel data, time series models, and non-parametric methods.

Serena Ng

EC 331 Distributive Justice (Spring: 3)

Prerequisite: EC 201 or EC 203

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.

Uzi Segal

EC 338 Law and Economics (Fall: 3)

Prerequisite: EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the "performance" of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

Mary Oates

EC 340 Labor Economics (Fall: 3)

Prerequisites: EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

Francis M. McLaughlin

EC 344 Poverty and Discrimination (Spring: 3)

Prerequisites: EC 151 and EC 201

Satisfies Cultural Diversity Core Requirement

Enrollment limited; significant writing/research component.

The causes and consequences of poverty and discrimination in the United States are examined from an economic perspective. Why is there poverty in an affluent country? Are discrimination and poverty inherent in a market economy? What role should government play in alleviating poverty and discrimination? What role does it play? How could policies be improved?

Peter Gottschalk

EC 349 Economics of Human Resources (Spring: 3)

Prerequisite: EC 201 or EC 203

This course addresses a variety of topics about labor markets, careers, labor-market policy, and family behavior. A sampling of issues explored: earnings prospects of baby-boomers, the superstar phenomenon in the labor market, how school affects workers, immigration policy, protectionism, discrimination, women in the labor

market, life-cycle patterns in careers and earnings, motives for private transfers among family members, the economic value of human life, and health and safety policy.

Donald Cox

EC 353 Industrial Organization—Competition and Antitrust (Fall: 3)

Prerequisite: EC 201 or EC 203

Enrollment limited; significant writing/research component.

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

James Dalton

EC 355 Topics and Case Studies in Antitrust Law and Economics (Spring: 3)

Prerequisite: EC 201 or EC 203

Enrollment limited; significant writing/research component.

The course focuses on some of the principle issues in current antitrust law and public policy. Students will read articles and leading antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FERC); antitrust damages (causation and measurement); and determinants of executive compensation.

Frank Gollop

EC 361 Monetary Theory and Policy (Fall/Spring: 3)

Prerequisite: EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

Hossein Kazemi

EC 362 Financial Markets and the Macroeconomy (Fall: 3)

Prerequisites: EC 201-202 or EC 203-204; EC 228 recommended

Enrollment limited; significant writing/research component.

This course focuses on the workings of U.S. financial markets and their interaction with the macroeconomy and the world economy. Emphasis is placed on the Treasury securities markets, the term structure of interest rates, and derivative assets such as financial futures. Linkages to events such as the 1987 stock market crash and the savings and loan collapse are discussed.

Christopher F. Baum

EC 364 Monetary and Fiscal Policy (Fall/Spring: 3)

Prerequisite: EC 202 or EC 204

Enrollment limited; significant writing/research component.

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanism through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

Alicia Munnell

EC 365 Public Finance (Spring: 3)

Prerequisite: EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market econ-

omy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

Catherine Schneider

EC 371 International Trade (Fall: 3)

Prerequisite: EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

EC 372 International Finance (Fall/Spring: 3)

Prerequisite: EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

Hossein Kazemi

EC 373 Economics of Latin America (Fall: 3)

Prerequisite: EC 201 or EC 203

Satisfies Cultural Diversity Core Requirement

Enrollment limited; significant writing/research component.

This course analyzes the economic problems and possibilities which arise in Latin America from the interaction of national economies with the global economy and from the interaction of states with markets. While grappling with specific challenges facing contemporary policymakers in Latin America, students will hone the tools of technical economic analysis which they learned in earlier coursework.

Douglas Marcouiller, S.J.

EC 375 Economic Development (Spring: 3)

Prerequisite: EC 201 or EC 203

Satisfies Cultural Diversity Core Requirement

Enrollment limited; significant writing/research component.

Paying close attention to the microeconomic foundations of the arguments, this course offers students a sophisticated treatment of contemporary debates about development policy, touching on macroeconomic stabilization, trade liberalization, privatization, and deregulation. The course deals explicitly with technological change and endogenous growth, with asymmetric information and the structure of factor markets, and with property rights and the exploitation of natural resources. One theme of the course is the impact of different policies on the poor. A second theme is the contribution which development economics has made to the development of economics itself.

Douglas Marcouiller, S.J.

EC 380 Capital Markets (Fall: 3)

Prerequisite: EC 201 or EC 203 and EC 151 or EC 157

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.

Harold Petersen

EC 391 Transportation Economics (Spring: 3)

Prerequisite: EC 201 or EC 203

This course applies the basic techniques of microeconomic analysis to the transportation industry: wheels, wings, and water. Both the institutional framework and public policy issues of freight and passenger transportation are examined. Topics to be covered include pricing policies, regulatory reform, and public provision of transportation infrastructure.

Richard Arnott

EC 435 Capstone: Business as a Calling (Spring: 3)

Prerequisites: EC 131-132

Cross listed with UN 535

Open to non-majors.

Enrollment limited; significant writing/research component.

See course description in the University Courses section.

Harold Petersen

EC 497 Senior Honors Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

Harold Petersen

EC 498 Senior Honors Thesis (Spring: 3)

Prerequisite: EC 497

Required of all seniors seeking a degree with Honors in Economics.

Harold Petersen

EC 601 Scholar of the College (Fall/Spring: 3)

Required of all seniors seeking a degree with Scholar of the College status.

Francis McLaughlin

Graduate Course Offerings**EC 720 Math for Economists (Fall: 3)**

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

Peter Ireland

David Belsley

EC 740 Microeconomic Theory I (Fall: 3)

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

Marvin Kraus

Uzi Segal

EC 741 Microeconomic Theory II (Spring: 4)

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

Uzi Segal

Hideo Konishi

EC 750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate sup-

ply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.

Fabio Schiantarelli

EC 751 Macroeconomic Theory II (Spring: 4)

Microeconomic foundations of nominal rigidities, real rigidities and the labor market, consumption and investment under uncertainty, theories of asset prices, the demand for money and the effect of monetary policy, and dynamic consistency and economic policy.

Peter Ireland

Tommaso Monacelli

EC 761 Econometrics II (Fall: 3)

This course covers generalized least squares and simultaneous equations estimators, and provides an introduction to several tools used in applied econometrics. These include time series models, estimators for panel data, and models with limited dependent variables. Exercises are drawn from several large data sets, using a variety of econometric computer software.

Christopher F. Baum

EC 770 Statistics (Fall: 3)

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

Jushan Bai

EC 771 Econometrics (Spring: 3)

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

Jushan Bai

Christopher F. Baum

EC 803 Advanced Macroeconomic Theory (Fall: 3)

This course covers selected topics in macroeconomic theory and policy. Topics include research on economic growth and its relationship with human capital accumulation, technological change and diffusion, labor supply and population, national borders, and government policies. Emphasis is given to models used for the analysis of policy issues, including politico-economic models of monetary and fiscal policy.

Serina Ng

EC 821 Time Series Econometrics (Fall/Spring: 3)

Prerequisite: EC 761 (or equivalent) and EC 751

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

Jushan Bai

Serena Ng

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

Prerequisite: EC 761 (or equivalent)

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

Peter Gottschalk

EC 827 Econometric Theory I (Fall/Spring: 3)

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.

David Belsley

EC 828 Econometric Theory II (Fall/Spring: 3)

Prerequisite: EC 761

This course focuses on estimation and inference in non-linear econometric models. An emphasis will be placed on current theory and methods. Topics covered will include asymptotic theory, quasi-likelihood, least absolute deviations, generalized method of moments, two-step estimators, specification testing, and the bootstrap.

Arthur Lewbel

EC 853 Industrial Organization I (Fall/Spring: 3)

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

Hideo Konishi

EC 855 Industrial Organization III: Contract Theory (Fall: 3)

This course focuses on contract theory (i.e., the branch of microeconomic theory that deals with information asymmetries) and its applications to different topics in IO. Applications will include regulation, price discrimination, and the theory of the firm.

Ingela Alger

EC 861 Monetary Economics I (Fall/Spring: 3)

This course will examine the standard issues in advanced macroeconomics and monetary theory, placing particular emphasis on the role of inside money (credit) and the crucial role of information in the functioning of modern economies. Topics to be covered include the role of national debt and intergenerational allocation, inflation finance and optimal seigniorage, sunspot theory, and the effect of information partitions on economic efficiency.

Peter Ireland

EC 862 Monetary Economics II (Fall/Spring: 3)

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

Fabio Schiantarelli

EC 866 Public Sector Economics II (Fall/Spring: 3)

This course emphasizes problems of collective decision-making under complete and incomplete information. Topics include Arrow's Impossibility Theorem, the "new" political economy, an introduction to mechanism design with special emphasis on demand-revealing mechanisms for public goods, voluntary provision of public goods, and the regulation of externalities

Richard Arnott

EC 871 Theory of International Trade (Fall/Spring: 3)

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

James E. Anderson

EC 872 International Finance (Fall/Spring: 3)

Analysis of macroeconomic adjustment in open economies, with attention to foreign exchange markets, balance of payments, and the international monetary system.

Robert Murphy

Tommaso Monacelli

EC 875 Political Economy of Trade and Development (Fall/Spring: 3)

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

James Anderson

Douglas Marcouiller, S.J.

EC 885 Analysis of Labor Markets (Spring: 3)

A comprehensive microeconomic approach to wage theory and the theory of labor markets focusing on labor supply, household production, marginal productivity, human capital, search discrimination, and dual labor market theories. Heavy emphasis will be placed on specification and estimation of empirical models.

Peter Gottschalk

EC 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations.

The Department

EC 893 Urban Economics I (Fall/Spring: 3)

This course covers basic urban economic theory-spatial economics, housing, transportation, and local public finance.

Richard Arnott

EC 998 Doctoral Comprehensives (Fall/Spring: 0)

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

The Department

EC 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

English

Faculty

John McAleer, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Joseph A. Appleyard, S.J., *Professor and Vice President*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *McIntyre Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Dayton Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; Chairperson of the Department; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor*; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Amy Boesky, *Associate Professor*; B.A., Harvard College; Ph.D., Harvard University

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Elizabeth Graver, *Associate Professor*; B.A., Wesleyan University; M.F.A., Washington University

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Elizabeth Kowaleski-Wallace, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

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

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Kalpna Seshandri-Crooks, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Laura Tanner, *Associate Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

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

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University; Ph.D., Brandeis University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Rhonda Frederick, *Assistant Professor*; B.A., M.A., Ph.D., University of Pennsylvania

James Najarian, *Assistant Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

Carlo Rotella, *Assistant Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

Andrew Sofer, *Assistant Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, *Assistant Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

Robert Stanton, *Assistant Professor*; B.A., M.A., Ph.D., University of Toronto

John Anderson, *Lecturer*; B.S., University of Colorado; M.A., Ph.D., Boston College

Bonnie K. Rudner, *Lecturer*; B.A., Rutgers University; M.A., Boston College

Departmental Notes

- Administrative Secretary: Patrice Scott, 617-552-3701, patrice.scott@bc.edu
- Department Secretary: Judith Plank, 617-552-8281, judith.plank@bc.edu
- Department Secretary: Harold Davis, 617-552-3708, davishc@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/eng/english.html

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

Because critical reading and writing skills are essential to success in many professions, the English major is a valuable preparation for careers in teaching, law, business, journalism, publishing, or communications.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

EN 080-084 Literature Core

In this part of the Core program students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Core literature courses are designed with separate titles and reading lists in four major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, allow for that dialogue between the past and present we call history, and provide an introduction to literary genres.

Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- 1 course in pre-1700 English or American literature
- 2 courses in pre-1900 English or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the American Literary History (formerly Major American Writers) sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty

or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's Department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

Irish Studies Program

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

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

Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a 12-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Applicants must have received a grade of B+ or better in the First-Year Writing Seminar or have placed out of it. They must submit an 8-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sophomore year, are available in the English office. Interested sophomores are strongly encouraged to register for fall sections of "Introduction to Creative Writing" or "Writing Workshop" to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350-400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department, faculty and students usually have a fair knowledge of English. Interested students should see Professor Christopher Wilson.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Students who are contemplating a senior thesis are encouraged to take one of the Department's seminars during their junior year. A description of this program is available in the Department office.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Graduate Program Description**Master of Arts Program**

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

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

The language exam may be taken at any time during the course of a student's program; the literary studies exam is ordinarily taken after all courses have been completed or are in the process of com-

pletion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examinations. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

Master of Arts Concentration in Irish Literature and Culture

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

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

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

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch Graduate School of Education in cooperation with the Department of English. It requires admission to both the Lynch Graduate School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

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

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas (such as history, philosophy, classics, modern languages, or art) that may be of particular interest or usefulness to the teacher concerned with developing specialized courses, or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher, whose professional development is the continuing concern of this program, the English Department regularly schedules courses in the late afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses that may be tailored to meet the needs of special students.

Doctor of Philosophy Program

Usually, no more than four students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

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

Course Requirements

The only specified course requirements are four doctoral seminars to be taken usually in the first two years. The remainder of the student's program may include other courses in the graduate English department or related disciplines, small reading groups, or individual tutorials. Most students will have taken eight to ten courses by the end of the second year. An advanced research colloquium is taken in the third or fourth year.

Language Requirement

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

Examinations

Each student will direct a course of study toward completion of one major and three minor examinations.

A major examination consists of a two-hour oral examination usually on a period or genre.

A minor examination is narrower in scope and normally runs one and one-half hours. It may consist of an oral examination on a reading list, or revision of a paper for publication. Students are encouraged to choose forms for minor examinations that approach the material with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, field, or genre; a particular theoretical or methodological approach to literary study; or the design of course and preparation of syllabi on the topic covered by the examination.

All examinations are graded according to the University scale for graduate examinations. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences: in the third and fourth years they will teach one self-designed course each semester—which may include one in the First Year Writing Seminar program, one in the Literature Core program, one in their own major field, and one that is a repeat of an earlier course. Faculty mentoring and evaluation is a part of every phase of this program.

Dissertation

After consultation with a faculty advisor, the student will write a prospectus describing the thesis topic and include a tentative bibliography. This material will be submitted to a dissertation director and two readers who will supervise, read, and approve the dissertation.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate Arts and Sciences Dean's Office.

Graduate Colloquium

A student committee organizes and schedules graduate colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

Course of Study

Each student plans and paces an individual course of study in consultation with the Program Advisor. Students should keep the following guidelines in mind (counting each required seminar, or examination, semester of teaching as one unit):

- 5 units should be completed by the beginning of the second year
- 10 units should be completed by the beginning of the third year
- 13 or more units and the language requirement should be completed by the beginning of the fourth year

The fourth year should be largely devoted to the dissertation, but the student is urged to choose a topic, consult with a thesis director, and begin work before the end of the fourth year, even if an examination remains to be passed.

Program in Linguistics

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

Undergraduate Course Offerings

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

EN 010 First Year Writing Seminar (Fall/Spring: 3)

The First Year Writing Seminar is a fifteen-student course designed to engage students with writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to

discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

The Department

EN 080 Literary Forms (Fall/Spring: 3)
Satisfies Literature Core Requirement

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of “form.” They include examples of forms from different literary periods to study their variety and development.

The Department

EN 081 Literary Themes (Fall/Spring: 3)

These courses follow a particular “theme” through several genres and historical periods or cultures, focusing especially on elements in the theme which persist, and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

The Department

EN 082 Literature and Society (Fall/Spring: 3)
Satisfies Literature Core Requirement

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how, and whether, to distinguish some of them as “literature.”

The Department

EN 082.01 Literature and Society: Staging the American Family (Fall: 3)

Satisfies Literature Core Requirement

What makes an American family? Is the family a constraint or a haven, a blessing or a curse? Is it in crisis? In this course we will read representative nineteenth- and twentieth-century texts—mostly plays, but some fiction and poetry—that “stage” the American family in an attempt to understand a culture in process. We will investigate how “family values,” together with our very notion of what constitutes a family, have shifted in response to changing social, cultural, and sexual mores. Our playwrights may well include Eugene O’Neill, Arthur Miller, Tennessee Williams, Sam Shepard, Lillian Hellman, and Tony Kushner.

Andrew Sofer

EN 082.02 Literature and Society (Fall: 3)

Satisfies Literature Core Requirement

In this course we will study the classic coming of age narrative, also known as the bildungsroman. Works will include: *Summer*, Edith Wharton; *Sons and Lovers*, D.H. Lawrence; *Bastard Out of Carolina*, Dorothy Allison; *Elmer Gantry*, Sinclair Lewis; short fiction by F. Scott Fitzgerald and Dorothy Parker, and selections from Charles Dickens, Shakespeare and several contemporary poets.

Susan Roberts

EN 082.03 Literature and Society (Fall: 3)

Satisfies Literature Core Requirement

This course treats the subject of individual and group alienation from a number of related but separate vantage points—social, moral, political, religious, intellectual, economic. Readings will be examined critically (close reading) and contextually (culturally); the hope is to strike a balance. Occasionally, a film will be shown. Readings are: *Madame Bovary*, Flaubert; *Where I’m Calling From*,

Carver; *Affliction*, Banks; *The Moviegoer*, Walker Percy; *The Great Gatsby*, Fitzgerald; *The Joys of Motherhood*, Emecheta; and *The Complete Stories*, O’Connor.

George O’Har

EN 083 Literature: Traditions and Countertraditions (Fall/Spring: 3)

These courses put two “traditions” of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter traditions built around gender, religion, or class are also possible.

The Department

EN 083.01 Literature: Traditions and Countertraditions: How Identities Are Made (Fall: 3)

Satisfies Literature Core Requirement

This writing-intensive course considers how ideas about “normalcy” affect those considered outside of the dominant culture. Texts that we examine rely on ambiguities inherent in definitions of normalcy to “write” their experiences. Our task, then, is to investigate how such writers re/create identities out of norms that sometimes discount them. Our interpretations will expand what we *know* about what is “normal.” Required readings may come from the following genres: drama, novel, short story, and autobiography. The methodology for this course is “close reading”: students will spend a significant amount of time reading, analyzing, discussing, and writing about the assigned works.

Rhonda Frederick

EN 083.02 Literature: Traditions and Countertraditions (Fall: 3)

Satisfies Literature Core Requirement

This course examines literature by and about Latinos and Asian Americans. These two literary traditions are perhaps the most understudied of any ethnic group in the United States, though this is changing quickly. We will contribute to this change by exploring how earlier writers from each group were driven by a concern for social and economic justice. This tradition of concern is very much alive today, though it has also been coupled with the rise of writers who might be described as neo-conservative, such as Richard Rodriguez and Eric Liu, and who perhaps constitute an emerging counter-tradition.

Min Song

EN 083.03 and .05 Literature: Traditions and Countertraditions: Land of the Free (Fall: 3)

Satisfies Literature Core Requirement

What does freedom mean to these two groups of Americans? We will read traditional stories and contemporary ones of Native Americans and African-Americans to understand their culture, their difficulties in America, and their unique literature. Readings will include: some traditional tales of both cultures, short stories, Paula Gunn Allen’s *Spider Woman’s Granddaughters*, Silko’s *Ceremony*, slave narratives, Frederick Douglass and Morrison’s *Beloved*.

Bonnie Rudner

EN 084 Literatures of the World (Fall/Spring: 3)

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self

and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

The Department

EN 084.03 Literature of the World (Fall: 3)

Cross listed with CT 370/CL 202

Satisfies Literature Core Requirement

See course description in the Classics Department.

Maria Kakavas

EN 084.08 Literature of the World: Playing the Game (Fall: 3)

Cross listed with GM 065

Satisfies Literature Core Requirement

See course description in German Studies Department.

Christoph Ekyman

EN 093 Introduction to Modern Irish I (Fall: 3)

Cross listed with SL 027

A course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

This course continues in second semester as SL 028/EN 094.

Philip T. O'Leary

EN 094 Introduction to Modern Irish II (Spring: 3)

Prerequisite: SL 027/EN 093 Introduction to Modern Irish I or equivalent

Cross listed with SL 028

The continuation of a course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.

Philip T. O'Leary

EN 097-098 Continuing Modern Irish I and II (Fall/Spring: 3)

Cross listed with SL 067-068

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres. The primary focus of the course will be on the Irish of Conamara (County Galway), but other dialects will be studied as well, and some attention will be given to reading texts in the older Gaelic type in use through the 1940s.

The Department

EN 101 Celtic Heroic Age: Word and Image (Fall: 3)

All texts are in translation.

This course examines the vibrant literature and culture of the Celtic civilizations. Through the archeological record and texts about the Celts by Greek and Roman authors, we'll discuss the pre-Christian civilization of the continental Celts and that of the British Isles. We'll also discuss the later monastic civilization which transmitted the tales that provide a window onto earlier Celtic society. In addition to the Classical texts, we'll read medieval Irish sagas, Welsh tales, and some works from the Breton tradition.

Lisabeth Buchelt

EN 119 The Craft of Writing (For Foreign Students)

(Fall/Spring: 3)

Cross listed with SL 199

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English.

Techniques for writing effective and correct English prose using an awareness of English grammatical structures along with the concepts of English rhetoric. The development of English vocabulary, paraphrase, and imitative expression through the reading of short

expository and literary prose. The opening of creative expression in writing through the reading of poetry. The writing of examination essays and of papers through practical exercises.

Raymond G. Biggar

Aisha Saidi

EN 121 The Linguistic Structure of English (Spring: 3)

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language.

Cross listed with SL 323

Offered Biennially

See course description in the Slavic and Eastern Languages Department.

Margaret Thomas

EN 125 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with HS 148/PS 125/SC 225

See course description in the History Department.

Ellen Friedman

EN 131 Studies in Poetry (Fall/Spring: 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and to write lucid interpretative papers.

The Department

EN 133 Narrative and Interpretation (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

EN 141-143 American Literary History I, II, and III

(Fall/Spring: 3)

Formerly known as Major American Writers I, II, and III.

Students need not take these courses in chronological order.

American Literary History I, II, and III follow the development of American literature from 1620 to the present. American Literary History I deals with American literature up to 1865; American Literary History II with American literature from 1865 to 1914; American Literary History III with American literature from 1914 to the present.

Paul Lewis

Tim Lindgren

EN 161 English Literary History I: Chaucer to Spenser (Fall: 3)

Fulfills pre-1700 requirement.

This course examines the major writers of the Medieval and early Renaissance periods. We will examine the social backgrounds to the literature, and look at themes such as the nature of heroism, love poses, the status of English as a literary language, and the self-creation of the writer. We will read (among other things) Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, medieval mystical literature, mystery and morality plays, Malory's *Morte d'Arthur*, More's *Utopia*, the poetry of Wyatt, Surrey, Raleigh, and Sidney, Spenser's *Faerie Queene*, and Shakespeare's sonnets. Medieval texts will be read in Middle English.

Robert Stanton

EN 162 English Literary History II: Donne to Dryden (Spring: 3)

Fulfills the pre-1700 requirement.

An introduction to the literature and culture of seventeenth-century England. This course studies canonical and non-canonical writers in light of changing paradigms in the early modern period. Topics will include the emergence of the “new science”; changes in the representation of the body and the home; as well as changing ideas of kingship and authority, of authors and readers, and public and private modes.

Amy Boesky

EN 163 English Literary History III: Pope to Keats (Fall: 3)

Fulfills pre-1900 requirement.

This class surveys British literature and culture from the late seventeenth through the early nineteenth centuries. Designed for majors and other interested students, the course covers major poets (such as Pope, Blake, and Wordsworth), major prose writers (such as Swift and Dr. Johnson), and includes some novels by authors such as Jane Austen and Mary Wollstonecraft.

Beth Kowaleski Wallace

EN 164 English Literary History IV: Tennyson to Eliot (Spring: 3)

(Spring: 3)

This course examines the work of writers from the British Isles in the periods commonly designated Victorian and modern, roughly from *In Memoriam* to *The Waste Land*. The goals for the course include: (1) exposure to major writers, including the Brownings, Arnold, Pater, Hardy, Hopkins, Yeats, Joyce, Virginia Woolf, and D. H. Lawrence; (2) exposure to a variety of kinds of writing, including lyric, the short story and the novel, and the essay; (3) exploration of the broader literary culture in which editors, anthologists, critics, and professors sought to establish the contours of English literature.

Dayton Haskin

EN 219 Literature of the Sea (Fall: 3)

Since Smollett launched the genre of nautical fiction, in 1748, our fascination with the sea and human nature, tried by its fickleness, perils, and bewitching allure, has given us classics galore. Reading includes *The Perfect Storm*; *Desolation Island*; *Mr. Midshipman Hornblower*; *The Maddest Idea*; *Two Years before the Mast*; *Billy Budd*; *Persuasion*; *Mutiny on the Bounty*; *Das Boot*; and *Lord Jim*.

John McAleer

EN 220 Classical Mythology (Spring: 3)

Cross listed with CL 230

See course description in the Classical Studies Department.

Christopher McDonough

EN 221 Introduction to Creative Writing (Fall/Spring: 3)

A writing course designed to familiarize students with creative forms. This work will evolve from both open and directed writing assignments, which will form the primary text for the course. Classes will be structured according to a workshop format.

The Department

EN 222 Cinematic Representations of the Middle Ages (Fall: 3)

This course examines popular perceptions of the Middle Ages through the movie camera's lens. This period has always provided fertile cinematic ground; until recently, films generally fell into the genres of epic and romance. Some filmmakers have chosen to interrogate certain modern assumptions about the medieval period, and to play with the notions of authenticity and historicity. We will view the films after reading and discussing primary sources from the Middle Ages (in translation); the latter are not meant to be “the real story,” but alternative interpretive strategies from the period itself.

Robert Stanton

EN 226 Nabokov (Spring: 3)

Cross listed with SL 275

See course description in the Slavic and Eastern Languages Department.

Maxim Shrayer

EN 229 Literature of the Other Europe (in translation) (Fall: 3)

Cross listed with SL 232

See course description in the Slavic and Eastern Languages Department.

Cynthia Simmons

Mariela Dakova

EN 230 Literature and Social Change (Spring: 3)

This course will examine the possibility of using literature as a force of social change in the twentieth century. We will explore the way in which literary worlds reflect, transform or revise contemporary attitudes toward poverty, violence against women, and AIDS. Texts may include novels such as *Gifts of the Body* and *The Book of Ruth*, short fiction by Sontag, Naylor and Selby, poetry by Mark Doty, memoirs such as *Angela's Ashes* and *Heaven's Coast*, as well as several examples of social criticism in contemporary photography and film.

Laura Tanner

EN 231 Literature of the Civil War (Spring: 3)

This course explores the Civil War in fiction and non-fiction, asking why authors choose certain forms of representation over others, tracing the importance or non-importance of issues like race and class to the waging of the war, and assessing the place the Civil War holds in American cultural history. Besides “literature,” other forms such as film, docu-drama and music, will also be considered. Authors will include Walt Whitman, Herman Melville, Louisa May Alcott, Stephen Crane, and Elizabeth Keckley.

James Wallace

EN 237 Studies in Children's Literature: Folk and Fairy Tale (Spring: 3)

(Spring: 3)

Cross listed with ED 140

This course will examine the history of the folk and fairy tale. We will consider its ancientness, as well as its contemporary relevance. Texts will include the classics—Grimm Brothers, Perrault—as well as the modern artists Disney, Carter, Anderson, Tanith Lee.

Bonnie Rudner

EN 238 Medieval Women Writers (Spring: 3)

Fulfills pre-1700 requirement.

This course examines female-authored texts from the Middle Ages, ranging in date from the eighth to the fifteenth centuries. This body of work is remarkable for its size and range, given the limitations on women's writing; we will read Anglo-Saxon nuns' letters, Old English “women's songs,” biography, autobiography, saints' lives, fables, love poetry, mystical and visionary literature, utopian literature, and political theory.

Robert Stanton

EN 242 Experimental Theatre I (Fall: 3)

Cross listed with CT 363

See course description in the Theatre Department.

John Houchin

EN 245 Shakespeare on the Stage (Spring: 3)

Cross listed with CT 361

See course description in the Theatre Department.

Stuart J. Hecht

EN 247 Chekhov in Performance (Fall: 3)

Cross listed with CT 369

Offered On An Occasional Basis

See course description in the Theatre Department.

Scott T. Cummings

EN 249 Contemporary Theatre and Drama (Fall/Spring: 3)

Cross listed with CT 368

See course description in the Theatre Department.

Scott T. Cummings

EN 267 Short Story Tradition (Fall: 3)

The writers whose stories will be read will be chosen from this group: Chekhov, Kafka, Gordimer, Borges, Flannery O'Connor, Joyce, Lawrence, Hemingway. The instructor's strongest emphasis will be on the formal properties of the story (or stories) under consideration for that class, the collection of verbal operations whereby the narrative is brought to existence and given meaning.

Paul Doberty

EN 272 Wagner and the Arts (Spring: 3)

Cross listed with MU 290

Richard Wagner (1813-1883) was the most important composer of the latter half of the nineteenth century. His ideas about many aesthetic and cultural matters expressed in his prose works as well as embodied in his music influenced virtually everyone well into the twentieth century. Concentrating on *Tristan and Isolde* and the four *Rings* operas, we will study his music, his ideas, and his influence on such writers as Baudelaire, Mallarme, Proust, Eliot, Joyce, and Mann.

William Youngren

EN 274 Modernist Experiments in Prose and Poetry (Spring: 3)

Writers in the period known as Modernism experienced stunning changes in mass communication, mass production, and mass culture—changes reflected in the development of global warfare. The literary forms they had inherited from the past seemed inappropriate or inadequate in the face of such changes, and these writers experimented, reinventing old forms and creating new ones. Students in this course will examine their experiments, reading fiction by such writers as Virginia Woolf and James Joyce as well as poems by Marianne Moore, William Butler Yeats, Ezra Pound, H. D., T. S. Eliot, William Carlos Williams and Wallace Stevens.

John Anderson

EN 296 Contemporary Irish Poetry (Spring: 3)

In this course we'll read selections from the rich body of poetry written in Ireland since the death of Yeats (1939). Starting with Patrick Kavanagh, we'll move through the generations of Kinsella, Heaney, Muldoon, and finally on to a number of younger poets. Since the language question is central to writers of both linguistic traditions in Ireland, we'll also pay considerable attention to translations of Irish language poetry. Several short prose pieces will add to our discussion of issues such as the commodification of Irishness, literary tourism, and the ethics of translation.

Rich Murphy

EN 303 Tolstoy and Dostoevsky (Fall: 3)

Cross listed with SL 205

See course description in the of Slavic and Eastern Languages Department.

Maxim Shrayer

EN 306 Contemporary Drama (Fall: 3)

This course will examine post-1945 British and American drama, paying special attention to how previously marginalized voices have challenged the cultural "center" in both form and content. Topics will include the fragmenting self; the representation of vio-

lence and sexuality in the wake of the lifting of theatrical censorship; and playwrights' responses to the challenges posed by television and film. Our playwrights may well include Arthur Miller, Harold Pinter, Caryl Churchill, Sam Shepard, August Wilson, Edward Albee, Timberlake Wertenbaker, Maria Irene Fornes, and Tony Kushner.

Andrew Sofer

EN 310 Shakespeare (Spring: 3)

An introduction, placing Shakespeare's plays in the historical and theatrical contexts of his time. Topics will include Elizabethan playhouses and companies; stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of the plays. Our plays will most likely include *Titus Andronicus*, *Richard II*, *Henry IV Part One*, *A Midsummer Night's Dream*, *Hamlet*, *Othello*, *Measure for Measure*, and *The Tempest*. Since one learns much about Shakespeare on one's feet, students will be asked to collaborate on short scenes.

Andrew Sofer

Beth Bradburn

EN 316 Chaucer (Spring: 3)

Fulfills pre-1700 requirement.

The course will survey the poetry of Geoffrey Chaucer in the original Middle English, including a majority of the *Canterbury Tales* and *Troilus and Criseyde*. Among the ancillary books to be assigned are Boethius' *Consolation of Philosophy* and modern readings designed to help students understand the world of the Middle Ages.

Richard Schrader

EN 319 Literature and Technology (Spring: 3)

This course seeks to define the region where a material mode of expression, technology, intersects with that of its imaginative cousins: literature, art, philosophy and history. The purpose of the course is to chart the evolution of the connection between technology and the fine arts by examining a series of multi-disciplinary "representations," among them the painting and photography of Charles Sheeler (and other precisionists), films by Chaplin, Ford, Wyler and Cimino, non-fiction writings of Thoreau, Hamilton, Coxe, Jefferson, Henry Adams, Lewis Mumford, Walter Benjamin and Leo Marx, as well as fiction by Melville, Hawthorne, Faulkner, Fitzgerald, O'Neill, Forster, Pynchon and DeLillo.

George O'Har

EN 320 Indian Fiction and Film (Fall: 3)

This course introduces students to Indian writing in English, which emerges from the vibrant popular and high cultures of India and a consciousness about English literature. We'll set these texts in relation to the longer, more enduring vernacular literary traditions in India and the canon of English literature to see how English functions as a "national" language and an avenue to international markets and audiences. We'll familiarize ourselves with the local culture: myth and folklore, Hindi popular cinema, "art" cinema, religious traditions and the media, English departments in India, and the influence of western popular culture and TV.

Kalpna Seshadri-Crooks

EN 324 Psychoanalysis and the Modernist Novel (Fall: 3)

This course will put British and American modernist novels into dialogue with psychoanalytic theory. Such a dialogue seems especially appropriate since psychoanalysis flourished in the Modernist Period. We will read novels by authors such as James, Wharton, Conrad, Faulkner, Woolf, Forster, Greene and Barnes in conjunction with psychoanalytic theory written by Freud, Kristeva, Lacan, and Zizek. We will treat the literary texts in terms of various

pathological psychic structures such as perversion, hysteria, etc., as well as consider the novels we read in relation to psychoanalytic conceptions of desire, love, jouissance, melancholia and ethics.

Frances Restuccia

EN 325 19th-Century English and Irish Women Writers (Fall: 3)

We will consider how 19th-century English and Irish women authors' texts meet and diverge on issues such as the "marriage plot" and colonialism. Works will include Emily Brontë's *Wuthering Heights*, Jane Austen's *Mansfield Park*, Maria Edgeworth's *Castle Rackrent*, Somerville and Ross's *The Real Charlotte*, Emily Lawless's *Hurriah*, Lady Morgan's *Wild Irish Girl*, and Charlotte Brontë's *Jane Eyre*. Secondary readings will advise our consideration of these texts.

Kathleen Costello-Sullivan

EN 326 Shakespeare I: Comedies and Histories (Fall: 3)

Fulfills the pre-1700 requirement

A study of selected plays from the canon. The course will trace the development in comedy of Shakespeare and much upon Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for intensive analysis are the following: *King Lear*, *A Midsummer Night's Dream*, *The Tempest*, and *Richard II*. There will also be an examination on *King Lear* as an example of Shakespeare's mature tragic style.

Joseph Longo

EN 335 Topics in Asian American Literature (Fall: 3)

The Reckless Minority. This is the topic for this semester's elective, which will change in upcoming years and is meant to alternate with "Introduction to Asian American Literature."

The topic refers to literature by and about Asian Americans that broadens perception of this group as a model minority by depicting characters who transgress normal social expectations through, for example, criminality, severe mental illness, or drug use. How does this literature contrast with more safely middle-class narratives? What is the difference between being reckless, and being reckless and Asian American? Possible readings by Evelyn Lau, Cynthia Kadohata, and R. Zamora Linmark.

Min Song

EN 340 Milton (Spring: 3)

Fulfills pre-1700 requirement.

Readings in Milton's English poetry and prose, with emphasis on *Paradise Lost*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the pedagogical imperatives in light of which, since the institution of English departments in the late nineteenth century, Milton's writings have been made a subject within the university curriculum.

Dayton Haskin

EN 341 Fictions of Empire (Spring: 3)

A study of novels about British colonialism in India and Africa, ranging from 1890 to 1980. We will investigate the ways certain story patterns developed as ways of framing and containing cultural conflict between races and within individuals living in colonial contexts. Readings will include novels and stories by Rudyard Kipling, Joseph Conrad, Ngugi Wa Thiong'o, Chinua Achebe, E.M. Forster, George Orwell, Doris Lessing, Buchi Emecheta, and Nadine Gordimer, among others. The course will include discussions of colonial history and some attention to theories of colonial power and resistance.

Rosemarie Bodenheimer

EN 351 British Romantic Poetry (Fall: 3)

Fulfills the pre-1900 requirement

Studies in the major poetry and theory of Wordsworth, Coleridge, and Keats with some attention to selected works of Byron and Shelley and several women writers who have remained outside the Great Canon. There will be special emphasis on key poems (Wordsworth's *Lyrical Ballads*, "Tintern Abbey," and *The Prelude*; Coleridge's *Conversation Poems* and *The Ancient Mariner*; Keats's *Odes*; the Byronic hero poems; Shelley's lyrics) and to their historical and cultural contexts. Some of the painting and music of the age will be considered. Students will also read important traditional and contemporary criticism of the Romantics.

John Mahoney

EN 354 The Novels of Dickens (Fall: 3)

Fulfills pre-1900 requirement.

Popular showman and cultural critic, Charles Dickens was a phenomenon of his times: his novels defined a Victorian world teeming with energy but anxious about the very things it was celebrating—progress, national power, individualism. The course will start with Thomas Carlyle's essay in anxiety, "Signs of the Times," and then turn to Dickens's novels as a study of "the times"—1830's to 1860's. We'll read *Oliver Twist*, *Dombey and Son*, *Bleak House*, *Hard Times*, *A Tale of Two Cities*, *Our Mutual Friend*, some of Dickens's journalism, and view the Royal Shakespeare Company's video version of *Nicholas Nickleby*.

Judith Wilt

EN 359 Literature and Culture of the 1950s (Fall: 3)

This course examines various literary and non-literary forms of the 1950s—including novels, short stories, poetry, movies, music, painting, journalism, cultural criticism, architecture and design. Our larger objective is to understand connections between imaginative works in many styles and the contradictory historical moment in which they were created, received, and interpreted by Americans. The syllabus may include literary and critical works by Flannery O'Connor, Jack Kerouac, Gwendolyn Brooks, Philip Dick, Dwight Macdonald, Ralph Ellison, and A.J. Liebling; other forms we analyze may include bebop, abstract expressionism, home design, science fiction film, teenage exploitation genres, and film noir or the western.

Carlo Rotella

EN 363 Keats and Stevens (Fall: 3)

This new course explores the complex interconnectedness between two splendid poets. The poetry of the British Romantic John Keats is famous for its universality, its intensely imagined concrete details, its innovative reinvention of inherited forms. The poetry of the American Modernist Wallace Stevens is abstract rather than concrete and idiosyncratic rather than universal. The forms that Stevens reinvents are often inherited from Keats. To study Stevens in the light of Keats (and vice versa) is to explore what has been do-able, and what has been durable near the center of the poetic canons of the last two centuries.

John Anderson

EN 364 Nineteenth-Century British Fiction (Spring: 3)

Fulfills the pre-1900 requirement.

A study of major novels chosen from the works of Jane Austen, Charlotte Brontë, Charles Dickens, George Eliot, George Gissing and Thomas Hardy. The course will emphasize active class discussion of narrators and fictional structures, and of the ways novelists imagine and critique class and gender relations in changing historical contexts throughout the nineteenth century.

Rosemarie Bodenheimer

EN 367 Non-Western Women's Literature (Fall: 3)

This semester we will read novels, poetry, essays and view some films by women from the Middle East, Africa, India, and the Caribbean. We will take up issues such as religion, material conditions, family relations, traditional values regarding marriage, sexuality, etc. through a close reading of several novels, films, and theoretical essays by women. The aim of this course is to acknowledge the diversity of women's lives the world over, and to recognize ways of forming international solidarity and alliances.

Kalpana Seshadri-Crooks

EN 382 Varieties of Shorter Fiction (Spring: 3)

This course is designed as an exploration of the appeals, rewards, dangers, and logistics of narrative fiction generally, using the short story as a manageable focus that allows us to encounter a significant number of diverse examples in a limited time. Studying a wide range of nineteenth- and twentieth-century short fiction, we will both examine in detail how specific texts work, and approach larger formal and theoretical questions about how literary stories function for tellers and audiences.

Robert Chibka

EN 386 British Modernist Fiction (Spring: 3)

A study of six significant works by major modernist writers of prose fiction. Authors and texts will be: Henry James, *The Ambassadors*, Joseph Conrad, *Nostramo*, Ford Madox Ford, *The Good Soldier*, D. H. Lawrence, *The Rainbow*, Virginia Woolf, *Mrs. Dalloway*, and Samuel Beckett, *Molloy*. We will consider in each case what innovations of form, technique and subject-matter may distinguish these novels from nineteenth-century realism on the one side and/or postmodernism on the other.

Andrew Von Hendy

EN 389 Twentieth-Century American Fiction: American Dreams (Fall: 3)

This course will focus on the way in which twentieth-century American fiction exposes the social and economic bases of the American dream. How do literal and metaphorical notions of buying and selling relate to the construction of individual and collective American identities? What is the relationship between images and objects in the texts we will study? How do women and people of color "buy into" America's cultural mythology? Texts may include works such as *Sister Carrie*, *The House of Mirth*, *The Great Gatsby*, *The Day of the Locust*, *Bread Givers*, *Beloved* and *Indian Killer*.

Laura Tanner

EN 393 Jane Austen and Her Contemporaries (Spring: 3)

A new historical analysis of Jane Austen's six major novels. Thinking about literature as social process, we will discuss the cultural work done by Austen and her contemporaries such as Maria Edgeworth, Hannah More, and Mary Wollstonecraft.

Beth Kowaleski Wallace

EN 399 The City in American Literature (Spring: 3)

This course considers the place and meaning of cities in American fiction, poetry, film, and social thought. We will consider selected cases that help us to see how imaginative works engage the artistic and social problems posed by cities. Such cases might include: nineteenth-century New York (Whitman, Crane, Wharton, the *Police Gazette*), early twentieth-century Chicago (Dreiser, Addams, Brooks, Algren), or postindustrial Southern California (Didion, Kadohata, Straight, *Blade Runner*).

Carlo Rotella

EN 404 Literary Boston (Spring: 3)

"Boston" said Van Wyck Brooks, "has contributed more to world culture than some empires." The cultural ascendancy of

Boston studied in the works of Emerson, Thoreau, James, Marquand, O'Connor, Howells, the Lowells, Beston, Langton, and Lehane.

John McAleer

EN 409 Literature and Beliefs (Spring: 3)

This course studies intentions, motives and beliefs of characters, authors, audiences and genres as they struggle toward enlightened understanding and a sense of responsibility. Texts such as Dante's *Inferno* and *Crime and Punishment* may be read side by side with modern American novels and short stories by writers such as Hemingway, Faulkner, Joyce Carol Oates, Richard Wright, Toni Morrison, Raymond Carver and Flannery O'Connor. To be offered in seminar format in the spring.

Henry Blackwell

EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3) Formerly Prose Writing

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.

The Department

EN 415 Postmodern American Poetry (Spring: 3)

A study of American poetry in the context of the waning of modernism, starting in the middle decades of the twentieth century when the later work of Wallace Stevens and W. C. Williams already seemed to be pulling away from the assumptions and ambitions of such early twentieth-century masters as T.S. Eliot and Ezra Pound. The bind for the new generation of writers (Robert Lowell, Richard Wilbur, Elizabeth Bishop, Adrienne Rich, Allen Ginsberg, and others) was how to distinguish themselves from their predecessors without ironically repeating the modernist call to "make it new."

Robert Kern

EN 424 American Realism (Fall: 3)

An overview of the various realistic idioms employed by Americans to survey, describe, and master the landscape of urban-industrial America from 1865-1940. While the primary writers emphasized will be literary in the conventional sense (Steinbeck, Olsen, Jewett, Crane, Cather), we may also look at photography (Riis, Lange, Hine), painting (Eakins, Homer), and other forms of social documentation (e.g., urban journalism, applied psychology). The attempt will be made to root such idioms in their social and historical practice.

Christopher Wilson

EN 426 Colonial American Literature and Culture (Fall: 3)

This course explores the development of a distinct culture in the colonial period, especially in New England, through the literature of Puritan settlement, captivity narratives, crises like King Philip's War, the Antinomian controversy, and witchcraft at Salem. Readings include histories, journals, poetry, and captivity narratives from the period as well as contemporary studies like John Demos' study of Plimouth Plantation, *A Little Commonwealth*.

James Wallace

EN 437 War Fiction (Spring: 3)

The epic of war confronted in the works of Crane, Remarque, Mailer, Shaara, Cornwell, Forester, McAleer-Dickson, and in O'Brian's acclaimed Maturin-Aubrey saga.

John McAleer

EN 438 Writing America(s) (Fall: 3)

This course seeks to map theoretical and critical concerns (modernism and realism) in American literature (fiction and non-fiction) through works by ethnic American writers. The first objective of the course is to identify critical trends as addressed by ethnically diverse American writers. The second objective complicates the very trends that we previously identify by challenging realist and modernist theoretical objectives. Required readings may include works by Gloria Anzaldua, Michelle Cliff, Louise Erdrich, Jamaica Kincaid, Herman Melville, Toni Morrison, Luis Rodriguez, Leslie Marmon Silko, Gertrude Stein, and Richard Wright.

Rhonda Frederick

EN 445 Jazz: Listening and Describing (Fall: 3)

Cross listed with MU 232

This course will have a dual aim: to provide a working knowledge of jazz history from the early 1920s to about 1950; to develop facility in writing descriptively about recorded jazz performances, both in themselves and in relation to other sorts of music. The principal musicians covered will include: Louis Armstrong, Bix Beiderbecke, Jelly Roll Morton, Bessie Smith, Jack Teagarden, Coleman Hawkins, Lester Young, Billie Holiday, Benny Goodman, Duke Ellington, Charlie Parker, Dizzy Gillespie, and Miles Davis. Though the approach throughout will be musical rather than sociological or cultural, no technical knowledge of music will be required.

William Youngren

EN 463 Religious Dimensions in the Modern Novel (Fall: 3)

This course will study novelists writing from different religious and national traditions: American Protestantism (Faulkner), Continental Judaism (Kafka), English Roman Catholicism (Greene), and Russian Orthodoxy (Dostoevsky). It will consider how the nature of an artist's work is influenced by his or her religious background, with some attention to the issue of the relationship between the religious imagination and the artistic imagination.

Fr. J. Robert Barth, S.J.

EN 482 African American Writers (Fall: 3)

Cross listed with BK 410

Satisfies Cultural Diversity Core Requirement

This course is a study of classical and non-canonical texts of African American literature. Works by Terry, Wheatley, Dunbar, Toomer, Wright, Ellison, Morrison and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Joel Chandler Harris and others may be used to provide comparisons of African American and American traditions.

Henry A. Blackwell

EN 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth-Century Dublin and Harlem (Spring: 3)

An examination of two ethnic renaissances in English-language theater and culture: the Irish dramatic movement of Yeats, Gregory, etc.; and the Harlem Renaissance's dramatic wing, initiated by Du Bois. Problems to explore include the attempt to create a group identity, the dominant culture's exorcism of negative stage and media images, the rewriting of history, the place of dialect and folk material in dramas written for urban audiences, the relation of theaters to political movements, the friction with factions of the audience, and the divisive effect of plays of urban poverty.

Philip T. O'Leary

EN 493 Shakespeare's England, 1450-1603 (Fall: 3)

Cross listed with HS 429

See course description in the History Department.

Burke Griggs

EN 494 Revolutionary Britain, 1603-1714 (Spring: 3)

This course surveys the history of the British Isles during its decisive period, when religious hatreds, social tensions, and political conflicts led to civil war and the first revolution in European history. Within the span of a century, revolutions in politics, religion, and government transformed England from a second-rate state into one of the leading powers of the world, while similarly momentous revolutions in science, philosophy, and literature brought British thought and culture to the forefront of Europe. This course takes advantage of a wide variety of primary sources.

Burke Griggs

EN 502 Abbey Theatre Summer Workshop (Summer: 3)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1.

Philip T. O'Leary

EN 510 Contemporary American Women Writers (Fall: 3)

Focusing on poetry and fiction written by American women since World War II, this course will explore issues of race, ethnicity, power, violence and space, as well as gender. Texts will include fiction and poetry by Toni Morrison, Marilynne Robinson, Sandra Cisneros, Maxine Hong Kingston, Sylvia Plath, Audre Lorde and others.

Laura Tanner

EN 526 Shakespeare: Early Plays (Fall: 3)

Fulfills pre-1700 requirement.

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include selections from his early comedies, histories, and tragedies including *The Comedy of Errors*, *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Measure for Measure*, *Richard III*, and *Romeo and Juliet*.

Mary Crane

EN 532 Reading Poetry as Writers (Fall: 3)

Students will read a wide range of poetry (Renaissance to contemporary), from the perspective of practicing writers. The goal of the course will be to understand not only the thematic content of the poetry, but to gain insights about the formal choices that poets face, and the prosodic devices they employ, such as meter (or free verse), verse form, voice, image register, diction, and tone. Students will do some analytical writing as well as write poems in the forms and modes they study.

Suzanne Matson

EN 533 British Novels of the 18th Century (Fall: 3)

Fulfills the pre-1900 requirement.

This course explores the origins and early development of what has become the dominant literary form: the novel. We consider such issues as the novelty of the genre and its ties to previous forms of discourse, tensions between historical/social "realism" and imaginative artifice, interactions of moral, aesthetic, and cultural values and norms. Our texts are major works from the first century of British novels, by such authors as Defoe, Richardson, Fielding, Sterne, Radcliffe, and Austen.

Robert Chibka

EN 542 Four Novels (Spring: 3)

Each of the novels which comprise the reading for this class represents a historical phase in the fictive representation of actual life. *Don Quixote* (Miguel de Cervantes, 1605/1615) is usually cited as the first novel. One of its issues is to separate the novel from the preceding major narrative genre, the romance. *Middlemarch* (George Eliot, 1874) is in the tradition of realistic fiction. *Ulysses* (James Joyce, 1922) belongs to the modernist tradition. The fourth, *Of Love and Other Demons* (Gabriel Garcia Marquez, 1994), belongs to that postmodern category called “magic realism.”

Paul Doberty

EN 551 Contemporary Literary and Cultural Theory (Spring: 3)

Students of this course will read major texts within psychoanalytic theory as well as gender/queer theory and postcolonial theory (both of which will have a psychoanalytic slant). At least one Marxist theoretical piece will probably be included; Foucault will play a heavy role at semester’s end. This course presents a challenge especially appropriate to undergraduates thinking about graduate school and to students writing a thesis in their senior year or considering entry into the English department honors program. It also enables students to approach texts in other courses, and in general, with a sharpened awareness of their methodological approach.

Frances Restuccia

EN 554 Form and Theory of Nonfiction (Spring: 3)

This is a course on the reading and writing of creative nonfiction. Since we will focus primarily on questions of genre, we will read various forms of creative nonfiction—memoir, immersion journalism, travel writing, personal criticism, segmented essays, prose poems—against examples of traditional journalism on the one hand and narrative fiction on the other. We will start with Thoreau, Freud, and Woolf, move on to the New Journalists (e.g., Capote, Didion, Wolfe, Thompson), and end up with contemporary writers such as Krakauer, Malcolm, Hornby, and Slater.

Lad Tobin

EN 577 Writing Workshop: Poetry (Fall: 3)

The course is intended to improve the student’s writing of verse by providing a coach, an audience and plenty of motivation to work at producing poems. Class meetings will be about two-thirds discussion of work submitted by members and about one-third technical exercises directed by the instructor. There will be regular conferences with each student about work in progress. A chapbook of ten finished poems will be due at the end of the semester.

Andrew Von Henty

EN 579 Writing Workshop: Fiction (Fall: 3)

Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students’ stories are texts for class discussion, a generous willingness to respond to others’ writing and to expose one’s own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Robert Chibka

EN 581 Advanced Nonfiction Workshop: Feature Writing (Fall: 3)

In this workshop/discussion class, students will write short and long nonfiction assignments, of the kind that can comprise a beginning freelance writer’s portfolio: e.g., op-ed column, short features

culminating in a longer investigative piece. Students will write 5 assignments and choose 3 to revise for a final portfolio. Readings will be recommended with a required reading journal; class will be discussion- and writing-intensive, with teacher conferences.

Timothy Lemire

EN 582 Advanced Nonfiction Workshop: Profiles and Personalities (Spring: 3)

Enrollment limited to 15.

A&E’s “Biography” and similar documentary programs have renewed interest in the profile, a form that has long been a staple of literary nonfiction. This workshop focuses on ways of capturing, on the page, the vivid personalities of folks around us. Beginning with the skills of successful interviewing, the course progresses through various forms of documentary writing: the “testimonials” popularized by Stud Terkel’s *Working*; the composite “oral biographies” of “participatory journalism”; and finally the kind of extended personality profiles made famous by *The New Yorker*. Our subjects will range from prominent artists to “the woman on the street.”

Michael Lowenthal

EN 584 Advanced Nonfiction Workshop: Reviewing the Culture (Fall: 3)

This intensive workshop course will ask students to write critiques of movies, TV shows, web sites, and various other art forms. Our larger purpose is to force students to examine the ways in which art arises from the culture. A knack for eloquent ranting is highly encouraged.

Steven Almond

EN 587 Advanced Nonfiction Workshop: Memoir and Autobiography (Spring: 3)

This workshop is designed to encourage student writers to experience how the serious practice of life-writing can enact personal and socio-cultural change. Through the development of a three-stage process of prewriting, writing, and revision, the course will emphasize how life-writing relies on an ever-shifting terrain of memory. Although the primary texts for the course will be students’ life-writings, we will also read excerpts from autobiographies, memoirs, and journals that experiment with a multiple and fluid sense of self, story, and society. Excerpts will include works by Dorothy Allison, Kim Chernin, Roland Barthes, Linda Hogan, and Toni Morrison.

Connie Griffin

EN 593 Advanced Colloquium in Women’s Studies (Spring: 3)

Beth Kowaleski-Wallace

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

The Department

EN 603 Seminar in College Teaching: Women’s Studies

(Fall/Spring: 3)

Cross listed with HS 665

See course description in the History Department.

Ellen Friedman

EN 610 Seminar: Transatlantic Romantic Poetry (Spring: 3)

Romanticism was an international movement, spreading from Germany through England to the United States and changing as it went. This course juxtaposes poets of the Romantic tradition in America and England in order to compare important crosscurrents from Blake, Coleridge, and Wordsworth through Poe, Whitman and Lady Caroline Lamb, to Dickinson and Elizabeth Barrett, and such themes as romantic naturalism, the development of the poet’s mind, and the supernatural.

James Wallace

EN 611 Seminar: Literature and Beliefs (Spring: 3)

This course studies intentions, motives and beliefs of characters, authors, audiences and genres as they struggle toward enlightened understanding and a sense of responsibility. Texts such as Dante's *Inferno* and *Crime and Punishment* may be read side by side with modern American novels and short stories by writers such as Hemingway, Faulkner, Joyce Carol Oates, Richard Wright, Toni Morrison, Raymond Carver and Flannery O'Connor.

Henry Blackwell

EN 615 Advanced Fiction Workshop (Spring: 3)

Admission by permission of the instructor only. Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Robert Chibka

EN 617 Advanced Poetry Workshop (Spring: 3)

Admission by writing sample only.

This is a workshop designed for those who already have some experience writing poetry, and who wish to work intensively on matters of craft and revision. Students will produce roughly one poem a week, and critique each other's drafts in group discussion. Assigned reading and exercises.

Suzanne M. Matson

EN 626 American Studies Seminar: American Culture Since 1970 (Fall: 3)

This course examines developments in American culture in the late 20th century. We'll draw upon the examples of creative nonfiction writers—especially working journalists, scholars, and cultural critics—in formulating our own interpretive approaches. Themes include the urban-suburban split, deindustrialization, globalization, the problem of public life in a privatizing nation, the potential and limits of corporate mass culture, manhood and womanhood in transition, and debates over violence in America. Authors on the syllabus may include Mike Davis, Joan Didion, Barbara Ehrenreich, Susan Faludi, William Finnegan, Carl Hiaasen, Sut Jhally, Naomi Klein, Mike Royko, David Simon, Raymond Williams, and Tom Wolfe.

Carlo Rotella

EN 628 Capstone: Five Heroic Americans (Spring: 3)

Cross listed with UN 531

See course description in the University Courses section.

Fr. Robert Farrell, S.J.

EN 633 Seminar: Literature of the Environment (Fall: 3)

A seminar devoted to the historical, critical, and "ecocritical" study of environmental literature or nature writing in America. We will trace the development of the genre from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocriticism and environmental advocacy of more recent writers (Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

Robert Kern

EN 644 Gothic Fiction (Spring: 3)

This course considers classic issues about Gothic fiction: how and why does it arouse the pleasures of terror, examine the specter of "evil"? We'll also see these works examine nation-making and ethnicity, gender and sexuality, "the self" and its "development," and study their relationship to other popular culture genres. Readings will include Maturin's *Melmoth the Wanderer*, Bronte's *Villette*, Stoker's *Dracula*, Rice's *Interview with the Vampire*, James's *Turn of the Screw*, Jackson's *Haunting of Hill House*, Levin's *Rosemary's Baby* and Blatty's *The Exorcist*, along with a choice of Stephen King novels and a final section on serial-killer films.

Judith Wilt

EN 654 Junior Honors Seminar: Contemporary Literary and Cultural Theory (Fall: 3)

Students in this course will read major texts in psychoanalytic theory as well as gender/queer theory and post-colonial theory (both of which will have a psychoanalytic slant). Theorists often taught in this seminar are Kristeva, Lacan, Butler, Zizek, Bhabha, Fanon, Althusser, and Foucault. The seminar is meant to offer juniors who are thinking about writing an English honors thesis exposure to a variety of theoretical positions that might be useful in shaping the thesis, or that at least will sharpen critical thinking. Ideally, the course also will help to establish a sense of community among potential thesis-writing students.

Frances Restuccia

EN 672 Nineteenth-Century British Poetry (Spring: 3)

This course will discuss poetry of the Romantic and Victorian eras, considering continuities and changes throughout the century. Beginning with the Wordsworthian revolution in poetry, the course will study major Romantic poets, along with one or two more recently canonized poets of the period; several high Victorians such as Tennyson and Browning; and later Victorians, including the Pre-Raphaelites and Gerard Manley Hopkins. Attention will be given to influences among the poets: Keats and Tennyson, for example, Wordsworth and Hopkins, Shelley and Browning, Keats and Christina Rossetti. Both close reading of texts and an historical sense will be called upon.

Fr. J. Robert Barth, S.J.

EN 673 Race in American Culture (Spring: 3)

This course examines the concept of race in the United States from the nineteenth to twentieth century. It begins with early Bible-based notions of race, moves to discourses of scientific-racial categorization, and concludes with the way current emphases on culture are connected to our understanding of race. We will look both at the way white Americans have sought to imagine racial others, and the way these others have sought to intervene in their self-representation. We will read a wide variety of non-fictional and fictional literature, possibly including works by Thomas Dixon and Leslie Marmon Silko.

Min Song

Undergraduate and Graduate Course Offerings**EN 527 General Linguistics (Fall: 3)**

Cross listed with SL 311

See the course description in the Slavic and Eastern Languages Department.

M.J. Connolly

Graduate Course Offerings

EN 660 Teaching of English as a Foreign Language (Fall: 3)

Cross listed with SL 360

See course description in the Slavic and Eastern Languages Department.

The Department

EN 700 Graduate Seminar: Studies in British Romantic Poetry and Theory (Fall: 3)

The seminar will study the formation of what some have called the British Romantic Movement and others have dubbed the Romantic Ideology. The major primary documents will be the several versions of Wordsworth's "Preface" to the *Lyrical Ballads*, Coleridge's *Biographia Literaria* and shorter essays; Shelley's *Defence of Poetry*, and Keats's letters. Among secondary sources will be the twentieth-century critical writing of M.H. Abrams, Geoffrey Hartman, Harold Bloom, and Thomas McFarland. Critical proponents of the Ideology theory (e.g., Jerome McGann, Marjorie Levinson, Clifford Siskin, James Chandler) will likewise receive attention.

John L. Mahoney

EN 702 Reading Historically (Fall: 3)

This course will focus on reading representative primary texts, including lyric and narrative poems, non-fiction prose, plays, and novels, taken from across the chronological field of British literature in Modern English, from the 16th through early 20th centuries. It will also cover some theoretical works on reading, close reading, reader-response, and issues related to formalism, as well as critical essays which use close reading in the context of various theoretical approaches. I imagine beginning with some important theoretical work on reading, then covering a primary text and critical essay each week.

Mary Crane

EN 705 Caribbean Intellectual History (Spring: 3)

This course seeks to map traditions in Caribbean Studies through the works of scholars and creative writers from throughout the Caribbean. The most recurrent themes of class, colonialism/neocolonialism, ethnicity history, identity formation, sexuality, and slavery organize our readings, but we will also examine issues of culture, gender, and sexuality. Students will read and interpret texts by Kamau Brathwaite, Erna Brodber, Antonio Benítez-Rojo, Aimé Césaire, Maryse Condé, George Lamming, Walter Rodney, Olive Senior, and Gyatri Spivak among others. Class presentations will position the work/ideas of these writers in relation to contemporary European and North American schools of thought.

Rhonda Frederick

EN 708 Introduction to Contemporary Theory (Fall: 3)

This course will focus on three tropes that present a particularly rich history of interdisciplinary effects: metaphor and metonymy; the uncanny; and hybridity or difference. Our readings in each section of the course will begin with theoretical texts in interdisciplinary paradigm (Jakobson on metaphor and metonymy, Freud on the uncanny, Derrida on "différance"), and move on to influential texts where that potential is realized, though in some cases problematically. Readings will include works by Freud, Lacan, Kristeva, Jakobson, Levinas, Bhabha, Bakhtin, Deléuze, hooks, Irigaray and others.

Robin Lydenberg

EN 716 Shakespeare and Donne (Fall: 3)

This course proposes to make a comparative study of these two writers, with its principal attention falling upon the poetry of idealized love and of cynicism about love. The course will also attend to the history of how these aspects of Shakespeare's and Donne's writ-

ings have been constructed in different periods. Principal texts are likely to be Shakespeare's sonnets, Donne's Elegies, Songs and Sonnets, and Holy Sonnets, *The Merchant of Venice*, and *Measure for Measure*. There also will some consideration of the representation of Donne in recent drama by Wallace Shawn (*The Designated Mourner*) and Margaret Edson (*Wit*).

Dayton Haskin

EN 728 Studies in the Eighteenth-Century Novel (Fall: 3)

This course investigates what British novelists were up to in the century when prose fiction emerged as a recognizable genre with its own traditions and conventions. We explore such issues as the "novelty" of the form and its ties to previous forms of discourse; tensions in the novel between historical/social "realism" and imaginative artifice; interactions of moral, aesthetic and cultural values and norms; relations between psychology and narrative strategy. Close scrutiny of major works by such authors as Behn, Defoe, Richardson, Fielding, Sterne, Johnson, Radcliffe, and Austen.

Robert Chibka

EN 745 Special Topics in African American Literature and Culture (Fall: 3)

"The Fantasy of Race" studies discursive formations of race in different interpretive communities, such as mass, popular, public, ethnic, institutional, folkloric culture, psychoanalysis, Critical Whiteness Studies and the Marxist-based Black British Cultural Studies group. The "hot" concept, that race is a social construction, considered to be a truth beyond debate, is explored through the lens of Black wisdom provided by essays of Baldwin, Ellison, Baraka, Morrison and a variety of critical theorists. Texts: Music, film, scholarly journals, popular magazines, newspapers. *The Leopard's Spots*, *The Granddissimes*, and three other novels.

Henry Blackwell

EN 748 Early American Fiction and Nonfiction (Spring: 3)

This course reads early American fiction by such writers as Rowson, Murray, Foster, Brown, Child, Sedgwick, Poe, Hawthorne, Melville and Stowe in relation to contemporary nonfiction. Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which a range of related genres evolved.

Paul Lewis

EN 752 Contemporary Literary and Cultural Theory (Spring: 3)

Students of this course will read major texts within psychoanalytic theory as well as gender/queer theory and post-colonial theory (both of which will have a psychoanalytic slant). At least one Marxist theoretical piece will probably be included, and Foucault will play a heavy role at the end of the semester. Students who have not been exposed to contemporary theory may wish to contact me in advance to discuss readings that might serve as preparation.

Frances Restuccia

EN 754 Representing Race in 18th-Century England (Spring: 3)

This class investigates racial relations in eighteenth-century England as they are recorded in memoirs, narratives, novels, plays, and poetry. Though we will focus on the circum-Atlantic slave trade, we will also consider wider questions of racial identity. How did Briton forge its national identity in an increasingly racialized context? Possible texts include the anthology *Unchained Voices*, the life of Equiano; Aphra Behn's *Oronooko*, Maria Edgeworth's *The Grateful Negro*, poems by Hannah More, Robert Southey, William Blake, and others; prose by Joseph Addison, Richard Steele, and Monk Lewis; and contemporary novels by David Dabydeen, Phillippa Gregory, and S.I. Martin.

Beth Kowaleski Wallace

EN 763 British Modernist Fiction (Spring: 3)

A study of six particularly significant works by modernist writers of prose fiction: Henry James, *The Ambassadors*, Joseph Conrad, *Nostromo*, D. H. Lawrence, *The Rainbow*, James Joyce, *Ulysses*, Virginia Woolf, *Mrs. Dalloway*, and Samuel Beckett, *Molloy*. We will also consider what innovation of form, technique and subject-matter distinguish the writer's work from nineteenth-century realism on one side and/or postmodernism on the other.

Andrew Von Hendy

EN 779 Contemporary American Poetry (Spring: 3)

Readings in recent American poetry with attention to the diversity of formal method, style, theme, and theoretical framing that characterizes contemporary poetry. We will read from Ashbery, Rich, Merwin, Olds, Simic, Glück and others.

Suzanne Matson

EN 785 Stuart Literature and Culture (Spring: 3)

An advanced introduction to the cultural history of seventeenth-century England. We will explore texts and social practices associated with the Court before and after the Civil War. Texts will include sermons, poetry manuscripts, speeches and letters, diaries, and broadsheets. Topics explored will include the representation of the body; politics and the New Science; staging authority; interiority and the idea of the domestic; patriarchy and counsel.

Amy Boesky

EN 788 Irish Heroic Literature in Modern Adaptation (Fall: 3)

Beginning with a study of the ethos of Irish heroic literature in its historical and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of "authenticity" and the degree to which various creative artists have either retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. Among writers to be studied will be O'Grady, Yeats, Gregory, Synge, Pearse, Joyce, Stephens, O'Duffy, O'Brien, Clarke, and Heaney.

Philip T. O'Leary

EN 808 Chaucer (Spring: 3)

We will study the *Canterbury Tales*, a few other poems by Chaucer, ancillary documents treating medieval life and art, and selected Chaucerian scholarship.

Richard Schrader

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

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

Lad Tobin

Paul Doberty

EN 869 Critical Approaches to Victorian Fiction (Spring: 3)

This course examines historicity and narration, fact-collecting and myth-making, political and social conflict, religious desire and psycho-sexual anxieties in the Victorian novel, with a preview supplied by Thomas Carlyle's long and urgent politico-historical essay "Past and Present" and a postlude offered in Lytton Strachey's waspish psycho-biography *Eminent Victorians*. In between, the novels, probably Brontë's *Villette*, Dickens's *Bleak House*, Gaskell's *North and South*, Eliot's *Daniel Deronda*, Schreiner's *Story of an African Farm*, and Hardy's *Jude the Obscure*.

Judith Wilt

EN 872 The Whitman Tradition (Fall: 3)

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

Robert Kern

EN 887 Introduction to Advanced Research (Fall: 3)

The course introduces students to the tools of the profession. They first learn how to find information on all areas of literary study, drawing upon traditional library resources and the newer electronic media. Next is a long sequence dealing with the creation and reception of literary works: how the text is made and influenced by printing practices, market forces, copyright laws, censorship, and the theories of editing. Textual problems (and the theoretical problem of what is a text) will be considered in relation to representative books and manuscripts from various periods of English and American literature.

Richard Schrader

EN 888 Interim Study (Fall/Spring: 0)

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

The Department

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

The Department

EN 934 Advanced Research Colloquium (Fall: 3)

This colloquium is designed for Ph.D. students in the third and fourth years of their program. The colloquium is concerned not only with refining research methods but, more centrally, with maximizing opportunities for producing original scholarship and exploring various means for disseminating one's work. Topics for discussion include: the dissertation; producing and placing journal articles; proposing and submitting scholarly talks and panels; writing abstracts, cover letters, and responses to reader's reports; grant-writing and funding opportunities; and various ways of entering into productive exchange with scholars at other institutions.

Beth Kowaleski Wallace

EN 940 Ph D Seminar: Topics in American Literature and Culture (Spring: 3)

A research seminar devoted to recent and classic scholarship on U. S. literature from the American Renaissance to the mid-20th century. Topics addressed will include: the Cold War context of classic American criticism; nineteenth century domesticity; the discourses of "whiteness" and immigrant fiction; and recent scholarship on literature, the public sphere, and citizenship.

Christopher Wilson

EN 950 Ph.D. Seminar: Victorian Conflicts (Fall: 3)

Taking Charles Dickens's *Our Mutual Friend* and George Eliot's *Daniel Deronda* as its centerpieces, the seminar will study nineteenth-century British debates and anxieties about questions of class, gender and national identity, as they were expressed by Victorian social commentators, imagined in fiction, and re-read by late twentieth-century critics. We will attempt to maintain a

dialogue not only about how Victorian writers defined and valued social differences, but about how our retrospective readings construct the Victorians in relation to ourselves.

Rosemarie Bodenheimer

EN 951 Ph.D. Seminar: English Medieval Romance and the Fiction of Desire (Spring: 3)

This course reads the romances as nostalgic expressions of many desires: for a readable national past, an authorizing foundation myth, a satisfying fantasy of gender relations. This was a time of intense multiculturalism, as Saxon and Celtic traditions jostled with French literary models, and English re-emerged after suppression under the Normans. The earliest English romances were for the lower/middle classes, who emulated the upper-class French romances. We will examine questions of gender construction, class irritation, the desire for origins, and the limits of the romance genre, and the perspectives offered by mythography, psychoanalytic criticism, and orality theory.

Robert Stanton

EN 998 Doctoral Comprehensive (Fall/Spring: 0)

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

The Department

EN 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

Fine Arts

Faculty

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

Richard Blake, S.J., *Professor*; A.B., Ph.L., M.A., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

John Michalczyk, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

John Steczynski, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Elizabeth G. Awalt, *Associate Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Claude Cernuschi, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor*; A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Andrew Tavarelli, *Visiting Artist and Adjunct Associate Professor*; B.A., Queens College

Mark Cooper, *Adjunct Assistant Professor*; B.S., Indiana University; M.F.A., Tufts University

Charles Meyer, *Adjunct Assistant Professor*; B.A., Goddard College

Departmental Notes

- Administrative Secretary: Mary Carey, 617-552-4295
- World Wide Web:
http://www.bc.edu/bc_org/avp/cas/fnart/art.html

Undergraduate Program Description

The Department offers three majors: Art History, Film Studies, and Studio Art. Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual environment created by humans over the course of time. The Departmental courses provide a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art. These include careers in teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

- FA 101 Art from Prehistoric Times to the High Middle Ages
 - FA 102 Art from the Renaissance to Modern Times (6 credits)
 - FA 103-104 Art History Workshop (2 courses) ordinarily to be completed by the end of the sophomore year.
 - Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level.
- At least one course must be chosen from each of the following periods:
- Ancient Art
 - Medieval Art
 - Renaissance through Eighteenth Century Art
 - Nineteenth and Twentieth Century Art
- FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed in section 2 above.

Double Majors in the Department must fulfill all requirements for both majors.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory and criticism enable students to become active, selective and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student

will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses, 8 of which must be above the 200 level.

- FA 202 Introduction to Film Art
A required foundation course designed to ground the student in film language, history, and criticism
- FA 181 History of European Film
A study of six European movements, most of which have parallels in art movements: German Expressionism, Russian Constructionism, Italian Neo-Realism, French New Wave, British Free Cinema, Swedish
- Two American Film History Courses
Two (2) required
FA 281 History of American Film (II)
FA 292 History of American Film (III)
FA 389 Three American Directors: Specific chronological history courses, genre studies, or directors series which focus on American film.
- FA 482 Film Criticism: A combination of modes of scholarship relating to other academic disciplines (literature, sociology, history, art, etc.) with a strong emphasis on clarity of written expression.
- Photography Component
One (1) required
FS 161 Photography I
FS 167 Documentary Photography: The study of the visual image at the basis of the film experience. Photography and cinema are the focus of the course as they come together historically and at the present time.
- FS 171 Filmmaking I
Reinforces film language and history but with an emphasis on creativity.
- Three (3) Electives—200 (1) and 300 or 400 (2) level.
Courses offered in the department in addition to those listed above include:
 - FA 182 Documentary Film
 - FA 280 History of American Cinema I
 - FA 281 History of American Cinema II
 - FA 282 Political Fiction Film
 - FA 284 Eastern European Film
 - FA 288 French Literary Filmmakers
 - FA 289 French Cinema
 - FA 292 History of American Cinema III
 - FA 380 Latin American Cinema
 - FA 381 Propaganda Film
 - FA 382 Women and Film
 - FA 386 Italian Cinema
 - FA 388 Costa-Gavras
 Courses in Non-Linear Editing, Filmmaking II, and Photography II are highly encouraged to supplement the Major.
- Junior/Senior Year:
FA 384 History and Art History into Film **and/or**

FA 182 Documentary Film (primarily historical) are oriented toward research in preparation for the Senior Research Project.

- Senior Seminar

A seminar that serves as a basis for and accompanies the student research project. An advisor will determine if the student is prepared to undertake the specific written thesis.

Since film is a humanistic discipline, the students are also encouraged to take the supplementary courses in history, political science, literature, music, and theater.

Major Requirements: Studio Art

The Studio Art major provides students with a genuine opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, conservation, art therapy, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- FS 100 Ceramics, FS 101 Foundations of Drawing, FS 102 Foundations of Painting, FS 161 Photography, select two courses (6 credits)
- These courses offer an introduction to the four areas of the studio program. Students are strongly advised to make choices (in conjunction with their departmental advisor) that provide a foundation for a concentration in one of these studio areas.
- FA 101 Art: Prehistoric to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times, FA 257-258 Modern Art: Nineteenth Century and Twentieth Centuries, FA 285 History of Photography, choose one (3 credits)
- FS 498 Senior Project Part I (Fall) and Senior Project Part II (Spring) (6 credits)
- A minimum of seven (7) additional courses 100 and above (21 credits)

Four of these courses must be taken in your area of concentration prior to enrolling in Senior Project.

Students must have taken at least 4 semesters of work relating to their senior project prior to their senior year. Portfolio reviews are required in the second semester of the sophomore and junior years.

In addition to the required courses, the following are recommended:

- FA 257-258 Modern Art
- FA 355 From Gauguin to Dali
- FA 361 Issues in Contemporary Art.

Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art Majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one Art History course from FA 102, FA 257, FA 258, FA 285.

Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in Studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of Studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts department office.

Undergraduate Course Offerings

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

FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)

Satisfies Fine Arts Core Requirement

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and study of significant works of art in greater Boston. (Art from the Renaissance to Modern Times is taught in FA 102 in the spring.)

*Pamela Berger
Kenneth Craig*

FA 102 Art from the Renaissance to Modern Times (Spring: 3)

Satisfies Fine Arts Core Requirement.

This is the fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to

the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Paleolithic through medieval art is taught in FA 101 in the fall.)

*Kenneth Craig
Jeffery Howe*

FA 103-104 Art History Workshop (Fall/Spring: 3)

Required for art history majors.

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

FA 107 History of Architecture (Fall: 3)

Satisfies Fine Arts Core Requirement

The evolution of architectural styles in the Western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles.

Josephine von Henneberg

FA 108 Great Art Capitals of Europe (Spring: 3)

Satisfies Fine Arts Core Requirement

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

Pamela Berger

FA 109 Aspects of Art (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as a historical sequence of works and styles and replace this with a method based on concepts. This should result in another means of comparison and evaluation that will prove as valuable as the more traditional modes. Not open to students who have taken FA 101, FA 102, or FA 108.

Charles Colbert

FA 175 Asian Art (Fall: 3)

Satisfies Fine Arts Core Requirement

Satisfies Cultural Diversity Core Requirement

This is a survey of Far Eastern art from ancient times to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends, and basic terminology and iconography will be emphasized.

The Department

FA 181 History of European Film (Fall: 3)

Satisfies Fine Arts Core Requirement

Film Studies Course

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

John Michalczyk

FA 202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film technique, history and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

Richard A. Blake, S.J.

FA 211 Art/Ancient Mediterranean World (Fall: 3)**Satisfies Fine Arts Core Requirement**

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The Department

FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)**Satisfies Fine Arts Core Requirement**

This course will illuminate the art of the so-called Dark Ages, from about 200 AD to around the year 1000 AD. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and then go on to a study of the Carolingian "renaissance." The last part of the course will be devoted to the "apocalyptic" millennial art of tenth-century Spain.

Pamela Berger

FA 222 Art of the Later Medieval Art: Imagination and Imagery (Spring: 3)**Satisfies Fine 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

FA 231 Arts of the Italian Renaissance: Quattrocento (Fall: 3)**Satisfies Fine Arts Core Requirement**

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include, among others, Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo.

The Department

FA 232 Northern Renaissance Art (Fall: 3)

Painting in the Netherlands and in Germany in the 15th and 16th centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

Kenneth Craig

FA 251 Modern Architecture (Spring: 3)**Satisfies Fine Arts Core Requirement**

This course is about the evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F.L. Wright, Gropius, Mies van der Rohe, and Le Corbusier.

Katherine Nabum

FA 256 Impressionism and Neo-Impressionism (Spring: 3)

This course focuses on the development of Impressionism and Neo-Impressionism in France, from Monet to Van Gogh. After a study of the intellectual and artistic roots of these trends, the style and subject matter of individual artists, as well as their relation to the social and political history of the time, will be considered. In addition, attention is paid to how the interpretation of Impressionism and Neo-Impressionism has evolved since the later nineteenth century.

The Department

FA 257-258 Modern Art: 19th and 20th Centuries (Fall/Spring: 3)**Satisfies Fine Arts Core Requirement**

This course is an introduction to art in the Western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment that helped shape it while being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art.

Jeffery Howe

The Department

FA 267 From Salt-Box to Skyscraper: Architecture in America 17th-20th Centuries (Fall: 3)**Satisfies Fine Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available as a WWW site on the Boston College Infoeagle.

Jeffery Howe

Louisa McDonald

FA 277 Russian Cinema (Fall: 3)**Cross listed with SL 274**

See course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayer

FA 279 The Arts of China and Japan (Spring: 3)**Satisfies Cultural Diversity Core Requirement**

The arts of China and Japan have a paradoxical and complex relationship. This course will survey the major similarities and differences of Chinese and Japanese art from ancient times to the present, as reflected in attitudes to two and three dimensional form and space, the use of materials and culturally important themes. (Some classes will meet in the Museum of Fine Arts, Boston).

The Department

FA 280 History of American Film I: The Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.
Richard A. Blake, S.J.

**FA 281 History of American Film II: The Studio Era (Spring: 3)
Satisfies Fine Arts Core Requirement**

During the period from the introduction of sound until the 1950's, eight large corporations controlled Hollywood film production and national distribution. A study of the films of Ford, Hawks, Welles, Hitchcock and Huston investigates the emergence of these key individual artists within the corporate structure of the industry. Their films are viewed in their social context, as reflections of changing mores, the Depression and World War II.
Richard A. Blake, S.J.

FA 282 Political Fiction Film (Fall: 3)

Political fiction film has often served as a dramatic means to deliver an ideological message. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915). During World War II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) combined thriller elements with a non-conventional political perspective. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.
John Michalczyk

FA 284 Eastern European Film (Spring: 3)

In the films emanating from Eastern Europe prior to and following World War II, several thematic patterns can be detected—a preoccupation with war and Resistance, the absurdity of daily life, political manipulation, progressive dehumanization, and collective heroism. Polanski, Wajda and Lenica from Poland, Kadar, Forman and Menzel from Czechoslovakia, Szabo and Jancso from Hungary, and Eisentein and Pudovkin from the Soviet Union—all represent various thrusts to the European cinema industry. The films of these directors, often couched in surrealist, historical, and animated allegories, are studied carefully for technique and content and situated in their historical context through parallel readings.
John Michalczyk

FA 285 Nineteenth and Twentieth Century Photographic History (Spring: 3)

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the USA. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art. We will also carefully explore our relationship with the proliferation of mass media imagery today.
The Department

FA 291 American Film Genres (Fall: 3)

This course will provide a critical method for analyzing the film genres that were characteristic of the American film from the

introduction of sound to 1950's. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir and the Horror Film.

Richard Blake, S.J.

FA 302 Surrealism and the Arts (Spring: 3)

An exploration of Surrealism in the historical and cultural context of the 1920s and 1930s. The visual forms of Surrealism, including art, film, and photography, will be the primary focus of our inquiry, but we will also investigate Surrealist literature and the political context of the aftermath of WWI. Artists to be considered include Salvador Dali, Rene Magritte, Max Ernst, Andre Breton, and Man Ray. The impact of psychology and the Dada origins of Surrealism will also be studied.

Jeffery Howe

John Michalczyk

FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Fall: 3)**Satisfies Cultural Diversity Core Requirement**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

Kenneth Craig

FA 356 Art Since 1945 (Spring: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post Minimalism, Performance Art, Conceptual Art, Photo-Realism Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.

Claude Cernuschi

FA 392 The Museum of Art: History, Philosophy and Practice (Spring: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include the following: the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art. Field trips to museums and collections.

The Department

FA 451 Symbolism and Decadence at the End of the Century (Fall: 3)

The arts in Europe at the end of the last century were permeated with symbolic images of mystery and beauty, and there was a widespread fascination with themes of cultural decadence. This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.K. Huysmans and

Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

Jeffery Howe

FA 461 Frank Lloyd Wright (Fall: 3)

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.

Jeffery Howe

FA 482 Film Criticism (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 American film organized in genres (war, horror, western, noir, science, fiction, etc.) Students will read extensive critiques and theory while developing sharp critical skills. Finally, they will write several critiques, learning different methodologies and writing styles.

John Michalczyk

FA 499 Scholar of the College (Fall/Spring: 3)

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's Office for a full description of the requirements.

The Department

Undergraduate and Graduate Course Offerings

FA 311 Greek Art and Archaeology (Fall: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan Crete and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)

Cross listed with HS 314

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo and Raphael (Spring: 3)

The High Renaissance was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists.

Josephine von Henneberg

FA 341 Age of Durer (Fall: 3)

This course will study painting and print making in Germany and the Netherlands in the sixteenth century. We will consider the works of masters like Durer, Holbein, Bosch, and Bruegel, among others, attempting to see their works in the context of the great religious and social upheaval of the Reformation.

Kenneth Craig

FA 342 Age of Rembrandt (Spring: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Artists we will study include Rembrandt, Jan Vermeer, Frans Hals.

Kenneth Craig

FA 362 American Landscape Painting (Spring: 3)

This course will concentrate on the aesthetic and social factors that endowed landscape painting with a particular importance for a civilization that sought to define itself in terms of its environment rather than its traditions. Some of the painters considered include Thomas Cole, Frederick Church, Winslow Homer, the American Impressionists, and Edward Hopper. The poetry and prose of Bryant, Emerson, Whitman, and Thoreau will also be reviewed.

Charles Colbert

FA 364 Arts in American History (Spring: 3)

Cross listed with HS 238

See course description in the History Department.

Charles Colbert

Alan Lawson

FA 381 Propaganda Film (Fall: 3)

From its very birth in 1895 cinema has been used internationally as a "celluloid weapon." This course provides, on one hand, an analysis of approximately ten films and the parallel literary works of socio-political nature to support this fact, and on the other hand, the context of the myths that yield these films: Communism/anti-Communism, Fascism/anti-Fascism.

John Michalczyk

FA 384 History and Art History into Film (Fall/Spring: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

Pamela Berger

FA 401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Claude Cernuschi

FA 403 Independent Work (Fall: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 404 Independent Work (Spring: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 453 Psychoanalytic Approach to Art (Fall: 3)

How can art be approached psychoanalytically? The focus of this seminar will be on such late 19th century artists as Manet, Gauguin, Cezanne and Van Gogh, and those psychoanalytic ideas that have been and have yet to be applied to art. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to art's historical context, iconography and the evolution of style, in which the content and formal values of art have been ignored. We will explore how the formal means of the artist might be psychoanalytically interpreted.

Katherine Nabum

Undergraduate Course Offerings

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

FS 100 Visual Thinking (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Lab fee required

This course encourages entry level and advanced students to grapple with questions about the nature of art and the creative process. By exploring the relationship between seeing, thinking, and making, students arrive at a fuller, more confident understanding of visual language and the nature of the visual world. By stressing the conceptual aspect of visual thinking, the course will allay fears which block students from considering studio art as a serious option. This course incorporates historical components and writing assignments.

Debra Weisberg

FS 101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Lab fee required

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

Mary Sherman

Michael Mulhern

Andrew Tavarelli

Khalid Kodi

John Steczynski

FS 102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Lab fee required

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

Mary Armstrong

Alston Conley

Khalid Kodi

Mary Sherman

FS 141-142 Ceramics I and II (Fall/Spring: 3)

Lab fee required

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

FS 161 Photography I (Fall/Spring: 3)

Lab fee required

Topics to be covered in this introductory course include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis will be placed on helping each student realize a personal way of seeing. Students will have weekly shooting and printing assignments. Please bring camera to first class.

Karl Baden

Charles Meyer

Sharon Sabin

FS 167 Documentary Photography (Spring: 3)

Prerequisite: Communications major or permission of the instructor

Lab fee required

This course is a basic introduction to black and white photography with particular emphasis on the many traditions and uses of the documentary strategies as vehicles to communicate complex social and political issues. In addition to presenting the basics (principals of exposure, film development, printmaking, and presentation), class time will be devoted to presenting the work of historical and contemporary society. Students should be prepared to develop their own ideas and to work in series.

Charles Meyer

FS 171 Filmmaking I (Fall/Spring: 3)

Lab fee required

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting, and editing are included. The course is also about film as a form of expression and communication. A class for beginners. Equipment is provided.

The Department

FS 203 Drawing II: Perspective and Tone (Fall: 3)*Prerequisite:* FS 101 or permission of the instructor**Lab fee required**

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

*John Steczynski***FS 204 Drawing III: Introduction to the Figure (Spring: 3)***Prerequisite:* FS 203 or permission of the instructor**Lab fee required**

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.

*John Steczynski***FS 205 Scene Painting (Fall: 3)***Prerequisite:* CT 153 or permission of instructor

This course introduces to students basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips.

*Crystal Tiala***FS 223-224 Painting II and III (Fall/Spring: 3)***Prerequisites:* FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques, and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

*Mary Armstrong***FS 225 Watercolor I (Fall: 3)****Lab fee required**

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended.

*Andrew Tavarelli***FS 226 Colored Works on Paper (Spring: 3)****Lab fee required**

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.

*Andrew Tavarelli***FS 261 Photography II (Fall/Spring: 3)***Prerequisite:* FS 161 or permission of the instructor**Lab fee required**

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships

among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work, for presenting historical and contemporary movements in photography and the development of a visual literacy, and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio.

*Charles Meyer***FS 267 Experimental Photography (Spring: 3)***Prerequisite:* FS 161 or permission of the instructor**Lab fee required**

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected.

*Karl Baden***FS 273 Filmmaking II (Spring: 3)***Prerequisite:* Filmmaking I or permission of the instructor**Lab fee required**

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*The Department***FS 274 Digital Nonlinear Editing (Fall/Spring: 3)***Prerequisite:* Department permission**Cross listed with CO 224**

See course description in the Communication Department.

*Adam Bush***FS 276.01 Art and Digital Technology (Fall/Spring: 3)****Cross listed with CO 204**

See course description in the Communication Department.

*Karl Baden***FS 300 Majors' Studio: Juniors and Seniors (Spring: 3)****Lab fee required**

This is a required course for studio majors. It is designed to promote a sense of artistic community through the in-depth investigation of art issues and an exchange of ideas and points of view. Discussions, critical readings, critiques of student work, museum and gallery visits, and student and faculty slide talks will provide the basis of the course. The instructor and students will decide upon the relevant issues to be considered. A portfolio of work will be developed by the student over the course of the semester and will be the basis for grading.

*Mary Armstrong***FS 325 Studio/Contemporary Issues (Spring: 3)**

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual 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. This class is a requirement for Studio Art minors.

Michael Mulhern

FS 474 Aspects of the Self and the Quest for Wholeness (Fall: 3)

Most education is analytical and compartmentalized. This course stresses the integrative aspects of Capstones. Its goal is to synthesize fragments of academic learning, to relate them to other life experiences, and to help develop a personal wisdom for the on going search for meaning. It explores the use of verbal and visual symbolic expression to comprehend life's great problematic issues, among them our origins, the body, the self, gender, sexuality and death. How we relate to these issues largely determines our understanding of who we are. Projects include making masks and a personal altar. Developed art skills are not required.

John Steczynski

FS 498 Senior Project (Fall: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

Andrew Tavarelli

Undergraduate and Graduate Course Offerings

FS 301-302 Drawing IV and V: Figure (Fall/Spring: 3)

Prerequisite: FS 204 or permission of the instructor

Lab fee required

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition.

John Steczynski

FS 323 Painting IV: Landscape (Fall: 3)

Prerequisites: FS 223-224 or permission of the instructor

Lab fee required

Nature and landscape will provide us with painting imagery throughout the semester. Students will paint directly from the local landscape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally.

Elizabeth Awalt

FS 324 Painting V: Figure (Spring: 3)

Prerequisites: FS 223-224 or permission of the instructor

Lab fee required

This advanced painting course introduces the student to the concept of extracting and abstracting images from life most notably from the figure. Students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, culled from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.

Andrew Tavarelli

FS 345 Ceramics IV (Fall: 3)

Prerequisite: Permission of instructor

Students with previous experience, working on specific projects, will meet on a weekly basis by appointment with the instructor.

Mark Cooper

FS 385 Independent Work I (Fall: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 386 Independent Work II (Spring: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 473 Senior Project II (Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.

Andrew Tavarelli

FS 485 Independent Work III (Fall: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 486 Independent Work IV (Spring: 3)

Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.

The Department

FS 499 Senior Seminar: The Artist's Journal (Spring: 3)

Prerequisites: For Studio Art majors only, or with the permission of the instructor

An advanced course that rotates among the full-time studio faculty, using each person and her/his expertise as a resource for an in-depth exploration of a designated focus. Inquire at the departmental office for the current teacher and focus.

Elizabeth Awalt

Geology and Geophysics

Faculty

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; Chairperson of the Department; A.B., Colgate University; A.M., Ph.D., Harvard University

David C. Roy, *Professor*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Kevin G. Harrison, *Assistant Professor*; B.A., Brown University; M.S., Scripps Institute; M.Phil., Ph.D., Columbia University

Gail C. Kineke, *Assistant Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

David P. Lesmes, *Assistant Professor*; B.A., University of California, San Diego; Ph.D., Texas A&M University

Departmental Notes

- Administrative Secretary: Patricia R. Pflaumer, 617-552-3641 or 3640, pflaumep@bc.edu
- Graduate Program Director: Dr. John E. Ebel, ebel@bc.edu
- Undergraduate Studies Director: Dr. Alan Kafka, kafka@bc.edu
- Department Chairperson: Dr. J. Christopher Hepburn, hepburn@bc.edu
- World Wide Web: <http://www.bc.edu/geology>
- Department facsimile: 617-552-2462

Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics may develop a major program in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Earth scientists, geologists, geophysicists and environmentalists study the Earth's complex systems and interrelations with the hydrosphere, biosphere and atmosphere. Students trained in the Earth Sciences can look forward to exciting and rewarding careers as humankind will require ever larger amounts of energy and natural resources in the 21st century, and at the same time, cause increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth Scientists are naturally interdisciplinary and use science to solve real problems. Today's earth scientist can choose to work in the field in almost any area of the world, or in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes in relation to city or emergency planning, or working with governmental agencies or industry to analyze pollution plumes, the Earth Sciences provide exciting possibilities.

Department Honors Program

Any major in the Department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon (1) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; and (2) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses in any major program with a project-oriented

research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the Departmental Director of Undergraduate Studies.

Minor in Geology and Geophysics

In addition to the four major programs listed below, a student may choose to minor in the Department. The minor is designed to be flexible and allow a student to explore an area of interest in the Earth Sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Dr. Kevin G. Harrison, Departmental Advisor for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the Department structured as follows:

(A) Two required courses:

- Introduction to Geology and Geophysics I (GE 132) and lab
- Earth Materials (GE 220) and lab

(B) Two additional Departmental courses, numbered 100 or higher

(C) One additional 200-level Departmental course

(D) One additional course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by the faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in Geology, Mathematics, Physics or Chemistry. Consult the Boston College Academic Catalog, or the Departmental Advisor and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Geology and Geophysics.

Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the 100 level. These courses must include:

(A) Each of the following four courses:

- Environmental Geosciences I (GE 167)
 - Introduction to Geology and Geophysics I with laboratory (GE 132*-133)
 - Earth Materials with laboratory (GE 220-GE 221)
 - Environmental Geology with laboratory (GE 250-GE 251)
- *GE 115 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the Departmental Undergraduate Advisor.

(B) Two courses from among the following:

- Introduction to Geology and Geophysics II (GE 134)
- Geologic Hazards of Volcanoes, Landslides and Earthquakes (GE 143)
- Oceanography I and/or II (GE 157 and/or GE 160)

- Environmental Geosciences II (GE 168)
- Weather, Climate and Environment I and/or II (GE 172 and/or GE 175)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)
- (C) At least two courses from among the following:
- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 375)
- Environmental Geochemistry (GE 392)
- River and Lake Environments (GE 400)
- Site Characterization, Remediation and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Biogeochemistry of the Habitable Planet (GE 465)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)

(D) Two elective courses. These electives may include courses in the Department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the Department, approved by the Departmental Director of Undergraduate Studies, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A full year (2 semesters) of another laboratory science in Chemistry, Physics, or Biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH 117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory BI 207).

Students are encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics, and Biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the Departmental Director of Undergraduate Studies.

Information for First Year Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Introduction to Geology and Geophysics I (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences Majors should take the following courses: Environmental Geosciences I: Resources and Pollution (GE 167) (fall semester, first year), Introduction to Geology and Geophysics I (GE 132) (either freshmen or sophomore year). The Laboratory Science requirement (CH 109-110 with lab) and (CH 111-112 with labs); (BI 200) and (BI 202) with lab (BI 207); or (PH 209-210) or (PH 211-212) with labs (PH 203-204), may be taken either freshmen or sophomore year.

Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the Department:

(A) Students majoring in Geology must take the following eight (8) courses:

- Introduction to Geology and Geophysics I and II (GE 132-134)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I and II (GE 285 and GE 385)

(B) At least two (2) additional electives (with a minimum of one numbered 300 or above) in the Department to bring the total number of Departmental courses to ten (10).

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101)
- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(D) The Department strongly advises that mathematics through MT 305 are taken, as well as a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300 level Department electives upon written approval of the Departmental Director of Undergraduate Studies prior to taking the field course.

Elective courses both within and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

Information for First Year Majors

The following courses are recommended for First Year majors, if their schedules permit.

- Introduction to Geology and Geophysics I and II (GE 132 and GE 134)
- General Chemistry with laboratories (CH 109-110, or CH 117-118)
- Calculus (MT 102-103)

Major Requirements: Geophysics

Students majoring in Geophysics will fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Introduction to Geology and Geophysics I and II (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses must be from the following list, with at least two (2) in Geophysics*:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 455)
- Engineering Geology (GE 470)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

*A geological or geophysical summer field camp may be substituted for one of the courses in (B) above.

(C) Three (3) additional electives approved in advance by the student's advisor.

- The three (3) may be in departmental courses numbered 400 or above, or in advanced courses in Physics or Mathematics

beyond those required below.

- This requirement may be fulfilled by a combination of courses, such as two (2) advanced departmental courses and one (1) advanced physics course, etc.

This brings the total courses required to eleven (11).

In addition to the eleven (11) required courses listed above, the additional outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

Courses in Computer Science and additional electives in Geology are recommended in the elective program. Elective courses both within and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to, and approval by, the Departmental Director of Undergraduate Studies.

Information for First Year Majors

The following courses are recommended for First Year Majors, if their schedules permit: Introduction to Geology and Geophysics I and II (GE 132 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs Calculus (MT 102-103).

Major Requirements: Geology-Geophysics

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Introduction to Geology and Geophysics I and II (GE 132 and GE 134)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I and II (GE 372 and GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Exploration Seismology (GE 455)
- Biogeochemistry of the Habitable Planet (GE 465)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or 211-212)

(D) Courses in Computer Science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

The student should plan a program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the Departmental Director of Undergraduate Studies.

Information for First Year Majors

- Introduction to Geology and Geophysics I and II (GE 132 and GE 134) with labs
- General Chemistry (CH 109-110) with labs
- Calculus (MT 102-103)

Core Program

The Core courses in the Department are designed to give non-science majors an introduction to aspects of the Earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the Earth Sciences. This variability provides maximum freedom of choice for introductory students. All courses presume no prior knowledge of the science, and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 115, 125, 132, 134, 180 and 197 are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific sub-fields, like Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology/Geophysics should call the Department at 617-552-3640 (Devlin Hall 213) or see the Department's Director of Undergraduate Studies (Devlin Hall 312).

Graduate Program Description

Master of Science

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

The Department, with approximately 25 graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the Earth Sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in industry, oil exploration or government service, or continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics and environmental subjects.

Research in the Department covers a broad range of topics, including: Coastal and Estuarine Processes, Physical Sedimentation, Earthquake and Exploration Seismology (including crustal studies of New England using the 12-station New England Seismic Network at Weston Observatory), Structural Geology, Igneous and Metamorphic Petrology, Global Change Geochemistry (including Neutron Activation Analysis Laboratory), Interpretative Tectonics, Groundwater Hydrology and Environmental Geology and Geophysics.

The Department offers a number of Teaching and Research Assistantships.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in Geology or Geophysics with courses in mathematics, physics,

chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than Geology or Geophysics and who wish to use the M.S. degree program to transfer into the Earth Sciences.

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

M.S. Degree Requirements

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

A minimum of 10 courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Graduate students must include two of these in their course program. A maximum of two thesis courses (GE 801) are allowed for the M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

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

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

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently. Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During

the first summer, the student is expected to begin work on a research M.S. thesis but this may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

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

Further information on this program and application materials may be obtained from the Director of Graduate Programs, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, (ebel@bc.edu) or from the Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch Graduate School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch Graduate School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills. For those candidates without prior teaching experience, a 36-credit minimum M.S.T. degree program is required, in which at least five courses are in the Earth Sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a 30-credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least five courses are in the Earth Sciences. The application procedures for the M.S.T. degree programs are the same as those for the M.S. degree program. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at (617) 552-4214.

M.S.T. Degree Requirements

The five required courses in the Earth Sciences must be chosen from among the following: two courses from Introduction to Geology and Geophysics I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the

Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts: one part is oral in the Earth Sciences, and the other part is given by the Lynch Graduate School of Education.

Cooperative Program

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

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics of Boston College. For more information, please refer to this Catalog's Research Centers section in "About Boston College."

Undergraduate Course Offerings

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

GE 115 Planet Earth I (Fall: 3)

Corequisite: GE 116

Satisfies Natural Sciences Core Requirement

The focus of the course is an in-depth introduction to basic principles and processes that control the development of our only home, Planet Earth, and its environments. Topics include scientific methods of investigation, the origins of rocks and minerals, methods of deciphering geologic history of Planet Earth, the sculpturing of its surface by agents of erosion and deposition, Plate Tectonics, earthquakes, volcanism, and the development of mountain belts. One two-hour laboratory/A-T discussion session and two 50-minute lectures per week.

E. G. Bombolakis

GE 125 Planet Earth II (Spring: 3)

Corequisite: GE 126

Satisfies Natural Sciences Core Requirement

The story of Earth's 4600-million year evolution ranges from the ocean's abyss to the highest mountain crest. Explore the growth of continents and ocean basins through time, plate tectonic movements expressed in earthquakes, volcanoes and formation of mountains, the assembly and break-up of supercontinents and their effect on climate and life, formation and melting of continental glaciers, and impacts on life including humans. Two hours of lecture and one two-hour A-T laboratory per week.

James W. Skehan, S.J.

GE 132 Introduction to Geology and Geophysics I (Fall: 4)

Corequisite: GE 133

Satisfies Natural Sciences Core Requirement

An introduction to geological materials and the processes that form and transform them. It is part of a two-course sequence in which either course can be taken first. The course is required for students majoring in Geology, Geophysics, or Environmental Geoscience. It is also open to students who wish to explore these fields and obtain Core credit. Topics include the properties and origins of rocks and minerals, methods for determining geological history and the ages of rock bodies, the deformation of rocks and mountain building, weathering of rocks and erosion, dynamics of surface and subsurface water flows, and coastal processes.

David C. Roy

GE 134 Introduction to Geology and Geophysics II (Spring: 4)

Corequisite: GE 135

Satisfies Natural Sciences Core Requirement

May be taken without GE 132

This course emphasizes the geophysical aspects of the geological sciences. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A required laboratory (GE 135) gives students hands-on experience.

Alan Kafka

GE 143 Geologic Hazards of Volcanoes, Landslides, and Earthquakes (Spring: 3)

Satisfies Natural Sciences Core Requirement

The origin of common types of earth material and several landform features will be reviewed. In order to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the contrasting types of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C., and the city of Martinique in 1902, and more recent disasters such as the Vaiont dam disaster and Mount St. Helen's explosion, and will include analyses of earthquakes in California and the eastern United States. Two 75-minute lectures each week.

E.G. Bombolakis

GE 146 Origin and Evolution of Life on Earth (Fall: 4)

Corequisite: GE 147

Satisfies Natural Sciences Core Requirement

The course makes extensive use of the Internet as a learning resource.

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, chaos theory, cellular biology, prebiotic molecules and the search for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.

Paul K. Strother

GE 150 Astronomy (Spring: 4)

Corequisite: GE 151

Satisfies Natural Sciences Core Requirement

Astronomy is a classic science dating from the very beginnings of recorded history that has strongly influenced the development of physics, mathematics, philosophy and theology. Modern astronomy uses a complex array of sophisticated tools that present an exciting world of discoveries and ever-changing views of our universe, which affect our understanding of the human role in the Universe. The focus will be for the student to gain a broad understanding of astronomy as a science, of its fundamental concepts, and of current research areas. The course includes telescope and naked eye observations and use of Internet resources.

Andrew Lazarewicz

GE 157 Oceanography I (Fall: 4)

Corequisite: GE 158

Satisfies Natural Sciences Core Requirement

This course is an investigation of the world's ocean basins and coastlines. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes

and effects of ocean tides and currents. An understanding of the ocean's role in the health and evolution of the planet is stressed. Three hours of lecture and one two-hour laboratory (GE 158) per week.

Gail C. Kineke

GE 160 Oceanography II (Spring: 4)

Corequisite: GE 161

Satisfies Natural Sciences Core Requirement

Second semester can be taken without the first semester (GE 157).

This course is an investigation of the world's oceans and coastlines with special emphasis on coastal areas and the animal and plant life in the sea. Areas of investigation include: the evolution, ecology and physical processes acting on beaches, coral reefs, estuaries, and deltas—areas where the ocean meets land and where most of ocean life exists. Our effect upon and benefits from these environments and ecological niches is stressed. Three hours of lecture and one two-hour laboratory (GE 161) per week.

The Department

GE 167 Environmental Geosciences I: Resources and Pollution

(Fall/Spring: 3)

Satisfies Natural Sciences Core Requirement

Technology and population growth are causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its resources. The focus will be on geological issues critical to plan for a sustainable future. Topics geared for the non-science major include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and energy supplied to us from coal, oil and nuclear power.

Judith Hepburn

GE 168 Environmental Geosciences II: Earth Processes and Risks

(Spring: 3)

Satisfies Natural Sciences Core Requirement

This course may be taken independently of GE 167.

This course emphasizes the ways in which humans interact with natural processes operating on and within the Earth. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their flooding hazards, landslides, long and short-term climatic changes and events that might cause the extinction of life itself. A particular emphasis will be on risk assessment and on the human alterations that affect natural processes and that impact on our relationship to the Environment.

Judith Hepburn

GE 172 Weather, Climate and the Environment I (Fall: 4)

Corequisite: GE 173

Satisfies Natural Sciences Core Requirement

The earth's atmosphere is a dynamic system, causing weather changes on a daily basis, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and historic analogs. The effects of ocean temperatures, El Nino, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects such as the greenhouse effect and ozone holes are explored. Two 75-minute lectures and one discussion/laboratory (GE 173) per week.

John E. Ebel

GE 175 Weather, Climate and the Environment II: Global Warming (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course may be taken independently of GE 172.

This course explores the theory of global warming in its entirety, for students at all levels. What are the mechanisms driving climate change? How big are the expected changes? Do we really need to change our habits? Topics will include: factors that govern climate change, climates of the past, modeling the climate, impacts of climate change, relevance, weighing the uncertainty, and actions to slow and stabilize climate change. Students will ultimately integrate what they have learned with how they choose to think and act. This course combines fields as diverse as chemistry, geology, environmental science, ecology and physics.

Kevin G. Harrison

GE 177 Cosmos (Fall: 3)

Satisfies Natural Sciences Core Requirement

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space programs, including Apollo (moon), Viking and Pathfinder (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune), Magellan (Venus) and Galileo (Jupiter) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the solar system. The question of life on other planets, particularly Mars, will be discussed. Throughout the course, the fundamentals of how science works will be emphasized.

J. Christopher Hepburn

GE 187 Geoscience and Public Policy (Fall: 3)

Corequisite: GE 188

Satisfies Natural Sciences Core Requirement

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.

Alan Kafka

GE 192 Earth Under Siege (Fall: 3)

Prerequisite: High school chemistry

Satisfies Natural Sciences Core Requirement

This course offers a basic understanding of the interaction of the physical environment that surrounds us and the human activities that are affecting it. The fundamental scientific concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

Rudolph Hon

GE 197 The Dynamic Earth (Spring: 3)

Satisfies Natural Sciences Core Requirement

This course explores the geological dynamics of the Earth is its surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years

these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards. Understanding the processes of Earth is important to our long-term inhabitation of the planet.

David C. Roy

GE 220 Earth Materials (Spring: 4)

Prerequisites: GE 132, or equivalent

Corequisite: GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, metamorphic, and sedimentary processes are investigated to develop the classifications of these groups of rocks. Lastly, the weathering of rocks at the Earth's surface and the formation and classification of soils will be discussed. Laboratory (GE 221), where students get hands-on experience classifying rocks and minerals, is required.

J. Christopher Hepburn

GE 250 Environmental Geology: Environmental Site Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)

Prerequisites: GE 132-133, or equivalent

Corequisite: GE 251

Focus is on learning and experiencing practical field and laboratory exercises that parallel the complete sequence of federal and state mandated investigations needed for the complete environmental characterization of a site. Topics that will be covered include: sub-surface investigations by direct and indirect methods, laboratory characterization of geological material, characterization and composition of groundwater, EPA analytical methods for groundwater testing for the presence of contaminants and pollution, methods of remediation and other related topics. Laboratory exercises (GE 251) will follow an established protocol of field investigation, drilling, surveying, material characterization, computer applications and technical report preparation.

Rudolph Hon

GE 285 Structural Geology I: Field Aspects (Fall: 4)

Prerequisites: GE 132-133

Corequisite: GE 286

The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. In laboratory (GE 286), students will conduct one-day field analyses of structures and submit reports on the results. In addition, a two-hour laboratory recitation session is scheduled each week to work on problem sets or data obtained during field work.

David C. Roy

GE 297 Environmental Hydrology (Fall: 3)

Prerequisites: GE 132-133 or equivalent

An introduction to hydrological processes on and near the Earth's surface. Groundwater hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in ground water hydrology and the environment will be stressed.

Dale Weiss

Undergraduate and Graduate Course Offerings

GE 398 Statistical Analysis of Scientific Data (Fall: 3)

The scientific process involves the collection of data for the testing and development of scientific models. This course covers the

statistical methods commonly used to acquire, analyze and interpret many different types of scientific data. Topics include: methods of organizing and describing data, probability, random variables, the normal distribution, sampling, confidence intervals, hypothesis testing, comparing two populations, correlation, regression, and non-parametric statistics. Homework assignments emphasize the use of computers in solving statistical problems. The term project requires students to use the statistical and computational techniques taught in class to analyze a real data set.

Alan Kafka

David Lesmes

GE 400 River and Lake Environments (Spring: 3)

Prerequisite: GE 132

In modern times the management of river flows, their watersheds, and their sediment burden have become ever more crucial as human populations have grown. The dynamics of rivers and the networks they form will be a focus of this course. Fluid flow and sediment transport in channels and their effects on channel and valley morphology will be treated. The effects of water management on the Colorado and Nile rivers will be studied.

David C. Roy

GE 405 Climate Change (Spring: 3)

Prerequisite: One year of chemistry and/or calculus. Students should feel comfortable doing word problems that involve unit conversions.

Will future climate changes advance gradually, or abruptly and catastrophically, as they have in the past? Understanding discrete processes that have affected climate in the past may help us predict future effects. This course will explore the indicators and mechanisms of naturally-occurring climate change. Mechanisms include the Milankovich cycles, changes in ocean circulation, and changes in the water content of the atmosphere. Indicators include oxygen and carbon isotopes, gases trapped in ice cores, and the concentration of metals bound in carbonate shells of plankton and coral. Interested students from any discipline are welcome.

Kevin G. Harrison

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall: 3)

Prerequisites: GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented. The course will consist of lectures, student presentations of case studies, and field trips to sites undergoing environmental characterization and remediation.

Randolph Martin III

GE 418 Hydrogeology (Spring: 4)

Corequisite: GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization. GE 419 is the laboratory/discussion group component of this course.

Alfredo Urzua

GE 424 Environmental Geophysics (Fall: 4)

Prerequisites: MT 102-103; PH 209-210; or 211-212; or permission of instructor

Corequisite: GE 425

This is an applied course in geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials and ground penetrating radar. In this course students will participate in an ongoing geophysical investigation (GE 425) of the Weston Observatory Environmental Field Station. Investigations may also be conducted at other relevant sites. Lectures will be given on field methodology, instrumentation, theory, and interpretation.

David P. Lesmes

GE 470 Engineering Geology (Spring: 3)

Prerequisites: GE 132-134 or equivalent, PH 209-210 and CH 109-110

This course deals with the kinds of behavior of sands, silts, clays, and rocks commonly encountered in engineering and environmental problems. These problems include ground settlement, quick sand conditions, sand liquefaction, slope stability, retaining wall failures, quick clog failures, and classic large-scale failures such as the Teton Dam disaster.

E.G. Bombolakis

GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)

Corequisite: GE 481

Practical applications of GIS technologies to data management and data processing (database queries) of georeferenced datasets (geological data, environmental data, land use/city planning, marketing and others). Students will learn the basics and principles of database management strategies (flat and relational), creating and managing geographically referenced databases, querying databases and preparing geographical outputs (maps). The course includes formal presentations and practical assignments using Arcview and Arc/Info. Assignments will cover typical datasets and information used in the geosciences, environmental studies and related fields. Students will gain working experience in applying GIS technologies (GE 481) to their studies and research, as well as learning how to apply it in the marketplace.

Rudolph Hon

GE 484 Chemistry of Natural Water Systems (Fall: 3)

Prerequisite: College level introductory chemistry and calculus

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Rudolph Hon

GE 518 Estuarine Processes (Spring: 4)

Prerequisite: Permission of instructor

This course, geared toward junior-level science majors, is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. Class meetings are used for readings and discussions from scientific literature, definition of research problems as a team, and introduction to data analysis and interpretation using results from prior field experiments and the numerical processing package MATLAB. The field component is a one-to-two

week field excursion using a coastal research vessel and is an introduction to marine science field methods, collection of data for individual projects, and preliminary interpretation of results.

Gail C. Kineke

GE 535 Coastal Processes (Fall: 3)

Prerequisite: One year of college calculus and physics

Topics to be covered include the following: classification of coasts, sea level change, shallow water physical oceanography and sediment transport, and coastal environments (barrier islands and beaches, deltas, and estuaries). Emphasis is on understanding the modern processes at work in shaping the coastal environment, the techniques used to study them, and the signature left in the geologic record.

Gail C. Kineke

GE 572 Geophysical Data Processing (Spring: 3)

Prerequisites: MT 201 or 202, PH 211-212, and background in computer programming, or permission of instructor

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.

Alan Kafka

GE 580 Environmental Seminar (Spring: 3)

Prerequisites: Undergraduates need permission from the Director of Environmental Studies, or the instructor

Corequisite: GE 581

This interdisciplinary seminar is for students in the Environmental Studies Program or Environmental Geoscience Majors (with the permission of the instructor). During the semester, we will evaluate the impact of environmental contamination on the residents of Boston and its surrounding communities, as well as other communities within Massachusetts, New England, and throughout the world. The topics will be motivated by specific case histories. Readings will pertain to the scientific, social, and political aspects of these environmental problems. Several field trips and guest lectures will be arranged throughout the semester.

David P. Lesmes

GE 596 Reading and Research in Environmental Geology (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on Departmental theses.

The Department

GE 597 Reading and Research in Geology (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can

be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

The Department

GE 598 Reading and Research in Geophysics (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental theses.

The Department

GE 599 Scholar of the College (Fall/Spring: 3)

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University Scholar of the College honors program.

The Department

Graduate Course Offerings

GE 612 Rock Physics (Spring: 3)

Prerequisite: Consent of instructor

Corequisite: GE 613

An introduction to the physical and chemical properties of rocks and soils. The focus of the course is on how the microscopic properties of rock-soil systems affect macroscopic geologic processes and geophysical observations. The course is aimed at advanced geology and geophysics students with interests in the following areas: environmental and geotechnical fields, petroleum and mineral exploration, and remote sensing. The lectures and a weekly laboratory (GE 613) will cover both theoretical and experimental aspects of the subject.

David P. Lesmes

GE 693 Earth Systems Seminar II: Tectonic Processes (Fall: 3)
Upper level undergraduates may enroll with permission of the instructors.

This course uses an interdisciplinary geological and geophysical approach to help develop an understanding of the processes by which mountain belts form and evolve. The course will include field trips, projects and reports.

J. Christopher Hepburn

John Ebel

Emanuel Bombolakis

GE 798 Reading and Research in Geophysics (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

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

The Department

GE 799 Reading and Research in Geology (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

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

The Department

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.

The Department

GE 888 Interim Study (Fall/Spring: 0)

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

The Department

German Studies

Faculty

Christoph Eykman, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Michael Resler, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Assistant Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

Departmental Notes

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu.
- World Wide Web: <http://www.bc.edu/germanic>

Undergraduate Program Description

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

Major Requirements

The following curriculum is applicable through and inclusive of the Class of 2000:

Major Requirements (12 courses):

- 2 (GM 201-202) German Composition and Conversation
- 2 (GM 210-211) History of German Literature
- 4 Courses in German literature or culture
- 2 Courses in subjects related to German culture, for example:
 - FA 341 The Age of Durer
 - HS 443 Contemporary Germany
 - MU 290 Wagner
 - PL 455 Kierkegaard and Nietzsche
 - TH 460 The Holocaust (or others subject to departmental approval)
- 2 Elective courses either in German literature (in German or in English translation) or in a second foreign language

Note for majors with transfer credits:

Of the twelve semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The following curriculum is applicable starting with the Class of 2001:

Major Requirements (10 courses):

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of 10 courses within the following curriculum:

- 2 (GM 201-202) Composition and Conversation
- 2 (GM 210-211) History of German Literature
- Six (6) semester courses in German literature or culture

Note for majors with transfer credits:

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He or she can select a course on German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 100 and above are required to complete the major.

Graduate Program Description

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 061 Intensive Reading in German (Summer:1)

No previous knowledge of German required

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

Christoph Eykman

Undergraduate Course Offerings

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

GM 001-002 German A (Elementary I and II) (Fall/Spring: 3)

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with an interactive CD-ROM in the first semester and videos in the second. Intended for those with no prior knowledge of German as well as those with some high school background. Graduate students must either take this course for credit or register as auditors.

Rachel Freudenburg

Ursula Mangoubi

The Department

GM 050-051 Intermediate German I and II (Fall/Spring: 3)

Prerequisites: GM 001-002 or their equivalent

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

Notburga Connolly

Christoph Eykman

Michael Resler

GM 063 Triumphs and Failings of Modern Man (Spring: 3)

Cross listed with EN 084

Satisfies Literature Core Requirement

Conducted in English

Offered Biennially

This course focuses on a number of themes which characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scien-

tist in the modern world. The following works will be discussed in class: Thomas Mann, *The Magic Mountain* (novel); Sigmund Freud, *An Outline of Psychoanalysis* (essay); Erich Maria Remarque, *All Quiet on the Western Front* (novel); Wolfgang Borchert, *The Man Outside* (play and stories); Heinrich Böll, *Stories*; Friedrich Dürrenmatt, *The Physicists* (play). All texts are in English translation.
Christoph Eykman

GM 175 Business German (Fall: 3)

Prerequisite: GM 051 or the equivalent

Conducted in German

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

Ruth Sondermann

GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)

Prerequisites: GM 050-051 or their equivalent

Required for German majors

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. Auditors must register.

Christoph Eykman

GM 210-211 History of German Literature I and II (Fall/Spring: 3)

Prerequisites: GM 050-051 (with an honor grade) or its equivalent

Conducted in German

Required for German majors

Offered Biennially

An introduction to the study of German literature. Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture.

Rachel Freudenburg

GM 215 German Romanticism (Fall: 3)

Conducted in English

All readings in English translation.

Offered Periodically

Romanticism is a crucial period in European intellectual history. Many aspects of what we call "modernity" have their roots in German Romantic thought around the end of the 18th and the first third of the 19th century. The course will present the political and social history of Romanticism and focus on themes such as the Romantic image of man and nature, philosophical idealism, the significance of dreams and the unconscious, Romantic nihilism, and Romantic theory of literature. Authors include Novalis, Brentano, Tieck, de la Motte-Fouque, Fichte, Schlegel, Schelling, Schleiermacher, Kleist, Eichendorff, E.T.A. Hoffmann and others.

Christoph Eykman

GM 238 Passion, Politics and Poetry in the Middle Ages (Fall: 3)

Prerequisite: Four semesters of college German (with a grade of B+ or higher) or the equivalent

Conducted in German

Offered Biennially

A study of the timeless themes of love and power during the German Middle Ages, with a focus on the work of Walther von der Vogelweide, the greatest medieval German lyric poet. Among the specific topics which we will address are the following: faith, Christianity and the Crusades; conflict between church and state; political and societal turmoil; the eternal yearning for human fulfillment; and varying views of human sensuality as seen in medieval love poetry. We will also examine Walther's profound influence on his contemporaries and will explore traces of his influence on later generations of Germans.

Michael Resler

GM 240 King Arthur in German Literature (Spring: 3)

Conducted in English

All readings in English translation.

Offered Biennially

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.

Michael Resler

GM 290 Advanced Reading in German (Spring: 3)

Prerequisites: GM 050-051 or the equivalent

Conducted in German

Counts toward the major in German and the minor in German Studies

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: the German press, university life, the Internet, scholarly writing and literature. It is recommended for students planning to study abroad and is also open to graduate students planning to conduct research in the German language, whether in this country or abroad. Auditors must register.

Michael Resler

GM 299 Reading and Research (Fall/Spring: 3)

May be taken only with permission of the Chairperson

The course includes supervised readings within specific areas, for the solution of individual problems of research. By arrangement.

The Department

GM 699 Honors Thesis (Fall/Spring: 3)

May be taken only with permission of the Chairperson

By arrangement.

Christoph Eykman

Rachel Freudenburg

Michael Resler

Graduate Course Offerings**GM 061 Intensive Reading in German (Summer: 1)**

Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas. No previous knowledge of German is required.

Christoph Eykman

Ursula Mangoubi

History**Faculty**

Radu R. Florescu, *Professor Emeritus*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Thomas H. O'Connor, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Boston University

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

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; Chairperson of the Department; A.B., Stanford University; A.M., Ph.D., Harvard University

Lawrence Wolff, *Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Marilynn S. Johnson, *Associate Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Associate Professor*; M.A., University of Edinburgh, Scotland; M.A., M.Phil., Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

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

Cynthia Lyerly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

- Rev. Francis J. Murphy**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University
- Kevin O'Neill**, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University
- James O'Toole**, *Associate Professor*; A.B., Ph.D., Boston College; A.M., William and Mary College; M.S., Simmons College
- Carol M. Petillo**, *Associate Professor*; Director of Graduate Studies; A.B., Montclair State College; A.M., Ph.D., Rutgers University
- Virginia Reinburg**, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University
- Alan Rogers**, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara
- John H. Rosser**, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University
- Paul G. Spagnoli**, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University
- Frank Fonda Taylor**, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva
- L. Scott Van Doren**, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University
- Burke Griggs**, *Assistant Professor*; B.A., Stanford University; M.A., M.Phil., Ph.D., Yale University
- Prasannan Parthasarathi**, *Assistant Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University
- David Quigley**, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., New York University
- Stephen Schloesser, S.J.**, *Assistant Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University
- Sergio Serulnikov**, *Assistant Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

Departmental Notes

- Administrative Secretary: Lois Bilsky, 617-552-3802, lois.bilsky@bc.edu
- Undergraduate Program Assistant: Karen Potterton, 617-552-2265, karen.potterton@bc.edu
- Graduate Programs Assistant: Anne Conneely, 617-552-3781, anne.conneely@bc.edu
- Faculty E-Mail: To reach any of the History department faculty members, please use the following e-mail address format: firstname.lastname@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/his/history.html

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African History. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and for careers in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a history major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are encouraged to take the Core history in their freshman year and American Civilization in their sophomore year. Once they have fulfilled these requirements, they will have acquired the

prerequisite for elective courses taken in the junior and senior years. Note that a score of 4 or 5 on the advanced placement test in European History fulfills the two-semester university Core requirement in history, and a similar score on the A.P. test in American History fulfills the two-semester American Civilization requirement.

In addition to the prescribed courses listed above, the history major is required to complete eight additional courses, including: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior years); two courses in non-Western history; and three advanced electives (HS 301-699). Note that some advanced electives also satisfy the non-Western requirement. At least three of the electives—including two of the advanced electives—must be in a field approved by the student's History Department advisor. For a list of possible fields, please consult the Advisement Booklet for History Majors.

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Director of Undergraduate Studies. No more than two courses completed in this fashion will count toward the history major requirements.

Minor Requirements

The history minor requires six courses. It begins with the two Core courses in history and concludes with two advanced electives (numbered 299-699). In between, students can choose two other courses freely from among the department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one of our non-Western courses. No more than six of the eighteen required credits can be satisfied through advanced placement. A maximum of two independent study courses (HS 299 Reading and Research) can count toward minor requirements.

Information for First Year Majors and Non-Majors

The University Core requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All History Core courses cover a broad sweep of time. Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and West-Asian history teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the department's Core offerings and predicate their choice based on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

First semester: The Italian and Northern Renaissances; the Reformation and Counter-Reformation; exploration, trade, and slavery; the development of the bureaucratic state; international relations and warfare; the Scientific Revolution and the Enlightenment; the development of capitalism; political revolutions; and social structures and gender.

Second semester: The legacy of the French Revolution; modern political ideologies; nationalism; modern thought and culture; the development of modern industry; imperialism, colonialism, and racism; the Russian Revolution and the World Wars; the Depression and Fascism; the Cold War and Decolonization; and social structures and gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year; but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order. The first half must be completed before enrolling in the second. Students are strongly urged to fulfill the history Core requirement in their freshman year, or at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their history Core before embarking on such studies.

All the Core history courses numbered HS 001-002 through HS 079-080 consist of large classes taught by a team of professors (either jointly or by splitting the year between them). All Core classes meet twice each week for lectures, and a third time in groups of 15-20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students, and HS 081-082 is taught in small classes (35 students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their history Core courses out of the usual semester pattern.

Graduate Program Description

Introduction

The M.A. and Ph.D. degrees are offered with concentrations in Medieval history, Early Modern European history, Modern European history, American history and Latin American history. The department also offers coursework in African history, Middle Eastern history and Asian history.

The Department sponsors interdisciplinary work leading to Master's degrees in European National Studies and in Medieval Studies. The Master's of Art in Teaching (M.A.T.) program is administered by the Lynch Graduate School of Education. It requires admission to both the Lynch Graduate School of Education and to the Department of History. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at (617) 552-4214.

Doctor of Philosophy in History

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

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

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

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

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

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

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

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals must be approved by the faculty advisor and

must be completed by the end of the semester following the passing of comprehensive exams. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

Requirements: The M.A. degree in history requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires 36 credits.

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

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

Students must choose a major and minor field. As many as seven courses (twenty-one hours) can be taken in the major field. Major fields for the M.A. are the following:

- American History
- Medieval History
- Early Modern European History
- Modern European History (encompassing English, Irish, Continental European, Eastern European, and Russian)
- Latin American History

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

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

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

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

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

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and two additional faculty members, one from the major and one from the minor area.

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

European National Studies

The M.A. in history is also offered in a program on the history and language of a single European nation. At present programs are offered in British, French, German, Irish, and Russian Studies. Except as noted below, students in European National Studies must complete 36 credits of approved courses and pass an oral comprehensive examination.

At least 18 credits must be in history, of which at least six credits should be general European surveys, including one colloquium, and at least nine credits in the history of one European nationality, including a seminar in which that national language is used for research. Except for those in British and Irish Studies, students must complete at least 12 credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only six credits in language and literature courses and then be exempted from six credits of work toward the degree.

Students in Irish Studies, in addition to 30 credits in history, Irish literature and other relevant disciplines, must take six credits in beginning Irish Gaelic. Students in British Studies must take a total of 30 credits in history, English literature and other appropriate courses, as well as fulfill the department's usual foreign language requirement.

Medieval Studies

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

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

The deadline for applications to the graduate programs in history is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in history is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application) and all the application forms.

Funding

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

Students interested in the Doctoral or Masters' programs should write to: Director of Graduate Studies, History Department Boston College Chestnut Hill, MA 02467 e-mail: Conneela@bc.edu

Ph.D. Fields of Study

American History

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural

- Social and Economic
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women

Medieval

- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Carolingian
- Anglo-Norman and Angevin
- Byzantine
- Medieval Archeology

Early Modern European History

- Religion
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France

European History

- European History 1789-1914
- European History 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social and Economic
- Diplomatic
- Imperialism
- Modern Britain
- Modern France
- Modern Germany
- Modern Ireland
- Modern Italy

Russian and Eastern European History

- Eastern Europe
- Pre-Revolutionary Russian History
- Soviet
- Polish

Latin American History

- Colonial Latin America
- Modern Latin America
- Central American/Caribbean

Other Areas—(Minors Only)

- China
- Africa
- Middle East
- South Asia
- World

Undergraduate Course Offerings

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

HS 001-002 Modern History I and II: Cultural and Institutional History (Fall/Spring: 3)

Corequisite: HS 003, HS 004

Satisfies History Core Requirement

Followed in spring semester by HS 002

This course, although intensive and demanding, is designed for any student (major or non-major) who is interested in tracing the evolution of western society to the present day. Special emphasis will

be paid to the social, political and institutional stresses and changes, with attention also to the relation of these factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, the Enlightenment, the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism, and facism.

John Rosser

HS 005 Modern History I: Social and Economic Development of Europe I (Fall: 3)

Corequisite: HS 007

Satisfies History Core Requirement

Followed in spring semester by HS 006

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism.

Robin Fleming

HS 006 Modern History II: Social and Economic Development of Europe II (Spring: 3)

Corequisite: HS 008

Satisfies History Core Requirement

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then.

Paul Spagnoli

HS 011 Modern History I: Political and Social History of Europe I (Fall: 3)

Corequisite: HS 013

Satisfies History Core Requirement

Followed in spring semester by HS 012

This course will survey the major developments in Europe from the Renaissance to the French Revolution. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

Lawrence Wolff

HS 012 Modern History II: Political and Social History of Europe II (Spring: 3)

Corequisite: HS 014

Satisfies History Core Requirement

This course examines the development of Western society from the Industrial and French Revolutions to the late eighteenth century to, approximately, the present. While tracing the remarkable history of capitalism, the formation of the modern state, urbanization, imperialism, and many of the conflicts they generated, HS 012 emphasizes the history of thought, specifically, the history of how Westerners in the nineteenth and twentieth centuries have interpreted their own histories and themselves. It also pays attention as well to some of the ways in which gender, sexuality, and race have figured in the development of the modern West.

Paul Breines

HS 015 Modern History I: A Cultural History of Europe from Pestilence to Enlightenment, 1346-1786 (Fall: 3)

Corequisite: HS 017

Satisfies History Core Requirement

Followed in spring semester by HS 016

This course explores a set of crucial problems that have preoccupied modern thinkers and artists: how class and gender shape human life; cross-cultural encounters and shifts in knowledge; construction of group identities; the impact of technology; ways in which we construct, use, and eclipse wonder; competing claims of freedom and equality, individual and community, universal and particular. First semester includes: plague, scholasticism, nominalism; cannibals, exoticism, *que sais-je?*; wars of religion and reformation; Calvin and Hobbes; *cogito ergo sum*; Copernican Revolution, empiricism and skepticism; Chinese rites and Persian harems; fugue versus sonata; *Candide*, Rousseau's "New Man," 1776; *The Marriage of Figaro*.

Stephen Schloesser, S. J.

HS 016 Modern History II: A Cultural History of Europe from Bastille to Berlin, 1789-1989 (Spring: 3)

Corequisite: HS 018

Satisfies History Core Requirement

This course explores a set of crucial problems that have preoccupied modern thinkers and artists. Second semester includes: French Revolution, Napoleon, Romanticism, industrialization, Frankenstein, socialism; 1848, *The Communist Manifesto* and Socialist International; Liberalism, nationalism, imperialism; Darwin, race, orientalism; urbanism, consumerism, kleptomania; positivism and Decadence; prostitution, hysteria, eugenics; 1917; Lenin, Hitler, *Guernica*; Bauhaus, surrealism, dissonance; *Nausea*; decolonization; the Bomb; the Berlin Wall; Beethoven's *Ninth*.

Stephen Schloesser, S. J.

HS 019 Modern History: Political and Intellectual History of Europe I (Fall: 3)

Corequisite: HS 021

Satisfies History Core Requirement

Followed in spring semester by HS 020

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era.

Virginia Reinburg

HS 020 Modern History II: Political and Intellectual History of Europe II (Spring: 3)

Corequisite: HS 022

Satisfies History Core Requirement

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. The second semester of the course will cover the period since the French Revolution.

Roberta Manning

HS 023-024 Modern History I and II: Social and Cultural History of Europe I and II (Fall/Spring: 3)

Corequisite: HS 025, HS 026

Satisfies History Core Requirement

Followed in spring semester by HS 024

This course surveys the evolution of western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Topics include: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

Prasanna Parthasarathi

Peter Weiler

HS 027-028 Modern History I and II: Political and Cultural History of Modern Europe I and II (Fall/Spring: 3)

Corequisite: HS 029, HS 030

Satisfies History Core Requirement

Followed in spring semester by HS 028

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

Alan Reinerman

The Department

HS 031-032 Modern History I and II: Europe and the Atlantic Community I and II (Fall/Spring: 3)

Corequisite: HS 033, HS 034

Satisfies History Core Requirement

Followed in spring semester by HS 032

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution. The second semester of the course will focus upon the industrial revolution and the Atlantic orientation of development; the development of liberal democracy, socialism and fascism; and the era of decolonization and national liberation.

Alan Rogers

Kevin O'Neill

HS 041-042 Modern European History I and II (Fall/Spring: 3)

Corequisite: HS 043, HS 044

Satisfies History Core Requirement

Followed in spring semester by HS 042

This course is a survey of interactions between Europeans and Americans and the impact of the expansion of these societies on non-Europeans since 1500. In particular, the class will consider emerging and conflicting ideas about such issues as religion, science, politics, and the structure of society. Special attention will be given to the revolution in attitudes about race, the individual, and the family that characterized this period.

Dora Dumont

HS 045-046 Modern History I and II: Social and Political Evolution of Europe I and II (Fall/Spring: 3)*Corequisite:* HS 047, HS 048**Satisfies History Core Requirement****Followed in spring semester by HS 046**

This is a study of European social and political history from 1500 to the present. Topics include: nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies, and the changing position of women. The first semester will cover the period from the Renaissance through the French Revolution. The second semester will cover the period since the French Revolution.

*Christine Senecal***HS 051 Modern History I: Political and Social History of Europe I (Fall: 3)***Corequisite:* HS 053**Satisfies History Core Requirement****Followed in spring semester by HS 052**

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion and the birth of modern politics.

*The Department***HS 052 Modern History II: Political and Social History of Europe II (Spring: 3)***Corequisite:* HS 054**Satisfies History Core Requirement**

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

*Bernard Carpenter***HS 059 Modern History I: Europe in the World (Fall: 3)****Satisfies History Core Requirement****Followed in spring semester by HS 060**

This course explores the ways in which Europe has related to the rest of Eurasia. Of central importance is the rise of northwestern Europe to create and dominate the modern world system. Topics include: the growth of modern state authority, the challenge of Ottoman power, European expansion, the Enlightenment project, the French Revolution, the causes of the first Industrial Revolution, the socialist challenge, nationalism, and counter-nationalism, the world wars, facism, the welfare state, the cold war, and the implications of its end for the future of Europe and the world.

*Burke Griggs***HS 060 Modern History II: Rise of Europe: East/West (Spring: 3)****Satisfies History Core Requirement**

Not long ago the oil wealth of the Middle East seemed to threaten the prosperity of the West—such a fear is not completely new. In 1500, Europe also trembled before a Middle Eastern power, the Ottoman Empire. Over the centuries Europe built a resilient system of states, introduced scientific and technological innovations, fostered economic growth, and expanded its territory overseas. By the beginning of the twentieth century Europe was all-powerful. What have been the factors behind Europe's rise to power during this early period? What has undermined Europe subsequently?

*Paul Breines***HS 063 Modern History I: Institutional and Cultural History of Modern Europe (Fall: 4)****Satisfies History Core Requirement**

This course fulfills the first half of the History Core requirement. Designed for students in the A&S Honors Program, it provides above all the historical context of the second year's readings. We shall, in addition, look at the history of architecture from the Greeks and Romans to 1800 and after, and also, at the development of music from the simple plainchant of the early Church to the complex and dramatic classical style of Haydn and Mozart.

*Thomas Perry***HS 067 Modern History I: Europe and the Americas I (Fall: 3)***Corequisite:* HS 069**Satisfies History Core Requirement****Followed in spring semester by HS 068**

The fall course runs from the 1490s to the 1790s and is a survey of the rise of capitalism and colonialism and their impact (economic, social, and cultural) upon Europeans and Latin Americans (Indigenous, Iberian, and African). This includes coverage of the rise of the Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France, and their American colonies. The period is viewed as a prolonged revolution in ideas—religious, political, intellectual, scientific, economic, and cultural—and their representation in attitudes, institutions, and events.

*Sergio Serulnikov***HS 068 Modern History II: Europe and the Americas II****(Spring: 3)***Corequisite:* HS 070**Satisfies History Core Requirement**

The continuation of these ideas in the modern period is examined by the spring course, which covers the 1790s to the 1990s, emphasizing the growth of nation-states in Europe, Latin America, and the Caribbean; emancipation and immigration; the continued expansion of the capitalist world system and Europe's empires; the rise of fascism and socialism; and the impact of the Cold War upon Europe, Latin America, and the Caribbean.

*Deborah Levenson-Estrada***HS 081 Modern History I: Political and Social History of Europe (Fall: 3)****Satisfies History Core Requirement****Followed in spring semester by HS 082**

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion and the birth of modern politics.

*The Department***HS 082 Modern History II: Political and Social History of Europe (Spring: 3)****Satisfies History Core Requirement**

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

The Department

HS 093 Modern History I: Political and Social History of Europe I (Spring: 3)

Satisfies History Core Requirement

This is a reverse sequence section of the Core. This is the first half of the history Core, although it is taught during the second semester.

This course will survey the major developments in modern history from the Renaissance through the French Revolution. Emphasis will be placed upon the social and cultural development of European states and societies, European overseas expansion and the birth of modern politics.

The Department

HS 094 Modern History II: Political and Social History of Europe II (Fall: 3)

Satisfies History Core Requirement

This is the second part of the Core, but it is given in the fall semester.

This course will survey the major developments in modern history from the French Revolution to the collapse of the Soviet Union. Emphasis will be placed upon the social and cultural development of European states and societies, imperialism, war, fascism and communism, decolonization, and the Cold War.

The Department

HS 107 Internship (Fall/Spring: 1)

Prerequisite: Any two semesters of HS 001 through HS 093

A one credit pass/fail educational experience.

The Department

HS 111 The War in Vietnam (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

After a brief survey of Vietnamese history with particular emphasis on the French colonial period, this course will examine U.S. involvement in Vietnam. It will use as its central core the thirteen-part PBS series on Vietnam, one segment of which will be shown during one class period each week. Lectures will include discussions of political and religious elites in South Vietnam, the distinctions between post-colonial nationalism and international communism, differences in leadership styles and their implications, this war compared to other U.S. wars, draft-resistance and desertion, anti-war activism in the U.S. and the literature and art of the war.

Carol Petillo

HS 113 Russia and the Cold War (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A survey of Soviet foreign policy, with special emphasis on the period after World War II. We will study continuities and changes in the foreign policy of successive Soviet leaders from Lenin through Yeltsin. Topics covered include the World Wars, the effort to spread the revolution abroad, the major Cold War crisis from Berlin through Cuba, the nuclear arms race, the Sino-Soviet split, peaceful coexistence, Detente, Vietnam, Afghanistan, the New Cold War, and the end of the Cold War under Gorbachev and Yeltsin.

Roberta Manning

HS 130 History of Boston (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The

course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.

Andrew Bunie

HS 147 History of Horror (Spring: 3)

Corequisite: Any two semesters of HS 001 through HS 094

An historical study of the tactics of terror from the real Dracula through Ivan the Terrible to Joseph Stalin. Through concentration upon primary source materials an attempt will be made to analyze the use of terror as a means of legitimizing political power. Myth will be separated out from historical data.

Raymond T. McNally

HS 148 Introduction to Feminisms (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with EN 125/PS 125/SC 225

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

Ellen Friedman

HS 149 Balkan Civilizations (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with PO 407

See course description in the Political Science Department.

Nicholas Racheotes

Kathleen Bailey

HS 153 History of China (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

A survey of Chinese history from the Classical Age to the present with emphasis on ideas and institutions and with attention also to social, political, and international developments.

Silas Wu

HS 154 History of Modern Japan (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

A survey of modern Japanese history from the 17th century to the present. Major subjects include the legacy of the Tokugawa era, the Meiji Restoration, rise of ultra nationalism and militarism, World War II, occupation and post-war spectacular recovery, as well as Japan's status and problems as an economic superpower.

The Department

HS 157 The Urban Poor of Brazil, Mexico and Central America (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

As the American landscape goes from rural to urban, perhaps nothing is as compelling as urban poverty and disorder. This class locates the urban poor—formal and informal economy workers, shanty town dwellers, street children and gangs—within the history of the city since the 19th century and to the present time. The course focuses on Brazil; it also looks at Mexican and Central American cities.

Deborah Levenson-Estrada

HS 161 Biographies of Power in Latin America (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the 20th century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.

Sergio Serulnikov

HS 166 From Conquest to Crusades: Medieval Europe, 1000-1400 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

In the four centuries examined in this course, Europe changed from a politically fragmented cultural backwater to one of the world's most powerful civilizations. Cathedral architectures, universities, the urbanization of Europe, and the Christian-Arab conflict in Jerusalem, and the modern conception of romantic love were all inventions of this period. Using the visual arts, literature, music, and crusader chronicles, we will explore the medieval foundation of the modern world.

Christine Senecal

HS 176 Class: Workers and Bourgeois in Modern Europe (Spring: 3)

Most BC students identify themselves as middle-class. What does that mean? What makes middle class different from working class? This course follows the making of a working class and middle class in modern Europe to explore these questions. Throughout the 19th and 20th centuries, middle-class and working-class people redefine themselves in relation to each other. We will look at how a particular social identity has changed against the backdrop of industrialization, war and revolution, and globalization. The last part of the course examines the role of labor and class in the contemporary West.

Dora Dumont

HS 181-182 American Civilization (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society. This course is a two-semester sequence, HS181-182, which divides roughly around the Civil War and Reconstruction.

The Department

HS 208 Middle East in the Twentieth Century (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

The Department

HS 213 U.S. Foreign Policy and South Africa (Fall: 3)

Cross listed with BK 365

See course description in the Black Studies Department.

James Woodard

HS 214 Modern Southern Africa (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Conflicts between Africans and European settlers in southern Africa have deep historical roots. Beginning with the first encounters between European and African societies, the course examines the expansion of European dominance, the politics and economics of racial inequality, and the resulting African protest movements and guerrilla warfare. The course covers South Africa, Angola, Mozambique, and Zimbabwe with an emphasis on the nineteenth and twentieth centuries.

David Northrup

HS 218 Twentieth Century Catholic Imagination: Beyond Morality Into Mystery (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with TH 218

Late 19th-century positivism reduced the boundaries of the "real" to the "observable." In reaction, Catholic philosophers, writers and artists constructed their own world which took them from "morality into metaphysics." This course will sample some of those representations of mystery throughout the 20th-century, including philosophers Marcel and Maritain; memoirs of Raossa Maritain and Dorothy Day; fiction of Mauriac, Bernanos, Greene, Flannery O'Connor, Jack Kerouac, André Dubus and Fenton Johnson; essays of Annie Dillard; poetry of Denise Levertov; painting by Denis and Rouault; music of Messiaen and Duruflé; film by Bresson, Fellini and Kieslowski.

Stephen Schlosser, S.J.

HS 220 Myth and Reality: Film and World War II (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course examines the images of World War II as presented in films produced and released during the war, post-war and contemporary productions. It is an examination of the way myths about war are created, primarily for domestic consumption. We will concentrate upon three countries: Germany, United States and Great Britain.

The course is not a history of World War II, although military, social and political aspects play a role in the presentation. In chronological order, the course identifies a number of themes found in these films and examines what they have contributed to our "myths" about the war.

John L. Heineman

HS 224 Historical Archeology (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

John Rosser

HS 238 Arts in American History (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with FA 364

An interdisciplinary investigation of the representation of history in art, and the role of art as a part of history. The team-taught course will focus on American art and history from the Civil War to the present. Concepts of history as well as concepts of art and style changed significantly during this time period. By combining faculty from the departments of history and fine arts, we hope to elucidate

the problems of using art as a historical document. Oscar Wilde insisted that "Life imitates art," and our goal is to study the interrelationship between the writing of history and artistic representation.

*Alan Lawson
Charles Colbert*

HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with UN 532

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

*Marie McHugh, Senior Associate Dean
J. Joseph Burns, Associate Dean*

HS 252 History of the American West (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course surveys the economic, political, social, and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the western frontier as a zone of contact and conflict between Euro-Americans, Indians, and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.

Marilynn Johnson

HS 279 The Tradition of Law (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will trace the development of the law from the 10th century to the present by focusing on courts, juries, criminal and civil procedure, the creation of law and lawyers. Students will read case law, statutes, court decisions and, where appropriate and available, secondary literature on particular topics.

Robin Fleming

HS 283-284 Afro-American History I and II (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with BK 104-105

Satisfies Cultural Diversity Core Requirement

See course description in the Black Studies Department.

Karen K. Miller

HS 292 The Witch, the Church, and the Law (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

Virginia Reinburg

HS 299 Readings and Research: Independent Study (Fall/Spring: 3)

Prerequisite: Permission of professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the

permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

The Department

HS 300 Study and Writing of History (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

Each section offers a different topic.

Courses numbered HS 300 are open to history majors and are required of majors. The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.

The Department

HS 300.13 The Study and Writing of History: Boston Neighborhoods (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

Andrew Bunie

HS 300.29 The Study and Writing of History: Death in El Salvador (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

Deborah Levenson-Estrada

HS 300.35 Study and Writing of History: Social Movements in Comparative Perspectives (Spring: 3)

Prerequisites: Any two semesters of HS 001-094; history major status

This course offers an opportunity to achieve a first-hand experience with historical research and writing. We will use as a platform the exciting field of study: social movements in urban and rural settings from the seventeenth century until now. Students will choose a case study from a collective protest: nationalist upheavals, social revolutions, student revolts, environmental groups, feminist movements, etc. Students will go through all the stages in producing a piece of historical research: state their topic, identify primary sources and bibliography, explain their main theses, elaborate a prospectus and discuss in class the first draft of the essay.

Sergio Serulnikov

HS 300.41 The Study and Writing of History: Imperial Rome (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

The course will investigate the Roman Empire at its height, from A.D. 14-180. Certain themes will be explored, including the role of the emperor and of the imperial court, military conquest, the rise of Christianity, slavery, and daily life. The emphasis of the course is on the textual analysis of primary sources (in translation), including the works of Tacitus, Suetonius, Pliny the Younger, St. Paul, Celsus, and Josephus. Artistic and archeological sources (including Pompeii and Hadrian's Wall) will also be used to aid our historical understanding of the period.

John Rosser

HS 300.45 Study and Writing of History: Winston Churchill (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status.

The course will begin with a review of Churchill's life and its intersections with British politics and proceed to a brief discussion of the major debates among scholars about his contribution and sig-

nificance. Students will then turn to Churchill's voluminous writings and speeches and, from these, select topics for research papers. Papers will be shared with, and discussed by, the entire class.

James E. Cronin

HS 300.47 Study and Writing of History: Peacemaking 1945 (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

The allied peacemakers who assembled in Paris in 1919 hoped to create a world order that would prevent a recurrence of the catastrophe that was World War I. For many years their solutions were criticized as failures, and, in some cases, as directly leading to World War II. This course will examine the process and some of the results of that process. What were the goals of the Paris peacemakers? What difficulties arose, especially where the Allies had different objectives? What issues dominated the settlements and what were their long range implications? How possible is it for wartime allies to remain peacemaking allies? Students will examine conflicting analyses of the settlements and write a research paper based on original sources. They will present and discuss their findings in class.

Marie McHugh

HS 300.50 Study and Writing of History: Puritanism (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

Puritanism seems an unbelievable form of Christianity. Mencken captured this skepticism when he defined Puritanism as "the suspicion that someone, somewhere, is having a good time." Yet why, then, did hundreds of thousands of people in Europe and New England become Puritans during the sixteenth, seventeenth, and eighteenth centuries? How and why did Puritanism become such a powerful force in early modern politics? How did Puritanism motivate England's greatest poet (Milton) and its greatest philosopher (Hobbes) to write their greatest works? This seminar seeks to answer these questions and others from a series of contemporary religious, political, and intellectual perspectives.

Burke Griggs

HS 300.58 The Study and Writing of History: The French Revolution (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

This course will explore the study and writing of history through an examination of the French Revolution. Students will read and discuss historians' writings on this topic and complete a major research paper based on historical documents from the period: laws, parliamentary debates, pamphlets, memoirs, letters, speeches, petitions, newspaper articles, diplomatic correspondence.

Paul Spagnoli

HS 300.64 Study and Writing: Russian History (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

Roberta Manning

HS 300.65 Study and Writing of History (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; history major status

New York City has long occupied a unique place in the American imagination. For some the city has been utopia, symbolizing the nation's democratic promise. Many others have looked to New York and seen, instead, an urban dystopia teeming with crime and corruption. The first third of the course will be devoted to dis-

ussion of a body of common readings, both primary sources and secondary works. Students in the course will then write a major research paper on one aspect of the history of New York City.

David Quigley

HS 386 Ethnicity and Rebellion in Latin America (Spring: 3)

The purpose of this course is to analyze the main cycles of rural unrest in Latin America since the late eighteenth century to the early 20th century. Case studies will include different episodes of social upheaval in Mexico, Peru, Nicaragua, Bolivia, Brazil, and Guyana.

Sergio Serulnikov

HS 691 Honors Project and Thesis (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the Departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

The Department

HS 692 Honors Project (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.

The Department

HS 694 Honors Thesis (Spring: 3)

Students who have the approval of the 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. (HS 691-692).

The Department

HS 695 Scholar of the College Project (Fall: 6)

Prerequisite: Any two semesters of HS 001 through HS 094

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 696 Scholar of the College Project (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 698 Scholar of the College Thesis (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Students who are enrolled in an approved Scholar of the College Project (HS 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Undergraduate and Graduate Course Offerings

HS 303 The Rise of Modern China (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This is a survey of Chinese political, social, and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919, with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 Twentieth Century China (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

The course will first provide an overview of the political, social, and intellectual history of China in the twentieth century from 1900 to the present; it will then focus on an analyses of crucial issues during the period of the Republic of China from 1912 to 1949, including such topics as Intellectual Revolution, warlordism and political unification, Japanese and Western imperialism and its impact on China's national disintegration, and the rise of the new ruling elite and its role in the process of national integration and modernization. The period of the People's Republic since 1950 will also be covered.

The Department

HS 325 Revolutionary Cuba: History and Politics (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with BK 325

Satisfies Cultural Diversity Core Requirement

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank F. Taylor

HS 326 History of Modern Iran (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on: structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

Ali Banuazizi

HS 352 Britain and South Asia 1600-1990 (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

For nearly four centuries the peoples of the British Isles have been in close contact with those of the Indian subcontinent. This course will explore the many ways in which this contact shaped the historical experience of Britain. Topics to be covered include the English East India Company; the "craze" for Indian calicoes; the formation of liberal thought; race, sex and empire; British feminists and Indian women; the Indian army; and the post-war migration of South Asians to Britain.

Prasanna Parthasarathi

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with BK 373

Satisfies Cultural Diversity Core Requirement

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

Frank F. Taylor

HS 376 Women and Gender in Latin American History (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

Deborah Levenson-Estrada

HS 385 Introduction to Modern South Asia, 1700-1947 (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the 19th century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition. Readings will be supplemented by documentary and feature films.

Prasanna Parthasarathi

HS 392 Immigration Since 1900 (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Andrew Bunie

HS 397 A History of Sport in America (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A look at recreation, leisure, and sport as a way of life in America and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to present-day Holy War—BC-Notre Dame football—emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sport and the city, the nation's love affair with heroes, and more recently with heroines, and gender issues.

Andrew Bunie

HS 429 Shakespeare's England, 1450-1603 (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with EN 493

This is not a class for the weak. Henry Tudor won the Wars of the Roses. Henry VIII married six women, hunted boar, killed two wives and Sir Thomas More, plundered monasteries, invaded France, and fired the Pope. Edward VI, a mere child, banished Catholicism; "Bloody" Mary restored it, married a Spaniard, and burned Protestants. Elizabeth, the "Virgin Queen," put down

Catholic reactionaries and Puritan zealots, exploited her sexuality, and executed Mary Queen of Scots. Englishmen raided Spanish fleets for gold, grew addicted to American tobacco, and quelled revolting Ireland. Through such chaos, England became Protestant, culturally confident, and English.

Burke Griggs

HS 434 History of Northern Ireland, 1912 to the Present (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments. The course will accommodate Mr. Hume who will lead discussions and provide lectures as his schedule permits.

Paul Bew

John Hume, M.P., M.E.P.

Robert Savage

HS 441-442 Rise of Modern Germany (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This class is designed for students who already have a general familiarity with European history and who desire an intensive examination of the problems surrounding the emergence of modern Germany, especially as seen by recent scholars. Although the course is open to all students who have completed the Core History program, it is particularly recommended for history, political science, and German majors. Students are urged to enroll in both semesters of this course. Generally, however, students who desire an in-depth analysis primarily centered on Nazi Germany are advised to select HS 143 Adolf Hitler and the Third Reich.

John L. Heineman

HS 444 The End of History? (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

The end of the Cold War and the coming of the millennium have sparked a wide-ranging discussion about the direction and meaning of recent historical changes. This course will take a critical look at some of the more thoughtful and compelling arguments along these lines and provide students with an opportunity to write essays evaluating and critiquing these alternative visions of the recent past and the near future.

James Cronin

HS 454 Twentieth Century Russia (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

The course takes as its subject the social and political history of Russia from the 1905 to 1917 Revolutions to the present day, with an emphasis on the period of Communist rule. Topics covered include the revolutionary movement, the Civil War, Stalinist industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism and the continuing Russian crisis.

Roberta Manning

HS 465 European Diplomatic History, 1815-1914 (Spring: 3)

A study of the major events and transformations in international relations from the Congress of Vienna to the outbreak of the Great War.

Alan Reinerman

HS 469-470 Intellectual History of Modern Europe I and II (Fall/Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will focus on the 19th century (1789-1914), devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves.

Paul Breines

HS 511 Race, Class, and Ethnicity and the Struggle for Human Rights in America, 1941 to Present (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Definitions of race, class, and ethnicity have changed dramatically and rapidly since World War II. The idea of the melting pot no longer suffices, and debates over cultural pluralism, diversity, and political correctness reflect the difficulties Americans of all backgrounds are having in understanding a complex new world. The realities of the twenty-first century demand that the white majority understand the implications of the shifting demographics and the cultural transformation they bring with them.

Andrew Bunie

HS 513 The Transcendentalists' New England (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

In the years before the Civil War, a generation of New Englanders produced an American Renaissance. This course will explore the works of Emerson, Fuller, Thoreau and their contemporaries. We will connect intensive readings in Transcendentalists' texts with studies in the broader history of immigration, industrialization and reform in the antebellum era.

David Quigley

HS 540 History of American Women II (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This lecture-discussion course explores American women from the Civil War to the present. Themes include sexuality, the media, work, women in public life, suffrage and women's rights, and the diversity of women's experience.

Cynthia Lyerly

HS 546 American Ideas and Institutions (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 551 U. S. 1912-1945 (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.

Mark Gelfand

HS 552 U. S. Since 1945 (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs; foreign policy will

also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Mark Gelfand

HS 553 The Old South (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

Cynthia Lyerly

HS 621 University Capstone Seminar: Lessons From a War Zone: The Vietnam War and What it Can Teach Us About Life (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross listed with UN 522

The fundamental premise of this course is that by examining an appropriately chosen historical episode, we can extract meaning that will help us deal with issues in our own lives including work, personal relationships, civic responsibility and spiritual development. Participants will be encouraged, both explicitly and implicitly, to evaluate their own histories (including their college education) as one tool to be used in their effort to come to terms with these vital issues in their future. The historical episode will be U.S.-Vietnam War which we will examine primarily through the biographies and autobiographies/memoirs/oral histories/interviews of several participants.

Carol M. Petillo

HS 654 Irish Women Emigrants: the Irish and American Context (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

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

Ruth-Ann Harris

HS 657 Sex, Sexuality, and Gender (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

This course will have a historiographic frame. Its aim is to scrutinize some of the ranges of recent studies of sexuality and gender in modern Europe (1500 into the late twentieth century). We will begin with the history of historians' interest (and disinterest) in sex and sexuality, and proceed from there to the impact on historical writing of anthropology and the social movements of the past three decades. This survey will serve as a preface to the course's main work, which will be exploration of the historical studies generated directly and indirectly by the women's and gay movements.

Paul Breines

Virginia Reinburg

HS 658 Social and Political Conflict in Twentieth Century Boston (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

In the twentieth century, Boston transformed itself from an inward-looking, provincial state capital to a self-proclaimed "world-class city." For all its material success, however, the city was always beset by ethnic, racial, and economic divisions, in which different forces contended to determine the direction of the city and its public life. This course will examine several of these contests over the question: Whose Boston is it? Through readings in the extensive published literature on Boston history, we will explore such issues as the changing landscape of the city, the contest between immigrants and the Yankee Brahmin establishment, and ongoing racial tensions.

James O'Toole

HS 665 Seminar in College Teaching: Women's Studies (Spring: 3)

Prerequisite: Any two semesters of HS 001 through HS 094; permission of instructor

This course is for students who have taken Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.

Ellen Friedman

HS 667 U.S. Labor and Immigration, 1780-1920 (Fall: 3)

This course will examine the intertwined histories of labor and immigration in the United States between 1780-1920. Often referred to as the "long" nineteenth century, this was the period of the Industrial Revolution, slavery and emancipation, and mass immigration. Together, these three developments will provide our principal themes. As this is a seminar, the emphasis will be on conversation and writing.

Kevin Kenny

Graduate Course Offerings

Graduate Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least one colloquium each semester.

HS 838 Colloquium: Modern World History (Fall: 3)

This graduate colloquium will move beyond national and sub-national histories through a study of current approaches to structuring the history of human experience of the past 500 years. Designed for graduate students and prospective teachers of world history, the colloquium will include comparative and thematic readings on cross-cultural interaction, migration, war, trade, industrialization, and gender as well as regional studies of Asia, Africa, and the Americas.

David Northrup

HS 845 Colloquium: Famine and Social Crisis (Fall: 3)

This course will explore the historical relationships between social, economic and political systems and the maintenance of subsistence in peasant society. An interdisciplinary and comparative approach will be utilized to permit the exploration of famine experience in Europe, Asia, and Africa, 1845-Present.

Kevin O'Neill

HS 848 Colloquium: European Intellectual History (Fall: 3)

Paul Breines

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

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

Alan Rogers

HS 872 Colloquium: U.S. Since 1860 (Spring: 3)

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.

David Quigley

HS 896 Core Colloquium: Early Modern European History (Fall: 3)

Required for all incoming Ph.D. students

This course will explore major pieces of historical and social theoretical scholarship relating to the period from the Reformation to the French Revolution. Topics to be addressed will include the nature of historical explanation, the exceptionalism of European modernity, and the ways in which the present informs our understanding of the past. Authors to be considered are Fernand Braudel, Robert Brenner, Max Weber, Quentin Skinner, Michel Foucault, E.P. Thompson and Francois Furet.

Prasanna Parthasarathi

HS 897 Core Colloquium: Modern European History (Spring: 3)

Required for all incoming Ph.D. students

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

James Cronin

Graduate Seminars**HS 921 Seminar: Medieval European History (Fall: 3)**

Students in this seminar will write original research papers on some topic in Medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar.

Robin Fleming

HS 936 Seminar: Nineteenth Century Europe (Fall: 3)

The course will deal with the major political, diplomatic, social and religious developments in Europe during the period 1814-1914. Students, in consultation with the professor, will choose a topic for their seminar paper from among the many possibilities offered by that time period.

Alan Reinerman

HS 937 Seminar: Modern European History (Fall: 3)

This course is designed to provide a structured setting within which students of early modern and modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of European cultural and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

Peter Weiler

HS 944 Seminar: Irish History (Spring: 3)

Kevin O'Neill

HS 971 Seminar: U.S. History, 1865-1900 (Fall: 3)

Through common readings, this seminar will explore selected themes in late 19th century U. S. history, including questions of race, gender, and culture. We will also examine issues surrounding the identification, criticism, and use of primary sources. Students will identify a particular topic of interest to them, conduct research in local archives, and present a substantial research paper.

James O'Toole

HS 980 Seminar: Twentieth Century American Society and Culture (Spring: 3)

This seminar will explore the social and cultural history of the United States in the twentieth century. Focusing on the concept of social identity, we will read several recent historical monographs that bridge the fields of social history and popular culture. Using primary source materials, students will pursue individual research projects on a topic of their own choosing and will produce a scholarly paper that they can present at a professional conference or submit for publication.

Marilynn Johnson

HS 986 Seminar: The Courts and American Society (Spring: 3)

This course is a continuation of HS 812 (offered in the fall). The goal of the seminar is to produce a research paper on a topic in 19th century American legal history.

Alan Rogers

HS 992 Seminar: Dissertation Seminar (Spring: 3)

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

Mark Gelfand

HS 997 Dissertation Workshop (Fall/Spring: 3)

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

The Department

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

Prerequisite: Permission of instructor

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member.

The Department

HS 801 Thesis Seminar (Fall/Spring: 6)

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

The Department

HS 888 Interim Study (Fall/Spring: 0)

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

The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 0)

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

The Department

HS 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy.

The Department

The Honors Program

Departmental Notes

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, oonoma@bc.edu
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- World Wide Web:
http://www.bc.edu:80/bc_org/avp/cas/ashp/

The Structure of the Honors Program

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

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

Freshman and Sophomore Year

In their first two years, students take a course called **The Western Cultural Tradition**. This is a four-semester, six-credit course, equal to two of the five courses B.C. students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and mediaeval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel and Kierkegaard and Dostoevsky and Nietzsche, and ends with the seminal cultural theories of Darwin and Marx and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

Junior Year

In junior year, students take an advanced seminar called **The Twentieth Century and the Tradition**. This two-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

Senior Year

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a **senior thesis**, which is ordinarily a six-credit enterprise, spread over two semesters. This may be an extended research or analytic paper, or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in an **integrative seminar** where they will re-read certain key texts that they may have studied years earlier (Plato's *Republic*, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

Honors Program Completion

Students will receive Honors Program designation in the Commencement program and on their permanent transcripts if they have completed the freshman and sophomore and junior courses, and either a senior thesis and/or one of the senior integrative seminars, and have maintained a minimum 3.33 GPA.

Undergraduate Course Offerings

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

HP 001 Western Cultural Tradition I (Fall: 3)

Corequisite: HP 002

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science.

They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HP 002 Western Cultural Tradition II (Fall: 3)

Corequisite: HP 001

See course description under HP 001.

The Department

HP 003 Western Cultural Tradition III (Spring: 3)

Corequisite: HP 004

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students (about nine percent of the freshmen class) in A&S who have been selected by the Director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HP 004 Western Cultural Tradition IV (Spring: 3)

Corequisite: HP 003

See course description under HP 001.

The Department

HP 031 Western Cultural Tradition V (Fall: 3)

Corequisite: HP 032

See course description under HP 001.

The Department

HP 032 Western Cultural Tradition VI (Fall: 3)

Corequisite: HP 031

See course description under HP 001.

The Department

HP 033 Western Cultural Tradition VII (Spring: 3)

Corequisite: HP 034

See course description under HP 001.

The Department

HP 034 Western Cultural Tradition VIII (Spring: 3)

Corequisite: HP 033

See course description under HP 001.

The Department

HP 133 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the 20th century, and it is required of all Honors Program Juniors. The course describes what happened to the tradition in the 20th century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

Joseph Appleyard, S.J.

Martin Cohen

Mary Joe Hughes

Michael Martin

Susan Mattis

John Michalczyk

James Weiss

HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition 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.

Joseph Appleyard, S.J.

Martin Cohen

Christopher Constat

Mary Joe Hughes

Michael Martin

Susan Mattis

Kevin Newmark

Vanessa Rumble

HP 199 Readings and Research (Fall/Spring: 3)

The Department

HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)

Timothy Duket

HP 253 Senior Seminar: Literature and Medicine: The Human Experience (Fall: 3)

This course examines ethical, social, moral, and psychological issues in the areas of science and medicine as expressed through various literary genres, i.e., novels, plays and poems. Literary masterpieces are employed as a springboard for discussion of various scientific and human issues as they relate to disease, death, suffering, and healing. Topics covered include the evil doctor, the quack, human and animal disease as metaphor, birth and death, mental illness, and the physician as artist. Examples of works studied are Shelley's *Frankenstein*, Stevenson's *Doctor Jekyll and Mr. Hyde*, Moliere's *The Imaginary Invalid*, Camus' *The Plague*, Tolstoy's *The Death of Ivan Ilych* and Plath's *The Bell Jar*.

David Hatem, M.D.

HP 254 Senior Seminar: Law, Medicine, and Public Policy (Fall: 3)

Formerly HP 129

This course is an analysis of legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms on reproduction on proposals for health care reform. The student is expected to provide a principled rationale for the position. That rationale is then subject to analysis and critique by other members of the class.

The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary and ultimately arrive at a thought through principled position.

A Socratic method is used to achieve that goal.

John J. Paris, S.J.

HP 257 The World of St. Augustine (Spring: 3)

This course considers Augustine's use of the images which accompany the (new) feast of Christmas/Epiphany and Easter; Augustine's discussions of the Pelagianism and Donatism and their sources from his world and from classical literature; and a consideration of the place of Rome in his thought. Central to this will be a consideration of the importance of imagination in theology. Our point of departure will be Garry Wills' new book on Augustine, Peter Brown's biography of Augustine, and R.A. Markus' study of

Augustine. Students will be asked to prepare detailed studies for the seminar. Selections from Augustine, sometimes accompanied by the Latin originals, will be provided.

Thomas P. O'Malley, S.J.

HP 299 Senior Honors Thesis (Fall/Spring: 3)

The Department

HP 399 Scholar of the College (Fall/Spring: 6)

The Department

Mathematics

Faculty

- Stanley J. Bezuszka, S.J.**, *Professor Emeritus*; A.B., A.M., M.S. Boston College; S.T.L., Weston College; Ph.D., Brown University
- Joseph A. Sullivan**, *Professor Emeritus*; A.B. Boston College; M.S. Massachusetts Institute of Technology; Ph.D., Indiana University
- John F. Caulfield, S.J.**, *Assistant Professor Emeritus*; A.B., A.M. Boston College; S.T.L., Weston College
- Joseph F. Krebs**, *Assistant Professor Emeritus*; A.B., A.M. Boston College
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- Jenny A. Baglivo**, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University
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- Solomon Friedberg**, *Professor*; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago
- Margaret J. Kenney**, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University
- G. Robert Meyerhoff**, *Professor*; A.B., Brown University; Ph.D., Princeton University
- Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University
- John H. Smith**, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology
- Paul R. Thie**, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame
- Robert J. Bond**, *Associate Professor*; A.B., Boston College; Ph.D., Brown University
- Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland
- C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California
- Robert H. Gross**, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
- Richard A. Jenson**, *Associate Professor*; Chairperson of the Department; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle
- William J. Keane**, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame
- Gerard E. Keough**, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University
- Charles Landraitis**, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College
- Harvey R. Margolis**, *Associate Professor*; M.S., Ph.D., University of Chicago
- Rennie Mirollo**, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University
- Nancy E. Rallis**, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

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

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Marie Clote, *Adjunct Instructor*; D.E.A., M.A., University of Paris

Departmental Notes

- Department Secretary: Marilyn Adams, 617-552-3750, marilyn.adams@bc.edu
- World Wide Web: <http://fmwww.bc.edu/MT/>

Undergraduate Program Description

The mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

Major Requirements

The student should become familiar with the requirements for the major as listed below and consult with an advisor in the Department to plan a program of study. In order to fully appreciate the role of mathematics in other disciplines, the Mathematics Department strongly recommends that the student supplement his or her major program of study with courses in another discipline where mathematics plays an important role. Such courses can be found in the Department of Physics and elsewhere in the natural and social sciences.

The following are the requirements for the major:

- MT 103 Calculus II (Math/Science Majors)
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Algebraic Structures
- MT 310 Introduction to Abstract Algebra
- MT 320 Introduction to Analysis
- Four MT electives numbered between 400 and 499, or above 800
- A grade point average of at least 1.67 in courses fulfilling the major.

Well-prepared students may omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of one or more courses are required to substitute MT major electives for those omitted.

Information for First Year Majors and Non-Majors

All students at Boston College are required to take one Mathematics course as part of the University Core Curriculum. It is very important to realize that you do not need to fulfill this requirement immediately. You may take a Core course in Mathematics at any time during your undergraduate career. Likely choices are MT 004, MT 005, MT 007, MT 020, and for School of Education students, MT 190.

The following are guidelines for selecting a mathematics course.

Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics

Elect a course in the sequence MT 102-MT 103-MT 202. If you have had a year of calculus, MT 103 is the most appropriate choice. Particularly well prepared students should consider MT 202.

Majors in Biology, or Computer Science, and Premedical students

Elect a course in the sequence MT 100-MT 101-MT 200. If you have had a year of calculus, MT 101 is the most appropriate choice. Particularly well prepared students should consider MT 200. Students with strong interest in mathematics should consider the MT 102-MT 103-MT 202 sequence.

Carroll School of Management students

Elect a course in the sequence MT 100-MT 101-MT 200. If you have had a year of calculus, MT 101 is the most appropriate choice. Particularly well prepared students should consider MT 200.

Other students who wish to take more than one semester of mathematics

Elect a calculus course in the MT 100-MT 101-MT 200 sequence if you do not plan to take mathematics courses beyond the calculus. Otherwise, elect a course in the MT 102-MT 103-MT 202 sequence.

Students in the Honors Program of the College of Arts and Sciences

The Chairperson of the Mathematics Department will meet with you during the Honors Program Orientation Session to assist you in selecting an appropriate mathematics course.

Departmental Honors

The Department offers to qualified mathematics majors the opportunity to graduate with Departmental Honors. Students must complete all requirements for the mathematics major and in addition:

- MT 695 Honors Seminar
- At least two MT courses numbered 800 or above from among the following: MT 804, MT 814, MT 816, MT 840, MT 860, and MT 880
- A grade point average of at least 3.0 in MT courses numbered 300 and above.

Well-prepared students may omit some of these courses and be placed directly into the more advanced courses upon the recommendation of the Chairperson. However, students placing out of one or more courses are required to substitute MT major electives for those omitted.

Graduate Program Description**Master of Arts Program**

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are offered in topology, analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics, the Department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research). Students interested in computer science may consider courses offered by the Computer Science Department of the

Carroll School of Management, including data structures, machine language, algorithms, automata and formal languages, and computer graphics.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

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

The requirements for the degree are 30 credit hours of courses in the Department and participation in a 3-credit seminar (MT 903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses, and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) MT 804-805 Analysis, MT 816-817 Modern Algebra and either MT 814-815 Complex Variables, MT 840-841 Topology, or MT 860-861 Logic and Foundations. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414, 426-427, 430, 435-436, 440, 445, 451, 452, 480, and computer science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch Graduate School of Education in cooperation with the Department of Mathematics. It requires admission to both the Lynch Graduate School of Education and to the Department of Mathematics. This program is designed either for experienced teachers or for prospective teachers and consists of five courses in mathematics and up to 24 credits in education, depending on experience. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch Graduate School of Education. For further information on the M.S.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at (617) 552-4214.

Candidates are required to complete MT 804-805 Analysis and three other MT courses at or above the 400 level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- Either MT 420 Probability and Statistics or MT 426-427 Probability and Mathematical Statistics

- Some exposure to the use of computers in mathematics—that may be accomplished by any computer science major courses beyond Computer Science I
Another course particularly well suited for this program is MT 430 Number Theory.

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

Undergraduate Course Offerings

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

Non-Core Courses

These courses do not satisfy the University Core requirement in Mathematics. They are intended either to remove a deficiency in the student's mathematical background in preparation for further courses or as an enrichment in an area related to mathematics.

MT 010 Pre-Calculus Mathematics (Fall: 3)

Does not satisfy the University Core requirement in mathematics.

This is a one-semester course designed for students who wish to take an introductory calculus course, especially MT 100, but have a deficient background in high school mathematics. Other students should proceed directly to the appropriate calculus course. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

Core Courses

These courses do satisfy the University Core requirement in mathematics. Included are general non-calculus courses for students in the humanities, social sciences, Lynch School of Education, and School of Nursing; specialized non-calculus courses; terminal calculus courses; and continuing calculus courses, from which students may proceed to further study.

MT 004 Finite Probability and Applications (Fall/Spring: 3)

This course, for students in the humanities, the social sciences, School of Education and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MT 005 Linear Mathematics and Applications (Spring: 3)

This is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

MT 007 Ideas in Mathematics (Fall/Spring: 3)

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

Specialized Non-Calculus Courses

MT 190-191 Fundamentals of Mathematics I and II

(Fall/Spring: 3)

Restricted to Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

Terminal Calculus Courses

MT 020 Survey of Calculus (Fall/Spring: 3)

MT 020 is not open to students who have completed a calculus course at the secondary school or college level. Do not take this course if you plan to take more than one semester of calculus.

This course is an overview of differential and integral calculus for students in the liberal arts, emphasizing fundamental concepts and practical applications.

Continuing Calculus Courses

MT 100-101 Calculus I and II (Fall/Spring: 4)

Prerequisite: Trigonometry

MT 100-101 is a course sequence in the calculus of one variable intended for biology, computer science, economics, management and premedical students, but open to all who are qualified. Topics include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

MT 102-103 Calculus (Math/Science Majors) I and II (Fall/Spring: 4)

Prerequisite: Trigonometry

Not open to students who have completed a calculus course at the college level.

The MT 102-103 sequence is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral, and sequences and infinite series.

Undergraduate Electives

These courses are usually taken after completing one or more continuing Core course, and they are primarily intended for mathematics majors, science majors, and students in the professional schools that are interested in mathematics.

MT 200 Intermediate Calculus (Fall/Spring: 3)

Prerequisite: MT 101

Topics for this course include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications.

MT 202 Multivariable Calculus (Fall/Spring: 4)

Prerequisite: MT 103

This course is for students majoring in mathematics, chemistry, geology, geophysics, or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives, and multiple integrals.

MT 210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n -dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

MT 216 Algebraic Structures (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, complex numbers, polynomials, and rings.

MT 235 Mathematics for Management Science (Fall/Spring: 3)*Prerequisite:* MT 100 or equivalent*Corequisite:* MC 021 and EC 151

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

MT 245 Discrete Mathematics for Computer Science (Spring: 3)*Prerequisite:* One year of college mathematics**Not open to students who have completed MT 445.**

This course, intended for computer science majors, introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

MT 290 Number Theory for Teachers (Fall: 3)**Cross listed with ED 290***Prerequisites:* MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MT 291 Geometry for Teachers (Spring: 3)**Cross listed with ED 291***Prerequisites:* MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MT 305 Advanced Calculus (Science Majors) (Spring: 4)*Prerequisite:* MT 202

Topics include the following: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions.

MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)*Prerequisite:* MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MT 320 Introduction to Analysis (Fall/Spring: 3)*Prerequisite:* MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MT 324-325 Introduction to Analysis (Honors) I and II (Fall/Spring: 3)*Prerequisite:* MT 202 and MT 216**MT 324 is not open to students who have completed MT 320.**

The MT 324-325 sequence is an honors version of MT 320, covering the same topics in more depth and with additional topics in the second semester such as metric spaces and the Lebesgue integral.

Mathematics Major Electives

These courses are primarily taken to fulfill the elective requirements of the mathematics major.

MT 410 Differential Equations (Fall: 3)*Prerequisite:* MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, second order linear equations, general nth order equations with constant coefficients, series solutions, and special functions.

MT 420 Probability and Statistics (Spring: 3)*Prerequisite:* MT 202

This course is not open to students who have completed MT 426. Students interested in actuarial sciences should take the MT 426-427 sequence.

This course is introductory but assumes a calculus background. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, and hypothesis testing.

MT 426 Probability (Fall: 3)*Prerequisites:* MT 202, familiarity with the Mathematica programming language**This course is not open to students who have completed MT 420.**

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Spring: 3)*Prerequisite:* MT 426 or MT 420; familiarity with the Mathematica programming language

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 430 Introduction to Number Theory (Spring: 3)*Prerequisite:* MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MT 435 Mathematical Programming I (Fall: 3)

Prerequisite: MT 210

The MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 440 Dynamical Systems (Spring: 3)

Prerequisite: MT 202 or permission of the instructor

This course is an introduction to the theory of iterated functions of a single variable. Topics include the following: fixed points, periodic points, the quadratic family, bifurcations, one and two dimensional chaos, fractals, iterated function systems, Julia sets, and the Mandelbrot set.

MT 445 Applied Combinatorics (Fall: 3)

Prerequisites: A year of calculus; a course in linear algebra, abstract algebra, or multivariable calculus

Not open to students who have completed MT 245.

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (Spring: 3)

Prerequisite: MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 460 Complex Variables (Spring: 3)

Prerequisite: MT 202; MT 302 recommended

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

MT 470 Mathematical Modeling (Fall: 3)

Prerequisites: MT 202, MT 210, and familiarity with the Mathematica programming language.

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of

both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

MT 499 Readings and Research (Fall/Spring: 3)

Department permission is required.

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

Graduate Course Offerings

MT 801 Thesis Seminar (Fall/Spring: 3)

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

MT 804-805 Analysis I and II (Fall/Spring: 3)

Prerequisites: MT 320 or MT 324-325 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 814-815 Theory of Functions of a Complex Variable I and II (Fall/Spring: 3)

Prerequisites: MT 320 or MT 324-325 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 816-817 Modern Algebra I and II (Fall/Spring: 3)

Prerequisites: MT 310 or MT 314-315, or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 860 Mathematical Logic (Fall: 3)

Prerequisite: MT 310 or MT 320 or permission of the instructor

This course is a mathematical examination of the way mathematics is done and of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

MT 880 Advanced Topics in Mathematics (Fall/Spring: 3)

Topics of this one-semester course vary according to the interests of faculty and students. With department permission it may be repeated.

MT 888 Interim Study (Fall/Spring: 0)

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

MT 899 Readings and Research (Fall: 3)

Department permission is required.

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

MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

Music**Faculty**

Thomas Oboe Lee, *Professor*; B.A., University of Pittsburgh; M.M. New England Conservatory; Ph.D., Harvard University

T. Frank Kennedy, S.J., *Associate Professor*; Chairperson of the Department; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Jerry Cadden, *Assistant Professor*; B.M.Ed., University of Southern Mississippi; Ph.D., University of Chicago

Departmental Notes

- Administrative Secretary: Pattie Longbottom, 617-552-8720, patricia.longbottom@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/music/

Program Description

The Department of Music offers courses in Western and non-Western musics—history, theory, composition, and performance—to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or permission of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses. Theory and performance courses focus on the technical tools of music, with Fundamentals of Music covering the basics as a prerequisite to Tonal Harmony, Jazz Harmony, Chromatic Harmony, and Counterpoint, as well as Instrumentation, Analysis, and the Seminar in Composition. Credit for performance is offered through Individual Vocal/Instrumental Instruction, Introduction to Vocal Performance, Gospel Workshop, Improvisation, and the Traditional Irish Music Ensembles which are one-credit courses to be taken for three semesters in order to count for a full course credit as an elective in music. To gather three academic credits as a single elective in music, the students of Vocal/Instrumental Instruction, at the end of their third semester of instruction, will perform before a jury of the performance faculty. The evaluation will be submitted to the Chairperson of the Department for approval. In order to gather credits for the other performance courses into one 3-credit elective, students must enroll sometime during their four years at Boston College in MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music or MU 331 Introduction to Celtic Musics, (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop).

Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance both require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

Major Requirements

A music major within a liberal arts framework is broader than that offered by either a conservatory or a school of music. In a liberal arts framework, courses offer students historical, theoretical, cultural and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind and a source of lifelong enjoyment. Some students may go on to

graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common core of knowledge with a specialization at higher levels in such areas as composition, performance, music history or cross-cultural studies.

A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable, as we enter the twenty-first century.

Minor Requirements

The Music Department has designed a minor in music as a serious alternative for students who are vitally interested in music but who do not wish to make music their career or go on to graduate studies or have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- Either MU 066 Introduction to Music or MU 005 The Musical Experience, or if they do not have a basic knowledge of notation, MU 070 Fundamentals of Music
- Two additional music theory courses (usually MU 110 Harmony and MU 211 Chromatic Harmony but others may be substituted upon consultation with the Chairperson)
- Three historical and cross-cultural electives

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student should plan to participate in at least three semesters of credit or non-credit performance experience (either ensemble or private lessons), as approved by the Department. The performance options, if taken for credit (amounting to a total of three credits), could be substituted for one of the courses upon petition to the Department.

Courses for the Music Major**(Minimum of 12 courses)**

- *Optional Introductory Courses:* Fundamentals of Music Theory (MU 070) may be substituted for one of the electives, with the approval of the Chairperson.
- *Theory, Analysis, and Composition Courses:* (4 courses total)
Prerequisite: MU 070 Fundamentals of Music Theory or equivalent
Required of all majors: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course:* MU 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *Historical Courses:* (3 courses total)
Required of all majors: MU 209 Twentieth Century Music
*Choice of any two:** MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era
* With permission of the Chairperson, a composer or genre course may be substituted for one of these.
- *Cross-Cultural Courses:* (2 courses total)
Required of all majors, a choice of one from each of the following two groups:

Group I

- MU 301 Introduction to World Music
- MU 348 Music of Middle East (and various other cultures)
- MU 350 Topics in Ethnomusicology

Group II

- MU 320 Music and America
- MU 321 Rhythm and Blues in American Music

MU 322 Jazz in America

MU 330 Introduction to Irish Folk Music

- *Performance Ensemble Experience:* (Minimum of two semesters)

Choose from among the following: Boston College Symphony Orchestra; Chamber Music Ensemble; Popular Styles Ensemble; Irish Traditional Fiddle Class or Early Music Ensemble; University Chorale, Madrigals, or other approved singing group; Concert band or Jazz band; folk, rock, or non-Western ensemble (by consultation with Chairperson).

- *Required Senior Seminar:* (1 semester)

The Senior Seminar (MU 405) will ordinarily be open only to senior music majors. The Seminar will allow them a framework for synthesizing their various courses into a coherent whole, with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance), and serve as preparation for senior exams and/or a senior project, with supervised reading, research, writing, and discussion and/or performance.

- *Electives:* (2 courses)

The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music-theory and composition, performance, history, or cross-cultural studies.

Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be granted only upon completion of the third semester of lessons. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester. Students with performance emphasis will also fulfill the required two semesters of ensemble participation.

- *Cumulative Listening Competency:*

Listening based on the Required Repertoire for Listening given to all majors at the beginning of sophomore year (or whenever major is declared). Each year of the music major (normally three), a short list of works will be given to the student to be acquainted with by the end of the year. A listening test on these works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competence requirements for Ear Training and Sight-Singing before graduation. (The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, is recommended as an aid to passing this test.)

Honors

In order to graduate with departmental honors a music major must maintain a B+ grade average, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one (1) course in the Arts (Fine Arts, Music, Theatre). MU 005 The Musical Experience, MU 066 Introduction to Music, and MU 070 Fundamentals of Music Theory are the Music Department's Core offerings.

*They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* listed below. Students with advanced musical backgrounds and interests should speak to the Chairperson regarding appropriate upper-level courses.

*MU 301 Introduction to World Music may be used to fulfill the Cultural Diversity Core requirement.

Recommended Course of Study

Freshman Year

Freshmen who feel they may wish to consider majoring in music, (or wish to fulfill the Core requirement in Fine Arts by taking a music course) should take MU 005 The Musical Experience or MU 066 Introduction to Music. Either of these courses is a general introduction to the field and its various methodologies, and a student may receive retroactive credit for the major if passed with a B+ or higher. All students declaring the music major should try as freshmen to take or test out of Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082, Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, Orchestration or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the Department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Undergraduate Course Offerings

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

MU 005 The Musical Experience (Fall/Spring: 3)

Satisfies Arts Core Requirement

This is an introduction to music in the broadest terms possible stressing how one hears and thinks about music. We will look at how music is made, what it might mean, and how it functions in society. The music itself will vary greatly, covering the traditional musics of various cultures, pop music, and the Western art tradition. Issues addressed are the following: what people hear in a symphony, what is enjoyable about opera, how to hear a movie, and the musical progenitors of rap.

Jeremiah McGrann

MU 050 The Boston College Madrigal Singers (Fall/Spring: 0)

A mixed-voice singing group that comes together to sing repertoire from the 16th to the 20th centuries. The group performs on campus for various University functions.

Laetitia Blain

MU 066 Introduction to Music (Fall/Spring: 3)

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to 20th cen-

tury 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.

Jerry Cadden

MU 070 Fundamentals of Music Theory (Fall/Spring: 3)
Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

Margaret McAllister

Sandra Hebert

Frederick Stubbs

MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)
Fulfills performance requirement

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Michael Smith

MU 072 Irish Dancing/Advanced (Fall/Spring: 1)
Fulfills performance requirement

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Michael Smith

MU 073 Irish Dancing/Beginner (Fall/Spring: 1)
Performance Course

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class. No prior experience necessary.

Michael Smith

MU 076 The Boston College Symphony Orchestra (Fall/Spring: 1)
Performance Course

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have included Brahms' Academic Festival Overture, Saint-Saens Organ Symphony and Beethoven's Triple Concerto featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra. Membership is by audition only. From one to three credits will be awarded for regular participation in the Boston College Symphony Orchestra during a student's career at BC.

John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0)
Satisfies music major requirement for ensemble performance
No fee

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

Sandra Hebert

MU 078 Traditional Irish Fiddle Class (Fall/Spring: 1)
Performance Course

No fee

No prior experience required

A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings, and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of seventeenth and eighteenth century Ireland, that of the ancient Bardic harpers and court musicians.

Classes are taught at two levels, beginners and intermediate by Seamus Connolly, (one of the world's leading, Irish traditional musicians and 10 times the Irish National Fiddle Champion), and by Laurel Martin, another well-known and respected Irish fiddle player and teacher.

Violin rentals are possible. A small tape recorder is required.

Seamus Connolly

Laurel Martin

MU 079 Popular Styles Ensemble (Fall/Spring: 0)
Performance Course

No fee

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

Eric Kniffen

MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
Performance Course for music majors

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)
Performance Course

A continuation of MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 1)
Performance Course

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class. This course may be repeated for credit.

Erik Kniffen

MU 084 Intermediate Improvisation (Fall/Spring: 1)

Prerequisite: MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

Performance Course

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations. This course may be repeated for credit.

Erik Kniffen

MU 085 The Boston College Flute Choir (Fall/Spring: 0)**Performance Course**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

Judith Grant-Duce

MU 086 Advanced Improvisation (Fall/Spring: 1)

Prerequisite: MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

Performance Course

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style. This course may be repeated for credit.

Erik Kniffen

MU 087 Tin Whistle (Fall/Spring: 1)**Performance Course****No fee**

Learn to play the tin whistle. No prior experience required. Learn to read and play the airs and dance music of Ireland. Classes are taught at beginners and intermediate levels by Jimmy Noonan, a well-known, respected Irish tin whistle and flute player and teacher. Generation D type tin whistles are available for purchase locally at a nominal cost. A small tape recorder is required.

Jimmy Noonan

MU 090 Boston College Concert Band (Fall/Spring: 1)**No audition required**

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

Sebastian Bonaiuto, Conductor

MU 091 Swinging Eagles Stage Band (Fall/Spring: 1)**Audition required**

The Swinging Eagles Stage Band is open to all Boston College instrumentalists. Membership is determined by audition. The Stage Band has a fixed instrumentation of five saxophones, five trumpets, four trombones, piano, guitar, bass and drums. The Stage Band performs standard big band literature as well as some popular selections. The Stage Band performs at festivals, an annual spring concert and at other campus events.

David Healey, Conductor

MU 092 B.C. bOp! (Fall/Spring: 1)**Audition required**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

Sebastian Bonaiuto, Conductor

JoJo David, Vocal Director

MU 095 Wind and Percussion Chamber Ensemble (Spring: 1)

David Healey

Paul Gavern

MU 096 Gospel Workshop (Fall/Spring: 1)**Cross listed with BK 290****Performance Course**

No experience is required for membership, but a voice placement test is given to each student.

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

Hubert Walters

MU 098 Intro to Voice Performance (Fall/Spring: 1)**Tutorial fee required****Performance Course**

Emphasis is on individual coaching and training in developing vocal qualities for performance.

Hanni Myers

MU 099 Individual Instrumental/Vocal Instruction

(Fall/Spring: 1)

Tutorial fee required**Performance Course**

Weekly private lessons will be awarded a single credit with approval of the Chairperson. A maximum of six credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

The Department

MU 100 Individual Instrumental/Vocal Instruction

(Fall/Spring: 0)

Performance Course**Tutorial fee required depending on the length of the lesson**

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.

The Department

MU 110 Harmony (Fall/Spring: 3)

Prerequisite: MU 070 or permission of Department

Corequisite: (for Music Majors) MU 081

Theory Course

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization

of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

Thomas Oboe Lee

Margaret McAllister

Sandra Hebert

MU 201 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, the chanson, and the madrigal of the 16th century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

T. Frank Kennedy, S.J.

MU 206 Opera (Fall: 3)

Genre Course

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the 17th through 19th centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.

Jeremiah McGrann

MU 207 Music of the Romantic Era (Fall: 3)

Historical Course

A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

Jeremiah McGrann

MU 209 Music of the Twentieth Century (Fall: 3)

Historical Period

This is a study of the music of the 20th century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the 20th century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

T. Frank Kennedy, S.J.

MU 211 Chromatic Harmony (Fall/Spring: 3)

Prerequisite: MU 110

Theory Course

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued.

Thomas Oboe Lee

MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)

Prerequisite: MU 110

Theory Course

Students should have basic keyboard skills, but it is not a prerequisite.

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition including the following: the piano lead sheet, writing for horns in a jazz ensemble, scoring for the trap-set, the walking bass-line, re-harmonization of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues.

Thomas Oboe Lee

MU 260 J.S. Bach (Fall: 3)

Composers

This course studies Johann Sebastian Bach's career as composer, performer, and teacher, noting the wide variety of ways his instrumental and vocal works reflect and influence creative thought from the eighteenth century to the present.

T. Frank Kennedy, S.J.

MU 270 Beethoven (Spring: 3)

Composers

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiah McGrann

MU 290 Wagner (Spring: 3)

Composers

Cross listed with EN 272

See course description in the English Department.

William Youngren

MU 301 Introduction to World Music (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Cross-Cultural Course

This course will select several world musics and examine them in detail. Among those to be surveyed will be North African and Middle Eastern music, Klezmer music, Eastern European folk music and American Bluegrass. Throughout these examinations some common questions will be addressed: what does music mean in these cultures? Does a Western concept of music differ? How can we understand these musics in a meaningful way?

Jerry Cadden

MU 312 Counterpoint I (Spring: 3)

Prerequisite: MU 110

Theory Course

In this course we will study the fundamentals of two and three-part polyphonic styles. The course objective will be to build a dependable contrapuntal technique using the principles of species

counterpoint and will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

Thomas Oboe Lee

Margaret McAllister

MU 320 Music in the Americas (Fall/Spring: 3)

Genre Course

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

Jeremiah McGrann

MU 321 Rhythm and Blues in American Music (Fall: 3)

Cross listed with BK 266

Cross-Cultural Course

See course description in the Black Studies Department.

Hubert Walters

MU 322 Jazz in America (Spring: 3)

Cross listed with BK 285

Cross-Cultural Course

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relations of Black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

Hubert Walters

MU 323 Jazz: Listening and Describing (Fall: 3)

Cross listed with EN 445

See course description in the English Department.

William Youngren

MU 331 Intro to Celtic Musics (Fall: 3)

Jerry Cadden

MU 400 Readings and Research (Fall/Spring: 3)

The Department

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).

The Department

Philosophy

Faculty

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

Richard Cobb-Stevens, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; Ph.D., University of Paris

Joseph F. X. Flanagan, S.J., *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Richard Kearney, *Visiting Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

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

William J. Richardson, S.J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain

Jacques M. Taminioux, *Adelmann Professor*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Thomas S. Hibbs, *Associate Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Elizabeth Brient, *Assistant Professor*; B.A., Rice University; M.Phil., Ph.D., Yale University

Robert C. Miner, *Assistant Professor*; B.A., Rice University; M.A., Ph.D., University of Notre Dame

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Ingrid Scheibler, *Assistant Professor*; B.A., University of Virginia; Ph.D., Trinity College, Cambridge

Brian J. Braman, *Adjunct Assistant Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

Alessandra Fussi, *Adjunct Assistant Professor*; University of Pisa, Italy; Ph.D., Pennsylvania State University

Marina B. McCoy, *Adjunct Assistant Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

David McMenamin, *Adjunct Assistant Professor*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Albert K. Whitaker, *Adjunct Assistant Professor*; B.A., M.A., Boston University; Ph.D., University of Chicago

Departmental Notes

- Department Administrator: Peggy Bakalo, 617-552-3877,
- Department Secretary: Rose Marie DeLeo, 617-552-3847
- Department Secretary: Bonnie Waldron, 617-552-3845
- World Wide Web: <http://fmwww.bc.edu/PL/>

Undergraduate Program Description

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental Philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. The Philosophy department offers a program of courses allowing for concentration in the following specialized areas: Ancient, Medieval, Modern, Contemporary American, Contemporary Continental, and the philosophies of religion and science.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which are to be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Major Requirements

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

History of Philosophy (Electives)

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, students will have the opportunity to develop a critical appreciation for the complexity of each philosopher's thought: the influences which have shaped each thinker's ethics, metaphysics, and epistemology, and the rich legacy which in turn has passed on. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

Philosophy Minor

The philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The department will offer in each of these areas a sequence of courses that will build on the foundation of our core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's two-semester Core requirement in Philosophy: Core Program, Perspectives Program, PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in Philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks: (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, and attentive.

Each of the Perspectives courses runs for two-semesters, for 12 credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshman. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

Perspectives II

UN 104-105/UN 106-107 Modernism and the Arts I and II

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

Perspectives IV**UN 119-120/UN 121-122 New Scientific Visions I and II**

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

PULSE Program

The PULSE Program provides students with the opportunity to explore questions of philosophy, theology and other disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic philosophical and theological texts, social science, fiction, and poetry, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society, urbanism, homelessness and alienation. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective course are also offered, including Stories and Service, Values in Social Services and Health Care, and Boston: An Urban Analysis.

All PULSE courses require a ten to twelve hour per week commitment to service. Carefully selected field placements in youth work, the correctional system, emergency shelters, AIDS and HIV services, legal and community advocacy, and literacy programs become the context in which students forge a critical and compassionate perspective both on society and on themselves. Opportunities for field experience are available in a variety of neighborhoods and institutions. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. After an initial orientation, the on-site supervisor meets regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is an upper-class student who serves as coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant to the Director work as consultants and advisors for students, placement supervisors, and faculty.

PL 088 (TH 088) Person and Social Responsibility I

This is a two-semester, twelve-credit course that fulfills the University's Core requirements in Philosophy and Theology.

Graduate Program Description

The Department of Philosophy offers a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental European philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aes-

thetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments.

The Department offers a Ph.D. program and a program leading to the M.A. All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (5 or 6 admitted each year from over 150 applicants).

Ph.D. Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen (16) courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (usually French and German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with a M.A. in philosophy may be credited with 6 courses (18 credits) toward the Ph.D.

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

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

M.A. Requirements

Requirements for the M.A. are as follows:

- Ten (10) courses (30 credits)
- Proficiency in one foreign language (usually French or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of 2 courses (6 credits). The M.A. may be taken on a full-time basis or on a part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For more information refer to the Research Centers in the "About Boston College" section of the Catalog.

The Lonergan Center

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are focused in the Lonergan Center at Boston College. For more information refer to the Research Centers in the "About Boston College" section of the Catalog.

Electives

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

Undergraduate Course Offerings

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

PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)

Two-semester, six-credit course (PL 070-071).

Total of three credits each term.

These courses introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

The Department

PL 088-089 Person and Social Responsibility (Fall/Spring: 3)

Corequisite: TH 088-089

Two-semester, twelve-credit course (PL 088-089).

Total of six credits each term.

Satisfies Philosophy and Theology Core requirements

Enrollment limited to freshman, sophomores, and juniors.

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Spots in the course are very limited and are allocated on a first-come, first-served basis.

The Department

**PL 090-091 Perspectives on Western Culture I and II/
Perspectives I and II (Fall/Spring: 6)**

Corequisite: TH 090-091

Two-semester, twelve-credit course (PL 090-091).

Total of six credits each term.

Satisfies Philosophy and Theology Core requirements

Freshman only

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Please note (especially commuter students and students planning to work) that the Wednesday night sessions (7:00 P.M.-9:00 P.M.) are an integral part of the course and all students are required to attend.

The Department

UN 104-107 Modernism and the Arts/Perspectives II

See course description in the University Courses section.

The Department

UN 109-112 Horizons of the New Social Sciences/Perspectives III

See course description in the University Courses section.

The Department

UN 119-122 New Scientific Visions/Perspectives IV

See course description in the University Courses section.

The Department

PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

Francis Y. Soo

PL 202 Housing and Reality (Spring: 3)

This course is an in-depth analysis of urban housing conditions that views housing sites within the city and involves research into the causes of historical, architectural, governmental, financial, and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society.

Harry Gottschalk

PL 205 Housing: A Guide for the Perplexed (Fall: 3)

To provide adequate and affordable housing for its citizens most American cities are confronted with a baffling array of interrelated technical, political, and managerial issues. While addressing these concerns, this course introduces yet another layer of complexity to the problem. What does it mean to be at home in the world? What ideal of person and society animates our urban planning and design? What are the relationships between architecture and politics?

Harry L. Gottschalk

PL 216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. Assignments will require that you spend time observing, researching, and writing about the neighborhood in which your PULSE placement is located. With the exception of the third session, class meetings in the first half of the semester will meet on campus. For the second half of the semester, we will meet in the South End of Boston for a firsthand study of a most intriguing and changing inner-city neighborhood.

David Manzo

PL 233 Values in Social Services and Health Care (Fall: 3)

This course is designed to communicate an understanding of the health care and social services delivery system; to explore ethical problems of the allocations of limited resources, regulations, experimentation, the press, the homeless, the provider-patient relationship, and the responsibility for the dependent person; and to consider the possibilities for positive changes in the social service and health care system. This course requires participation in a PULSE placement or a research project.

David Manzo

PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross listed with SC 250/TH 327

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

PL 264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department

PL 268 The History and Development of Racism (Fall/Spring: 3)

Cross listed with BK 268/SC 268

Satisfies Cultural Diversity Core Requirement

See course description in the Black Studies Department.

Horace Seldon

PL 271 Capstone: Taoism Holistic Philosophy (Fall: 3)

Cross listed with UN 508

Satisfies Cultural Diversity Core Requirement

This course focuses on an integral approach to studying human life: self, relationship, family life, work, social responsibility, as well as spirituality, and a comparative study of Eastern and Western philosophy, with special emphasis on Taoism. The unique nature of this course makes use of various methods involving students' active participation. There will be discussions, journals, and meditations (or quiet-sitting). Students are encouraged to make a reflective synthesis of the central themes of this course, and a personal synthesis of various aspects of their lives.

Francis Y. Soo

PL 275 Philosophy in Literature (Fall: 3)

Exploration of such philosophical themes as self-identity, happiness, death, morality, love, truth, fate, God, friendship, violence, hope, and community in two great epics of very diverse form yet surprisingly similar content: Tolkien's *The Lord of the Rings* (recently voted the greatest book of the 20th century by two worldwide polls) and Dostoyevsky's *The Brothers Karamazov* (recently selected the greatest novel ever written by a *Time* magazine poll of living writers).

Peter J. Kreeft

PL 291-292 Philosophy of the Community I and II (Fall/Spring: 3)

Prerequisite: Limited to Members of the PULSE Council

This is a study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

David McMenamin

PL 299 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

PL 304 Contemporary Praxis and Ideology (Spring: 3)

Cross listed with BK 345

See course description in the Black Studies Department.

James Woodard

PL 309 Marriage and the Family (Spring: 3)

The course begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experiences (both positive and negative).

Francis Y. Soo

PL 312 Nihilism and Popular Culture (Fall: 3)

The course will alternate between reading philosophical and literary treatments of nihilism and an analysis of contemporary film, TV, and music. The task is to determine what nihilism is, to what extent and in what ways nihilism is operative in our popular culture, and what resources, if any, there are to overcome it.

Thomas S. Hibbs

PL 313 Angels and Demons (Fall: 3)

A serious philosophical study of the questions of the reality of the supernatural, miracles, angels, demons, exorcism, and Hell. A serious, logical, and objective philosophical and theological study of the evidences or reasons and the consequences or corollaries of these spectacular and important ingredients in the pre-modern world view which no longer form an operative part of the modern one.

Peter J. Kreeft

PL 335 Platonic Dialogues (Spring: 3)

This course is intended for students who are beginning Plato or have not studied him in depth. No knowledge of Greek is required.

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle-dialogues of Plato, up to and including the *Republic*. We will attempt to understand Plato's thought as this unfolds in each dialogue and to appropriate this thought in an understanding of the context of our own time.

Gerard C. O'Brien, S.J.

PL 338-339 The Heidegger Project I and II (Fall/Spring: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-à-vis Heidegger's. Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 340 Humanism and Anti-Humanism (Spring: 3)

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan.

William J. Richardson, S.J.

PL 392 God and Science: Developing Spiritualities for the 21st Century (Fall: 3)

No particular prior knowledge of the scientific fields considered will be required.

Cross listed with TH 392

This course will explore how contemporary studies in fields such as modern cosmology, evolutionary theory, and the cognitive sciences provide new ways for understanding human existence and our place in an evolving universe as well for understanding God's nature and action in the world. We will consider possibilities for human action in the light of these new perspectives on God and human nature, i.e., the project of developing a spirituality, and chart new ways to understand Christianity and other world religions in the 21st century.

Ronald Anderson, S.J.

PL 403 Does God Exist? (Spring: 3)

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

Ronald K. Tacelli, S.J.

PL 405 Greek Philosophy (Fall: 3)

The first of four sequential "history of philosophy" courses. The best foundation possible for all future philosophy courses, since it introduces the student to the thinkers who were in fact that foundation: Socrates, Plato, and Aristotle (and, secondarily, the pre-Socratics and neo-Platonists).

John J. Cleary

PL 406 Modern Philosophy (Fall: 3)

This course provides philosophy majors or potential majors with a background in the thought of major figures in the history of modern philosophy. Readings will be from the works of Descartes, Leibniz, Locke, Berkeley, Hume and Kant. Issues taken up by these philosophers and their ways of grappling with them are intrinsically interesting and continue to be important and influential in contemporary philosophical debates. Themes include: skepticism and certainty; problems of necessity, contingency and free will; relationship between mind and body; proofs for the existence of God; notions of causality and substance; forms of empiricism and idealism.

Robert Miner

PL 407 Medieval Philosophy (Spring: 3)

In this course, we will examine the positions of a series of medieval authors on the following questions: What constitutes human excellence? What relationship is there between divine perfection and human perfection? What is the relationship between natural reason's investigation of these questions and the sort of life led by a religious believer? After a brief review of the central themes of ancient philosophy, we will turn to an analysis of these questions in three traditions: Jewish, Islamic, and Christian.

Thomas S. Hibbs

PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)

In the nineteenth-century, we see an unprecedented rise to prominence of an awareness of history and distinctive claims made on behalf of absolute knowledge. Starting with Hegel's conceptions of reason in history and the ethical life of the State in the *Introduction to the Philosophy of History* and *Philosophy of Right*, we will turn to two influential critiques of Hegel: Marx's historical materialism and Kierkegaard's views on religion and faith. We will also consider Nietzsche's criticism of a philosophy of history, his characterization of the situation of modern Europe as one of "nihilism," and his attempt to surmount nihilism.

Elizabeth Briant

PL 423 Spanish American Philosophy (Spring: 3)
Satisfies Cultural Diversity Core Requirement

The course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theater and struggle. Octavio Paz, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask, of the Mexican quest for identity at the end of the present century.

Gary M. Gurtler, S.J.

PL 428 Introduction to Phenomenology (Spring: 3)

This course is an historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger.

Jacques M. Taminioux

PL 429 Freud and Philosophy (Fall: 3)

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humor, and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women, and religious faith.

Vanessa P. Rumble

PL 434 Capstone: Ethics in the Professions (Fall/Spring: 3)

Cross listed with UN 502

See course description in the University Courses section.

Richard A. Spinello

PL 442 Romanticism and Idealism (Spring: 3)

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience. We begin examining Kant's attempt in *The Critique of Judgment* to bridge the moral and natural realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticism.

Vanessa P. Rumble

PL 444 Modern Philosophy of Imagination (Spring: 3)

Readings in the philosophy of imagination from Plato to post-modernity.

Richard M. Kearney

PL 455 Kierkegaard and Nietzsche (Fall: 3)

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.

Stuart B. Martin

PL 474 A Philosophy of Laughter, Humor, and Satire (Fall: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages—from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire and what satire and laughter tell us about ourselves as wondering, rational, risible animals. The views of Kant, Bergson, Chesterton and others will be discussed in some detail.

Gerard O'Brien, S.J.

PL 475 Philosophy of Language (Spring: 3)

This course will focus on the major strands in twentieth century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, Paul Ricoeur, W.V.O. Quine, and John Searle.

Eileen C. Sweeney

PL 482 Political Philosophy: Hobbes to Hegel (Fall: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues such as technocracy, consumerism, the private and the public, political judgment, and freedom of expression.

Jacques M. Taminioux

PL 497 Parmenides and the Buddha (Spring: 3)

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.

Stuart B. Martin

PL 498 Philosophy in Cinema (Spring: 3)

Prerequisite: Philosophy core courses completed

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema. This course will be much more than "philosophical discussion of some movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.

Peter J. Kreeft

Undergraduate and Graduate Course Offerings

PL 456 The Holocaust: A Moral History (Spring: 3)

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.

PL 500 Philosophy of Law (Fall: 3)

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) a brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman); (3) critical legal studies; and (4) law and violence (Derrida). The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

David M. Rasmussen

PL 501 Meister Eckhart and Cusanus: Image of the Infinite (Fall: 3)

This course will examine the role played by the conception of the infinite in the writings of Meister Eckhart and Nicholas Cusanus. We'll examine the way in which Eckhart's Neoplatonic image mysticism and negative theology is transformed in Cusanus' speculative doctrine of an incarnate or intensive infinity present in the world, which acts as the ontological ground of human knowledge, and how this anticipates in turn modern conceptions of the uniqueness (and value) of individuals, of human creativity and of the possibility of progress in the sciences.

Elizabeth Brient

PL 505 The Aristotelian Ethics (Spring: 3)

This course includes a reading of Aristotle's *Nicomachean Ethics*, and it examines its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

Arthur R. Madigan, S.J.

PL 507 Marx and Nietzsche: Radical Alternatives in Modern Philosophy (Spring: 3)

Through a reading of Marx and Nietzsche's basic writings, we will examine two of the most innovative programs for philosophy in the nineteenth century. Both considered themselves beyond the tradition from which they came and yet both were shaped by that very tradition. We will be particularly interested in examining their respective notions of critique as well as the way they addressed the relationship between philosophy and life.

David M. Rasmussen

PL 510 Modern Philosophies of Self (Fall: 3)

This course examines some major theories of selfhood and subjectivity in contemporary Continental philosophy from Husserl's theory of the transcendental ego to Ricoeur's hermeneutic model of the self-as-another. There will also be discussion of Heidegger's Dasein, Sartre's for-itself, and Merleau-Ponty's body-subject. The second part of the course will look at the post-structuralist movement running from Barthes and Lacan to Derrida and Kristeva, culminating in the postmodern controversy on the "disappearance of the subject."

Richard M. Kearney

PL 511 Science and the Search for New Understandings (Fall: 3)

True liberal arts education is grounded in the humanities and science. Students will be introduced to one of these pursuits—science. Core elements of science and mathematics will be combined to help us reflect upon the set of assumptions embodied in the work of mathematicians and natural scientists. We will be concerned with these assumptions as they regard the kind of intelligibility the world does or does not possess. The approach will be historical. Texts in the history of math and science will be used to gain greater appreciation of changes in scientific understanding.

Brian J. Braman

PL 512 The Critique of Modernity: 20th Century Perspectives (Spring: 3)

Contemporary discussion of a crisis in philosophy involves a questioning of the nature of Enlightenment criticism and of modernity. This course will examine three influential contemporary formulations of the question: the critical assessments and prescriptions of hermeneutics, Critical Theory, and feminist criticism. We will focus on the issues of the nature of enlightenment, rationality, and

subjectivity, as well as the function of tradition, authority, and language as (potential) sites for an ethical-political response to the situation of human beings in the natural and social worlds.

Ingrid H. Scheibler

PL 524 Ethics: An Introduction (Fall: 3)

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy. The goal is to develop a more adequate understanding of what it means to be practically reasonable and of how practical reasonableness can be embodied in personal and social life.

Arthur R. Madigan, S.J.

PL 528 Metaphysics (Fall: 3)

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

Gary M. Gurtler, S.J.

PL 529 Philosophy of Action (Fall: 3)

This course is a study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Oliva Blanchette

**PL 541 Philosophy of Health Science: East and West (Spring: 3)
Satisfies Cultural Diversity Core Requirement**

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

Pramod Thaker, M.D.

PL 545 Philosophy of Physics: An Introduction to its Themes (Spring: 3)

Although a prior course in physics and/or mathematics will be helpful, it is intended that the course be accessible without extensive technical knowledge of physical theories.

The manner in which physics explores the fundamental nature of physical reality has deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. This course will provide an introductory exploration of the themes of contemporary philosophy of physics such as those to do with the nature of space, time, and spacetime as revealed by relativity theories and measurement, locality, causality, and objectivity as revealed by quantum theory.

Ronald Anderson, S.J.

PL 562 Art and its Significance (Fall: 3)

This course will look at the relation between philosophy and art from a number of perspectives. We will consider a range of

philosophers' views on the function and value of art (illusion, imitation, delight, instruction) and some recent systematic theories which look more closely at the nature of art itself. We will also use the writings and manifestoes of artists themselves to illuminate questions about the interpretation of works of art and their ontological status.

Ingrid H. Scheibler

PL 563 Logos and Beauty (Spring: 3)

The road to reality in ancient philosophy takes several parallel paths, the intellectual ascent to Truth, the moral ascent to the Good, and the aesthetic ascent to Beauty. This course will wander up the aesthetic path, bringing a peculiar focus to the Greek understanding of reality and the capacity of the human mind to know it. Such a focus seems to favor the Platonic tradition, but Aristotle and his followers are clearly not absent from the discussion.

Gary M. Gurtler, S.J.

PL 577 Symbolic Logic: An Introduction to its Methods and Meaning (Spring: 3)

An introduction to the powerful but straightforward ways symbolic techniques can be used to express and evaluate arguments of ordinary everyday language. These techniques reveal the ways in which logical structure is subtly woven into such language and work to enhance the skills necessary for effective reasoning. It is intended that overall the course will provide an insight into and intuitive feel for the remarkable property of "logical necessity" which characterizes all valid deductive arguments.

Ronald Anderson, S.J.

PL 593 Philosophy of Science (Fall: 3)

The intent of this course is to provide an introduction to the main themes, movements, and thinkers of 20th century philosophy of science. The recent studies of science that stress the roles of cultural, gender, and political factors in the formation of scientific knowledge will be included as well as those on the role of experimentation in scientific practice. One of the underlying projects of the course will be to explore the reasons why the enterprise of science is remarkably successful in providing us with reliable knowledge of the world.

Ronald Anderson, S.J.

PL 595 Kant's Critique (Fall: 3)

Prerequisites: PL 070-01 or equivalent

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.

Ronald K. Tacelli, S.J.

PL 602 Philosophy of World Religions (Spring: 3)

Prerequisite: Philosophy Core fulfilled

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; (5) and search for a universal nature or core of religion if possible.

Peter J. Kreeft

PL 615 Spinoza and the Ethics of Absolute Necessity (Spring: 3)

It is from the understanding of a unique absolute Substance that Spinoza derived his ethics *more geometrico*. This course will follow Spinoza in this logical elaboration of a rational ethic in a path that starts out from the absolute Substance or God and goes on to the origin and nature of thought, the origin and nature of emotions,

human bondage to the emotions, only to return to God in the final liberation of human thought through the power of understanding and the intellectual love of God.

Oliva Blanchette

PL 616 Science and Ethics (Spring: 3)

An examination of some crucial scientific advances, considered in relation to both their philosophical background and significance and their intellectual influence. Primary emphasis on the ways in which science has influenced our ethical beliefs, our image of ourselves, our place in nature, and also the directions of social and political ideas and practice. There are no scientific prerequisites for this course.

I.B. Cohen

PL 620 Aristotle's *Politics* (Fall: 3)

We will do a careful reading of Aristotle's *Politics* from two different but related perspectives. First, from the ancient perspective, we will study it as a paradigmatic text for the tradition of Greek political thought, which includes not only Plato and Thucydides but the whole Sophistic tradition of reflection on mankind within the polis. Secondly, we will examine Aristotle's views on questions of justice, rights, and slavery. Then, we will use the modern debate between liberalism and communitarianism to reorient ourselves for the different approach to politics within the context of the Greek polis.

John J. Cleary

PL 625 The Problem of Self-Knowledge (Spring: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

**PL 648 Great Books Seminar: The Problem of Evil (Spring: 3)
For Philosophy/Theology majors and graduate students.**

An historical survey of 13 ways of confronting life's most obvious and pervasive problem: (1) despair (*Ecclesiastes*, *Waiting for Godot*); (2) detachment (Buddha); (3) doubt (*Job*); (4) myth (C.S. Lewis); (5) morality (Socrates); (6) philosophy (Plato); (7) eschatology conversion, (Augustine); (8) apologetics (Aquinas); (9) simple faith (Tolstói); (10) revolution (Marx); (11) psychoanalysis (Freud); (13) rebellion (Dostoyevski).

Peter J. Kreeft

PL 649 Philosophy of Being I (Fall: 3)

Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a re-opening of the question of being, leading into a discussion of the analogy and transcendental properties of being as a way into an understanding of the structure of being as it presents itself in experience.

Oliva Blanchette

PL 670 Technology and Culture (Fall: 3)

Cross listed with MC 670/SC 670

See course description in the Sociology Department.

William Griffith

PL 686 Seminar: The City as a Political Form (Fall: 3)

Cross listed with PO 686

Pierre Manent

Graduate Course Offerings

PL 708 Pascal (Spring: 3)

We will begin by reading selections from the writings of Descartes and Locke on the nature of reason and on religious belief. We will then turn to Pascal's critique of the incipient rationalism of early modern philosophy, a critique that is integral to his apology for the Christian faith.

Thomas S. Hibbs

PL 710 Nations, States, Republics (Fall: 3)

This course will explore the philosophical genesis and genealogy of our modern understanding of nations and nationalisms. Beginning with Cicero's *Res Publica*, it will trace the evolution of the respective concepts of nation, state and republic up to their modern reformulation in the French, American and Irish Revolutions. It will conclude with a discussion of the contemporary debate on nationalism-cosmopolitanism featuring such thinkers as Ricoeur, Arendt, Habermas, Derrida and Kristeva.

Richard M. Kearney

PL 716 The Art of Philosophical Debate (Fall: 3)

Prerequisite: Facility with Aristotelian logic

Graduate level, open to undergraduate students with professor's permission.

Seminar in which students prepare (and the professor moderates) formal debates on 12 controversial theses they have chosen from the history of philosophy, using a modified version of the medieval "Scholastic Disputation," confining all terminology to mutually-agreed definitions, all arguments to those that serve to prove the single thesis under debate in logical form, and all retorts to finding an ambiguous term, a false premise, or a logical fallacy—"confinements" which are freeing and empowering, and both surprisingly difficult and surprisingly rewarding.

Peter J. Kreeft

PL 725 Descartes (Spring: 3)

This course will be a graduate seminar devoted to reading and discussing several major works by René Descartes (1596-1650), along with some of his correspondence. Although emphasis will be on the primary texts, we will occasionally pause to consider what recent scholarship has made of Descartes.

Robert Miner

PL 729 Aliens, Gods, and Monsters (Spring: 3)

This course will explore certain limit-experiences of philosophy at the edge. Concentrating on contemporary theories of narrative, it will proceed to analyze a number of figures of "sublime excess" which have captured and obsessed the postmodern social imaginary. Foremost amongst such figures studied will be "aliens," "divinities" and "monsters"—and combinations of all three. Practical examples will be drawn from recent literature, cinema, TV and popular cyberculture. The aim of the seminar is to develop a new, critical hermeneutics of the contemporary cultural unconscious.

Richard M. Kearney

PL 735 Jurisprudence and Philosophy (Fall: 3)

We will consider contemporary approaches to philosophy and law with particular emphasis on *Facticity and Validity* by Jurgen Habermas.

David M. Rasmussen

PL 754 Heidegger's *Contributions to Philosophy* (Spring: 3)

A close reading of significant sections of the text and discussion of basic issues raised by this new translation of one of Heidegger's most controversial texts.

William J. Richardson, S.J.

PL 761 Hegel's *Phenomenology of Spirit* (Spring: 3)

This is a textual analysis, with special attention to method, structure, and the social dimensions of spirit.

Oliva Blanchette

PL 762 Soren Kierkegaard (Spring: 3)

This course will deal primarily with the early pseudonymous writings of Soren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard's conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.

Vanessa P. Rumble

PL 768 Insight (Fall: 3)

This course explores the basic themes and method of Lonergan's *Insight* through a close textual reading.

Patrick H. Byrne

PL 777 Moral Theory (Spring: 3)

In the last thirty years, in both European and American thought, there has been a pronounced return to questions of practical philosophy. In America, this starts John Rawls' *Theory of Justice*, and in Europe, this transformation occurred with the work of Jürgen Habermas, Paul Ricoeur and Jacques Derrida. Central to the rediscovery of practical reason has been a new focus on moral theory. This course will focus on Thomas Scanlon's, *What We Owe to Each Other*, which concentrates on questions of moral motivation and the justification of moral norms, fundamental to the reemergence of practical philosophy.

David M. Rasmussen

PL 796 Topics in Ancient Philosophy (Fall: 3)

Competence in classical Greek useful but not required.

Texts studied in this course will vary from year to year. In fall 2000, the course will focus on a series of texts illustrating Aristotle's announced method and actual practice in physics, metaphysics, ethics, and politics.

Arthur R. Madigan, S.J.

PL 801 Thesis Seminar (Spring: 3)

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

The Department

PL 802 Thesis Direction (Spring: 3)

William J. Richardson, S.J.

The Department

PL 818 Kant and Hegel on Art (Fall: 3)

Textual examination of Kant's *Third Critique* and its influence on Hegel's *Philosophy of Art*.

Jacques M. Taminiiaux

PL 822 Foucault, Religion and the Holocaust (Fall: 3)

This seminar will explore how Foucault's late work fashions tools for an analysis of religion as a cultural force and how its operation in the twentieth century contributed to the emergence of fascism as a political technology and specific form of criminality.

James W. Bernauer, S.J.

PL 832 Philosophy and Theology in Aquinas (Fall: 3)

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the various parts of the *Summa Theologiae* and the *Summa Contra Gentiles* as well as to the order of both theology and philosophy as he understood them. An attempt

will be made to show how the commentaries on Aristotle, in which he is most properly himself a philosopher, are an essential part of his being a theologian.

Oliva Blanchette

PL 848 Plato's Legacy in the German Philosophies of Tragedy (Spring: 3)

This course discusses the significance of the recurrence of Platonist patterns in the interpretations of Greek tragedy by philosophers such as Hegel, Nietzsche, and Heidegger.

Jacques M. Taminiiaux

PL 855 Seminar: Heidegger I (Fall: 3)

This course is a close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time, and being.

Thomas J. Owens

PL 856 Seminar: Heidegger II (Spring: 3)

Prerequisite: PL 855

This is a continuation of the fall semester course (PL 855) and open only to students who have participated in that course.

Thomas J. Owens

PL 888 Interim Study (Fall/Spring: 0)

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

The Department

PL 900 Husserl's Logical Investigations (Fall: 3)

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psychologism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence.

Richard Cobb-Stevens

PL 901 Husserl's Later Work (Spring: 3)

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations*, *The Crisis of European Sciences and Transcendental Phenomenology*, and *Formal and Transcendental Logic*.

Richard Cobb-Stevens

PL 990 Teaching Seminar (Fall/Spring: 3)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.

Richard Cobb-Stevens

PL 998 Doctoral Comprehensives (Fall/Spring: 0)

The Department

PL 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

Physics

Faculty

- George J. Goldsmith**, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University
- Frederick E. White**, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University
- Solomon L. Schwebel**, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University
- Francis A. Liuima, S.J.**, *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University
- Pradip M. Bakshi**, *Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University
- Kevin Bedell**, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook
- David A. Broido**, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego
- Robert L. Carovillano**, *Professor*; A.B., Rutgers University; Ph.D., Indiana University
- Baldassare Di Bartolo**, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology
- Gabor Kalman**, *Research Professor*; D.Sc., Israel Institute of Technology
- Krzysztof Kempa**, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw
- Michael J. Naughton**, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University
- Michael J. Graf**, *Associate Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University
- Zhifeng Ren**, *Associate Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences
- Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University
- Ziqiang Wang**, *Associate Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University
- Hong Ding**, *Assistant Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago
- Jan Engelbrecht**, *Assistant Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Departmental Notes

- Department Administrator: Shirley Lynch, 617-552-3576, shirley.lynch@bc.edu
- Department Administrative Secretary: Joan Drane, 617-552-3575, joan.drane@bc.edu
- World Wide Web: <http://ph99.bc.edu/default.html>

Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics. This program is designed to prepare a student for advanced graduate studies and for a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and an opportunity to work closely with faculty and graduate students on advanced research projects.

The physics program is revised periodically. Listed below are the current major requirements for students who entered Boston

College prior to September 1998 as well as the new program for students who enter Boston College on or after September 1998. During the transition period, both programs will be offered in parallel.

Major Requirements

For students entering Boston College before September 1998

The minimum requirements of the B.S. program include ten lecture courses in physics of which eight are numbered above 300.

- Among these courses, the following six are required: PH 303, PH 401, PH 402, PH 403, PH 411, PH 420.
- In addition, a physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 430, PH 441, PH 480 or PH 525, PH 540.
- The required laboratory courses are the following: PH 203-204, PH 309, PH 405-406, and PH 535.
- In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following Mathematics courses are required: MT 102, MT 103, MT 202, MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

For students entering Boston College on or after September 1998

The minimum requirements of the B.S. program include eleven lecture courses (with the associated laboratory) in physics of which nine are numbered above 300.

- Among these courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 441, PH 480, PH 515, PH 525, PH 530. Some of these courses are offered periodically based on demand.
- The required laboratory and computer courses are the following: PH 203-204, PH 309, PH 409, and at least one of either PH 430 or PH 535.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following Mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

Minor Requirements

The minimum requirements for a minor in physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above).

Many of these courses have prerequisites. Students are advised to consult with the director of the Minor program when selecting these courses.

- *Substitutions*: PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the former are preferred. Students must consult with the director of the department's minor program if they wish to substitute other

equivalent courses for required courses or the corequisites.

- *Corequisites:* MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for some of the upper-level physics courses. Students should consult with the Director of the Physics Department Minor Program to determine whether they will need to take these additional mathematics courses.

Departmental Honors Program

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally, and the special field of the thesis. The examining committee shall be appointed by the chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

Information for First Year Majors and Non-Majors

Physics majors should enroll in the course PH 209 and the associated lab PH 203 in the fall semester of the freshman year. Other science majors (non-premedical) planning on physics in the freshman year can enroll in either PH 209 or PH 211 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for physics majors as well as mathematics, chemistry, geology, and geophysics majors is MT 102. MT 100 is intended for biology and premedical students.

Course Offerings

Courses numbered below 200 are introductory courses directed towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus), or PH 211-212 Introduction to Physics I, II (Calculus), and PH 203-204 Introductory Physics Laboratory I and II are required of all biology, chemistry, and physics majors. Courses numbered above 300 are advanced offerings primarily for physics majors.

Graduate Program Description

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

Master's Program

Each candidate for a terminal Master's degree must pass a Master's Comprehensive examination administered by the Depart-

ment and meet specified course and credit requirements. The Master's Comprehensive examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive examinations in conjunction with the graduate faculty. Generally no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's Comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same courses and Master's Comprehensive examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722, PH 733, and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch Graduate School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch Graduate School of Education and to the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at (617) 552-4214.

Doctoral Program

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

Requirements

Required courses for the doctorate are the following: PH 722, PH 733, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the

graduate electives of the Department or from other graduate departments with the approval of the Chairperson. PH 761 and PH 771 are strongly recommended as two of these four courses.

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

Comprehensive Examination

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

Research Area Examination

Within nine months of passing the Comprehensive Examination, a student must take the Research Area Examination. This examination is prepared and administered by the student's Doctoral Committee, and it covers topics agreed to by the student and his/her Doctoral Committee as appropriate to prepare the student for research work in his/her area of interest. The examination is evaluated by the Doctoral Committee, with approval of the entire graduate faculty of the Department. A student may attempt the examination twice under the direction of the same Doctoral Committee.

A student who has passed the Comprehensive Examination and the Research Area Examination, in addition to the course requirements, becomes a doctoral candidate.

Thesis

In consultation with the Doctoral Committee, each student must submit the completed Outline of Thesis form to the Chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee, with the approval of the Chairperson, shall decide upon accepting the proposal.

The Chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three Department members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

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

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

General Information

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

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

Research Information

The Physics department is strongly research oriented, with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, an SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

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

Students wishing more detailed information can write to the department or visit the Physics department's World Wide Web Homepage located at <http://www.physics.bc.edu>.

Undergraduate Course Offerings

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

PH 101-102 Basic Laboratory I and II (Fall/Spring: 1)

Lab fee required

A course that provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week.

The Department

PH 115-116 Structure of the Universe I and II (Fall/Spring: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

The Department

PH 183-184 Foundations of Physics I and II (Fall/Spring: 3)
Recommended Laboratory (optional): PH 101-102

This course is an introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world.

The Department

PH 199 Special Projects (Fall/Spring: 3)

Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

The Department

PH 203-204 Introductory Physics Laboratory I and II (Fall/Spring: 1)

Lab fee required

A laboratory course that provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One 2-hour laboratory period per week. These labs are intended for students in PH 209-210 or PH 211-212.

The Department

PH 209-210 Introductory Physics I and II (Calculus) (Fall/Spring: 4)

Prerequisites: MT 102-103 (May be taken concurrently)

Recommended laboratory: PH 203-204 (Required for science majors)

This two-semester introductory course is intended for students majoring in the physical sciences. Principles and basic concepts are emphasized, along with problem solving techniques, to prepare the student for more advanced study in physics and related fields. First semester topics include: Newton's laws; energy, momentum, and angular momentum; relativity; oscillation and waves; fluids; heat and thermodynamics. Second semester topics include: electricity and magnetism; geometrical and physics optics; introduction to the quantum physics and applications to atoms, nuclei, and particles. Four lectures per week.

The Department

PH 211-212 Introduction to Physics I and II (Calculus) (Fall/Spring: 4)

Prerequisites: MT 100-101 (May be taken concurrently)

Corequisite: PH 213

Recommended laboratory (optional): PH 203-204

First semester is an introduction to the following: classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation, wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester includes the fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Three lectures per week.

The Department

PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Recitation section, corequisite to PH 211-212. Problem solving and discussion of topics in a small-class setting. One hour per week.

The Department

PH 301 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following. Mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. Lectures and laboratory.

The Department

PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors. Lectures and laboratory.

The Department

PH 309 Computational Physics Laboratory (Fall: 1)

This laboratory course provides an introduction to using the computer to solve physics problems. No prior computer experience is required. Students will learn to exploit the power of the computer to solve analytically intractable problems, and to investigate the behavior of systems resulting from different initial input parameters.

The Department

PH 330 Introduction to Scientific Programming (Fall: 4)

Prerequisite: One year of calculus

Corequisite: MT202 recommended

This is an introductory course in the C/C++ and Fortran programming languages, using the UNIX environment. No prior programming experience is presumed. Students will learn to implement basic numerical algorithms such as numerical integration, root finding, solving non-linear equations and solving systems of equations. Students will also gain experience in error analysis, optimization and data visualization.

The Department

PH 399 Scholar's Project (Fall/Spring: 0)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 Mechanics (Fall: 4)

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.

The Department

PH 407 Quantum Mechanics I (Fall: 3)

History of the development of quantum mechanics; the uncertainty principle; the Schrödinger equation, for constant potentials, simple harmonic oscillator, central field and the hydrogen atom. Observables and measurements. Matrix mechanics, angular momentum, and spin.

The Department

PH 408 Quantum Mechanics II (Spring: 3)

Stern-Gerlach experiments and half-integer angular momentum. Spin, statistics, and the periodic table. Scattering theory, interaction of electromagnetic radiation with matter, Fermi golden rule.

The Department

PH 420 Statistical Mechanics and Thermodynamics (Fall: 3)

This course includes the laws and theorems of thermodynamics; reversibility and irreversibility; change of phase; entropy; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics; and the statistical basis of thermodynamics.

The Department

PH 430 Numerical Methods and Scientific Computing (Spring: 4)

Prerequisites: MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms. The course material and presentation will accommodate a range of scientific backgrounds.

The Department

PH 532 Senior Thesis (Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PH 535 Experiments in Physics I (Fall: 3)

Lab fee required

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

The Department

PH 540 Cosmology and Astrophysics (Spring: 3)

An overview of the contemporary view of the Universe. The overall structure of the Universe: galaxies, clusters, and stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes Pulsars. The expanding Universe. Big Bang. The inflationary Universe. Elementary particles, and cosmology.

The Department

PH 599 Readings and Research in Physics (Fall/Spring: 0)

Credits by arrangement

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

The Department

Graduate Course Offerings

PH 700 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

The Department

PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.

The Department

PH 711 Classical Mechanics (Fall: 4)

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media.

The Department

PH 721 Statistical Physics I (Spring: 3)

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

The Department

PH 722 Statistical Physics II (Fall: 3)

A modern view of phase transitions and critical phenomena, including the following topics: Landau theory of phase transitions, dimensional analysis, role of fluctuations, critical exponents, scaling, and an introduction to renormalization group methods.

The Department

PH 732 Electromagnetic Theory I (Spring: 4)

Topics include: physical basis of the Maxwell equations, potentials and gauges; electrostatics and magnetostatics; multipole moments; material media; energy and momentum conservation of fields and particles; wave phenomena and geometrical optics; point charge motion in external fields, relativistic principles, concepts, and applications; covariant electrodynamics.

The Department

PH 733 Electromagnetic Theory II (Fall: 4)

This course surveys radiation theory, gauge choices and transformations, Lienard-Wiechert potentials, dispersion and scattering theory, special theory of relativity, covariant electrodynamics, and spin and angular momentum of the electromagnetic field and selected applications.

The Department

PH 735-736 Techniques of Experimental Physics I and II (Fall/Spring: 3)

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.

The Department

PH 741 Quantum Mechanics I (Fall: 4)

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.

The Department

PH 742 Quantum Mechanics II (Spring: 4)

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.

The Department

PH 761 Solid State Physics I (Spring: 3)

Considered are the following: crystal structure and bonding, diffraction and the reciprocal lattice, thermal properties and lattice vibrations, the free-electron model, energy bands in solids, and semiconductor theory and devices.

The Department

PH 799 Readings and Research in Physics (Fall/Spring: 0)**Credits by arrangement**

By arrangement.

The Department

PH 801 Physics Thesis Research (Fall/Spring: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics (Fall: 3)

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

The Department

PH 888 Interim Study (Fall: 0)

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

The Department

PH 910 Seminar: Topics in Physics (Spring: 3)

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

The Department

PH 975 Many Body Physics (Fall: 3)

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods.

The Department

PH 998 Doctoral Comprehensive (Fall/Spring: 0)

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

The Department

PH 999 Doctoral Continuation (Fall/Spring: 0)

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

The Department

Political Science**Faculty**

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

Gary Brazier, *Professor Emeritus*; B.S.Ed., Mankato State Teachers College; Ph.D., University of Minnesota

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College, B.S., New York University; M.A., Ph.D., New School for Social Research

R. Shep Melnick, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; Chairperson of the Department; A.B., Oberlin College; Ph.D., Harvard University

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Susan M. Shell, *Professor*; B.A., Cornell University; Ph.D., Harvard University

Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Jennie Purnell, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Nasser Behnegar, *Assistant Professor*; B.A., M.A., Ph.D., University of Chicago

Gerald Easter, *Assistant Professor*; B.A., Boston College; Ph.D., Columbia University

Deborah Brown, *Senior Lecturer and Director of Environmental Policy*; B.A., Creighton University; J.D., University of Texas School of Law

Pierre Manent, *Visiting Professor*; Ancien élève de l'Ecole Normale Supérieure, France; Agrégé de Philosophie, France

Departmental Notes

- Administrative Coordinator: Sandra MacDonald, 617-552-4144, sandra.macdonald@bc.edu
- World Wide Web: http://infoeagle.bc.edu/bc_org/avp/cas/polsc/undergraduate.html

Undergraduate Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Political Science Majors

The Political Science major requirements include: the two introductory courses, PO 041 and PO 042, one course in each of the four subfields of political science: American Politics (300), Comparative Politics (400), International Politics (500), and Political Philosophy (600). It is not necessary to take PO 041 before PO 042. If, before declaring the major, a student has already taken one or two of the other introductory Political Science courses that fulfill the University Social Science Core requirement (PO 051, PO 061, PO 091), those may substitute for PO 041, PO 042, or both. The major is completed by taking four additional electives in any subfield for a total of 10 courses in all.

Departmental Honors

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by Departmental invitation and based on the student's major and overall GPA.

Students in the honors program are expected to take a total of two honors seminars during their junior and senior years. These seminars, considered electives in the major, do not exempt students from the requirement of taking one course in each of four subfields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the department, including two honors seminars, and they must write an honors thesis. The level of departmental honors depends upon the quality of work in the thesis, the honors seminars, and level of course work generally. Students who decide not to write the thesis but who have taken twelve courses and demonstrated excellence in the major, and in the two honors seminars, are eligible for the lowest level of departmental honors.

Special Programs

Arts and Sciences students who want the challenge of working intensively on a scholarly project of their own design during their senior year should consider applying for the Scholar of the College program. Participants in this program usually take two upper-level electives in each semester of their senior year and have the rest of their time to work independently on their projects. Admission is by application (usually late in the fall of the junior year) through the Department Chairperson to the Dean. Applicants should have at least a 3.5 average (preferably 3.7 or better) and the approval of a faculty supervisor.

Under the Internship Seminar, PO 355 and PO 356, qualified juniors and seniors may devote six credits of a semester's load to constructive work in federal, state, or local governmental units in the Boston area, together with a special seminar held on campus. Admission to the program is by application to the Department. Forms are available from the Department Office.

Graduate Program Description

The Department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral

programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

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

Doctor of Philosophy Degree

Fifteen courses (45 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the fifteen courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

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

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

Completed applications should be in the department by February 1, so that decisions can be reached by mid-March.

Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of three or four years, although the department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They entail six to eight hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the department also awards the Thomas P. O'Neill, Jr. Fellowship to an incoming student in American politics. Named in honor of the former Speaker of the House, this fellowship carries a larger stipend in addition to full tuition remission. The grant entails some assistance to the O'Neill Professor or other activity related to the O'Neill program.

Undergraduate Course Offerings

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

Core Courses

For freshmen and sophomores, juniors and seniors by department permission only.

Note: These are the only departmental courses open to freshmen.

PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)

Satisfies Social Science Core Requirement

For majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042.

*Kathleen Bailey**Alice Behnegar**Nasser Behnegar**Dennis Hale**Marc Landy**Shep Melnick**Christopher Bruell***PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)**

Satisfies Social Science Core Requirement

For majors only

This is an introduction to governments, political ideas and theories, and the study of politics. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. But each of the course instructors will also draw in other materials aimed at providing some comparative perspective, and especially an understanding of the ways in which the American system is different or unique.

*Dennis Hale**Kenji Hayao**Marc Landy**John Tierney***PO 061 Introduction to American Politics: The Organization of Power (Fall: 3)**

Satisfies Social Science Core Requirement

For non-majors

Not open to students who have taken PO 051.

This course examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results.

*David R. Manwaring***PO 091 Introduction to Comparative Politics (Spring: 3)**

Satisfies Social Science Core Requirement

For non-majors

This course uses traditional and modern approaches to comparing political systems configuratively and developmentally. Classic texts and contemporary case studies will be employed to explore both recurring regularities and specific particularities. The issues of political creation, maintenance, and decay, and the roles of political leaders and elites, will be at the center of attention. Examples will be drawn from European, Middle Eastern, Asian, and the former communist experiences.

*Kathleen Bailey***Special Undergraduate Courses****PO 281-282 Individual Research in Political Science**

(Fall/Spring: 3)

Prerequisite: Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.

*The Department***PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)***The Department***PO 295 Honors Seminar: The Progressives (Fall: 3)**

Much of modern America was born during the Progressive Era, broadly defined as the years between the Civil War and the New Deal. We will try to understand how the country changed during this time, and why progressive reformers pushed the measures that have had such importance in our own day: direct primaries, economic regulation, income taxes, social welfare, and others. We will read mostly primary material—biographies, court decisions, contemporary histories, novels, and essays—mixed with some modern historical and political analysis. The aim is a better understanding of our own time and place.

*Dennis Hale***PO 296 Honors Seminar: America in Vietnam (Spring: 3)**

This course surveys American involvement in Vietnam from 1945 through 1975, with emphasis upon the war years and upon the “Lessons” that Americans (Left, Right, Center; scholar, politician, military officer) have drawn from the war.

*Donald L. Hafner***Undergraduate Electives***Prerequisite:* Sophomore standing or higher

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students.

Prerequisite: Junior standing or higher.**American Politics****PO 301 Policy and Politics in the US (Fall: 3)**

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas—understanding existing government policies and underlying tradeoffs and paradoxes, proposing intellectually defensible and politically feasible reforms, and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and use of public lands.

*Shep Melnick***PO 306 Parties and Elections in America (Fall: 3)**

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in instructing political conflict and the role of elections in enhancing citizen control of political leaders.

*Kay L. Schlozman***PO 307 Environmental Law (Spring: 3)**

This course is designed to introduce students to the intricacies and structure of legal mechanisms and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system—from common law litigation and constitutional claims to cutting-edge issues of complex government agency regulations and the creation and enforcement of international legal norms. The course is offered by two-person teams from the BC Law School under the supervision of Law School Prof. Zygmunt Plater.

Zygmunt Plater

PO 317 The American Presidency (Fall: 3)
Not open to students who have taken PO 303.

An examination of the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.

Marc Landy

PO 321 American Constitutional Law (Fall: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power and the Court's special role as protector of individual rights.

David R. Manwaring

PO 329 American Political Ideas and Institutions (Fall: 3)

This course examines the founding of the American regime in 1776-89 and its subsequent modification during the Civil War, the Progressive Era, and the New Deal. Readings include both primary source and political source works on Congress, the presidency, the judiciary, federalism, and parties.

Shep Melnick

PO 332 Great Rights: The First Amendment (Spring: 3)

Intensive consideration of two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will be also be devoted to political and social impact of these principles and recent political controversies that they have fostered.

David R. Manwaring

PO 334 Environmental Policy (Fall: 3)

An introduction to the issues that impact the manner in which the public and institutions perceive how government manages human health and the ambient environment. The course focuses on environmental governance and the institutional challenges involved in devising a coherent environmental policy. In addition, the course will examine how risk is evaluated, federal regulatory policy, marketplace incentives, global climate change, and conflicts involved with using public lands.

Deborah Brown

PO 339 Environmental Justice (Spring: 3)

Deborah Brown

PO 341 American Political Thought (Spring: 3)

This course surveys American political thought from the 17th century through the modern period, with an emphasis on the moments of special importance for the formation of American political ideas and institutions (e.g., the Founding era, the Civil War, the Progressive Era). The course relies almost entirely on primary material—speeches, political essays, court decisions, and letters, among others—in an effort to understand America through the words of its most important statesmen.

Dennis Hale

PO 344 American Legal System (Spring: 3)

A comprehensive survey. Topics include the following: historical origins and basic philosophy, American courts and legal procedure, lawyers and the legal profession, modern comparisons (Britain and France), legal reasoning (common law precedent, statutory interpretation), some substantive manifestations (torts, contracts, property), and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)

Prerequisites: Admission to this course is by application only. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices.

This is a program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of community officials.

Marie Natoli

PO 360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

Kay L. Schlozman

PO 399 Scholar of the College (Spring: 6)

Marc K. Landy

Comparative Politics

PO 400 Comparative Politics (Fall: 3)

This course is an introduction to the subfield of comparative politics. It is organized thematically rather than by case studies: drawing on diverse political systems in Latin America, Africa, and Europe, we will explore some of the central issues in comparative politics, including states and nations, political economies, democratic and authoritarian regimes, regime transitions, and different democratic institutions (e.g. political parties and electoral systems, presidential and parliamentary systems). Open to sophomores.

Jennie Purnell

PO 405-406 Politics in Western Europe I and II (Fall/Spring: 3)

This course introduces a comparison of national-level politics in Western Europe by comparing politics in Britain and France (including the Third, Fourth, and Fifth Republics). The second semester will involve comparing politics in Germany (including the Imperial, Weimar, National Socialist, and present German political systems), to the politics in Sweden, and Switzerland. Special attention will be given to the most important social forces, such as nationalism, religion, and social class, working through the most important political institutions, such as elections, parties, and parliamentary government.

Marvin Rintala

PO 407 Balkan Civilizations (Spring: 3)

Cross listed with HS 149

A study of the non-western historical civilizations of the Balkan nations including Bulgaria, Romania, Greece, Serbia, and Turkey. The course consists of three parts. The first part of the course will deal with early Slavic and Turkish history with an emphasis on differing languages, cultures, and ethnicities. The second part will cover the religious and intellectual aspects of the modern history of these non-western nations, especially the influences of Eastern Orthodox Christianity and Islam. The third part of the course will analyze nation-building and the current political problems, especially ethnic and religious conflicts in the Balkan states.

Kathleen Bailey

Nicholas Racheotes

PO 415 Models of Politics (Spring: 3)

An introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 417 Intro to Japanese Politics (Fall: 3)**Satisfies Cultural Diversity Core Requirement**

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

Kenji Hayao

PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. Northern Ireland was not created in a vacuum, however, and any attempt to understand its political evolution requires, at minimum, a brief examination of the conditions that led to partition in 1921. The focus of this course will be on the *Troubles*, 1968-present. Course readings and discussions will be enhanced by guest speakers intimately involved in the modern politics of Northern Ireland.

Robert K. O'Neill

PO 424 Reform, Revolution and the Communist Collapse (Fall: 3)

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.

Gerald Easter

PO 428 Politics in Latin America (Spring: 3)**Satisfies Cultural Diversity Core Requirement**

This course is an introduction to the political systems of Latin America. It is organized thematically, using case studies of individual countries to explore important political issues, processes, and institutions in the region. After a brief historical overview of political and economic development, we will focus on the role of the military in politics (Chile), religion and politics (Brazil), democratization and economic restructuring (Mexico), and human rights and gender politics (El Salvador). The course is appropriate for majors who have completed PO 041-42 (and preferably PO 400), as well as non-majors with a strong interest in Latin America.

Jennie Purnell

PO 429 Social Movements and Democracy in Latin America (Spring: 3)

The course is intended primarily for political science majors and Latin American Studies minors. Some background on comparative politics, social movements, and/or Latin America is recommended.

This course explores theoretical debates about the origins, nature, and impact of social movements in Latin America, focusing on the relationship between social movement politics and the

democratization of political institutions and regimes. Issues to be considered include the relationship between social movements and electoral politics, the relative importance of "pragmatic" versus "political" movement goals, and the capacity of social movements to challenge and transform clientelistic forms of state-society relations.

Jennie Purnell

PO 432 Postcommunist Transitions (Spring: 3)

The course examines the multi-dimensional reforms underway transitions in Eastern Europe, Russia and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.

Gerald Easter

PO 439 Leadership in Europe (Fall: 3)

This course centers on the questions: What is leadership? What kinds of leadership are there? These questions will be answered both analytically and empirically. The data will come partly from studies of political elites in modernizing and modern Europe and partly from the careers of some European leaders, including Lloyd George, Churchill, and Thatcher in Britain; Blum, Mendes-France, de Gaulle, and Mitterrand in France; Bismarck, Hitler, Adenauer, and Brandt in Germany.

Marvin Rintala

PO 445 Power and Personality (Spring: 3)

This course examines both the significance of personality in seeking, obtaining, exercising, and losing power and the significance of seeking, obtaining, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, Margaret Thatcher, and Adolf Hitler.

Marvin Rintala

PO 447 The Modern State (Spring: 3)

The class explores the rise of the modern state as the dominant form of political organization in world politics. It traces the development from pre-modern stateless societies, medieval states, and finally the modern nation-state. The class also examines the contemporary processes of globalization and their effect on the survival of the modern state.

Gerald Easter

International Politics**PO 500 Introduction to International Studies (Fall: 3)**

This course provides a challenging initial course in international studies. The introductory sessions, focused on theory and controversy about the extent and implications of "globalization," lead to units on the basic nature of world politics; the international socio-economic implications of restricted freedom for girls and women in many societies; the central challenge to governments to simultaneously stimulate healthy political-economies at national, regional, and global levels; and selected moral issues posed by "globalization" and closely related trends. PO 500 is open to all undergraduate students who have not yet taken PO 501, PO 507, or another PO 500 series elective course.

David A. Deese

PO 504 International Politics of Europe (Fall: 3)

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multi-national integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

Donald L. Hafner

PO 514 Great and Local Powers in East Asia (Fall: 3)
Satisfies Cultural Diversity Core Requirement

Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional conflicts, including the Korean and Vietnam wars.

Robert S. Ross

PO 515 U.S.-Latin American Relations (Fall: 3)

Jennie Purnell

PO 516 American Foreign Policy (Spring: 3)

This course examines the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics in American foreign policy. Although the course surveys the decades since 1945 for the lessons they provide, the main focus is on analysis of current and anticipated international challenges confronting the United States, in such realms as military security, international economics, and human rights. The course examines both the international and the domestic political factors that shape American foreign policy.

Donald L. Hafner

PO 525 International Political Economy (Spring: 3)

Reviews the development of institutions and processes in the twentieth century. Focuses on international trade, money, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

Political Theory**PO 602 Capitalism and its Critics (Fall: 3)**

Capitalism is arguably "the most fateful force in our modern life," deeply problematic, yet seemingly capable of overwhelming all its traditional and modern opponents. This course will consider the moral and political arguments for and against capitalism by focusing primarily on the writings of Adam Smith together with small selections from the writings of Hobbes, Locke, Montesquieu, and Weber.

Nasser Behmegar

PO 605 Politics and Freedom (Fall: 3)

The Internet and other recent innovations in communication have raised high hopes for more widespread democracy and freedom. Yet at the same time these technologies have also raised the specter of new threats to freedom. We will try to gain some insight into this political question through the study of a few classic texts on the problem of tyranny and the destruction of freedom selected from among the works of the following: Plato, Aristotle, Xenophon, Machiavelli, Shakespeare, Aristophanes, de Tocqueville, Churchill, Lincoln.

Amy Nendza

PO 611 Politics and the Arts (Spring: 3)

This course will examine the relation between politics and the arts by focusing on two questions. First, do the arts contribute to moral formation of citizens or are they corrupting? Second, to what extent should or can the government exercise control over the arts? Among the authors read will be Racine, Molière, and Rousseau.

Christopher Kelly

PO 619 Classical Political Philosophy (Spring: 3)

An introductory exploration into the origins of political philosophy in ancient Greece. We will concentrate on one long and/or

a few shorter works each semester from among the classic works of Plato, Aristotle, Thucydides, or Xenophon, with the inclusion of ancient Greek comedy and tragedy for further enlightenment.

Amy Nendza

PO 631 Ethics and Politics (Spring: 3)

What is good, and what good is it in politics? A consideration of several important accounts of the possibility of justice in principle and in practice.

Robert K. Faulkner

PO 645 Kant: Morality and Liberalism (Fall: 3)

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

PO 649 Rousseau on Theory and Practice (Fall: 3)

This course will explore the abstract theoretical account of politics given in Rousseau's *Social Contract* and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.

Christopher Kelly

Undergraduate and Graduate Course Offerings**PO 367 Seminar: US Supreme Court: A Political Perspective (Spring: 3)**

This seminar examines the interplay of law and politics in the U.S. Supreme Court. Readings include court opinions and political science studies of the federal courts. Topics include the relationship between the Court and the party system; the mechanisms and limits of Supreme Court control of lower courts; conflict and cooperation between the Court and Congress, the presidency, and the bureaucracy; and the role of interest groups in shaping litigation.

Shep Melnick

PO 371-372 Seminar: Economic Freedom, Religious Freedom, and Justice I and II (Fall/Spring: 3)

This two semester course will introduce students to classic works in economic freedom and religious liberty and consider the relevance of these works to contemporary political and moral controversies in the United States, including debates over school choice, living wage, environment, racial justice, and moral education. Each student will be expected to do the readings, participate in class discussion, and undertake a major year-long research project exploring an aspect of contemporary economic and moral debate using the theoretical materials as a way to frame the questions.

Alan Wolfe

Marc Landy

PO 379 Seminar: Current Constitutional Issues (Fall: 3)

Examines legal and political trends in the present Supreme Court, mainly in terms of decisions handed down in the past several years.

David R. Manwaring

PO 454 Seminar: Etnonationalism (Fall: 3)

This seminar explores the historical processes of national identity formation and nation building as well as contemporary ethnic conflicts and racial politics. Cases are drawn from Western and Eastern Europe, Africa, and the United States.

Gerald Easter

PO 457 Seminar: Theories of Decision-Making (Spring: 3)

This course makes a comparative examination of the processes involved in making governmental decisions. It looks at the processes in three parts. First, it provides an overview of the general theo-

ries of decision-making, such as those involving rational choice, political power, and institutional processes. Second, it examines the processes from the perspective of the participants, such as political leaders, legislators, bureaucrats, political parties and interest groups, and the general public. Third, it makes a comparative analysis of governments to determine the importance of culture and institutions in shaping decisions

Kenji Hayao

PO 465 Seminar: Modern Mexican Politics (Fall: 3)

Mexico is in the midst of a very complex and conflictual process of political reform, which may result in the development of a more democratic political system. The seminar explores the dynamics of this process, focusing on the roles played by different factions within the ruling party, opposition parties across the political spectrum, and a wide range of social movements. It then turns to the relationship between national political institutions and village politics, exploring the ways in which issues and conflicts resolved at the national level, particularly those related to land, continue to play an important role in local politics.

Jennie Purnell

PO 470 Seminar: Political Generations (Spring: 3)

This seminar studies those political communities which can be termed political generations. At the heart of our inquiry will be the broad question: How do members of a particular political generation acquire common values motivating a shared lifetime of common political action? Consideration of this broad question sheds light on the related topics of human development and political socialization.

Marvin Rintala

PO 550 Seminar: International Studies (Fall: 3)

Cross listed with TH 504

This seminar will examine the evolution of individual and group rights throughout the history of modern international relations but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social, and economic rights not only within the states but also across them.

David A. Deese

Donald J. Dietrich

PO 563 Seminar: Chinese Foreign Policy (Fall: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy towards the super-powers and towards its Asian neighbors. The course also covers the instruments of Chinese foreign policy.

Robert S. Ross

PO 650 Seminar: Aristotle's Ethics and Machiavelli's Critique (Spring: 3)

A pitting of *Nicomachean Ethics* against Machiavelli's *Prince*.

Robert K. Faulkner

PO 686 Seminar: The City as a Political Form (Fall: 3)

Cross listed with PL 686

Pierre Manent

Graduate Course Offerings

Graduate Seminars

PO 799 Reading and Research (Fall/Spring: 3)

By arrangement

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

The Department

PO 801 Thesis Seminar (Fall/Spring: 3)

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

Marc Landy

PO 888 Interim Study (Fall/Spring: 0)

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

Kenji Hayao

PO 908 The Political Philosophy of Hume (Spring: 3)

This course will examine the moral, political, and religious implications of David Hume's attempt to establish a system of the sciences "on a foundation almost entirely new."

Nasser Behmegar

PO 947 Political Philosophy of Plato (Spring: 3)

A study of Plato's *Gorgias*.

Christopher Bruell

PO 955 Readings in Classical Political Philosophy (Fall: 3)

A study of Xenophon's *Education of Cyrus and Hiero*.

Christopher J. Bruell

PO 962 Kant (Fall: 3)

Susan Shell

PO 970 Rousseau's Later Political Thought (Fall: 3)

This course will involve a reading of several of Rousseau's later writings on politics including the *Social Contract*, *Project of a Constitution for Corsica*, *On the Government of Poland*, and *Letters Written from the Mountain*.

Christopher Kelly

PO 971 Epicurean Political Philosophy (Spring: 3)

This course will consist of a close reading of the major text of Epicurean political thought, *On the Nature of Things*, by Lucretius.

Christopher Kelly

PO 998 Doctoral Comprehensive (Fall/Spring: 0)

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

The Department

PO 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Psychology

Faculty

Marc A. Fried, *Professor Emeritus*; B.S., City College of New York; Ph.D., Harvard University

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Hiram H. Brownell, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Professor*; A.B., Columbia University; Ph.D., Rockefeller University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

Michael Smyer, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor*; A.B., Radcliffe College; Ph.D., Harvard University

Lisa Feldman Barrett, *Associate Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

Norman H. Berkowitz, *Associate Professor*; A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; Assistant Chairperson of the Department; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

M. Jeanne Sholl, *Associate Professor*; Chairperson of the Department; B.S., Bucknell University; M.S., Idaho State University; A.M., Ph.D., Johns Hopkins University

Kavitha Srinivas, *Associate Professor*; B.A., Bangalore University; M.S., Purdue University; Ph.D., Rice University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Stephen Heinrichs, *Assistant Professor*; B.A., University of California, Berkeley; M.A., Ph.D., University of California, San Diego

Departmental Notes

- Administrative Secretary: Janet Evans, 617-552-4102, janet.evans@bc.edu
- Department Secretary: Jane Costello, 617-552-4100, jane.costello@bc.edu
- World Wide Web:
http://www.bc.edu/bc_org/avp/cas/psych/psych.html

Undergraduate Program Description

The undergraduate program in Psychology is designed to meet the needs of three classes of students: (1) those who wish a sound background in the study of the biological, social, and cultural foundations of behavior; (2) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of doing graduate study in the field; and (3) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

Requirements for Psychology Majors

Students must take a minimum of 10 courses in the Department, including the following required courses:

- Introduction to Psychology I and II (PS 110 and PS 111) should be taken as soon as possible after entering the major. Students are advised to take PS 110 before PS 111.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters:
 - Biological (PS 284, PS 285, PS 287, or PS 288)
 - Cognitive (PS 271, PS 272, or PS 274)
 - Developmental and Clinical (PS 260 or PS 264)
 - Social, Personality and Cultural (PS 241, PS 242, PS 254)

- Three additional courses in Psychology, at least two of which must be at the 300 level or higher.

In addition, Psychology Majors must take the following corequisites outside the Department: two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (MC 021) for one of the two required mathematics courses.

The Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 490 and/or PS 491 Senior Thesis in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their transcripts. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

The Biopsychology Concentration

The Biopsychology Concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the biological bases of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: evolution and genetics of behavior; neural, neurochemical, and physiological control of behavior; the biology of behavioral development; molecular neurobiology of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology but will also be valuable to pre-medical students or those interested in the health-related professions.

Faculty Advisors: Michael Numan and Stephen Heinrichs

The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to conducting an individually conceptualized and independent research project, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students are invited to the Honors Program at the beginning of their junior year. An invitation is sent to all Psychology majors who, at the end of their sophomore year, have achieved a grade point average of at least a 3.5 overall and in their Psychology courses. 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. By November 1 of their junior year, invited students submit a brief statement of intent in which they identify the topic of their project, the faculty member supervising them, and a copy of their transcript. Students then meet with their advisor during the second semester of their junior year to develop their research proposal. By May 1 of the junior year, students need to turn in a research proposal for their honors thesis with a letter of support from their advisor (for students who intend to travel abroad, these deadlines may be flexible).

In most cases, the thesis involves original, empirical or archival research, though theoretical studies may be permitted in exception-

al instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the advisor's program of research. The student with the support and assistance of the advisor should develop the proposal for the research. The student should complete data collection and analysis.

The Honors Committee reviews the research proposals and decides whether each student is accepted as a candidate for the Psychology Department Honors Program. This decision is based on: (1) whether the plan for research meets the important objective of providing the student with an opportunity for individually conceptualized and independent work and (2) whether the advisor agrees to continue working with the student on the research. Once this decision is made, a second reader for the honors thesis is chosen. The student begins the process of executing the research plan, analyzing the data, and writing the honors thesis. The final thesis is due on April 15 of the senior year. The final determination of whether the student receives the designation "Graduate with Departmental Honors" will be made based upon: (1) the successful completion and evaluation of the honors thesis, (2) the completion of two additional advanced courses in Psychology (400-level or above) beyond the Department's ten-course requirement for majors, and (3) the student maintaining a minimum GPA of 3.5 in Psychology and overall.

For further information and a more detailed description of the procedure for admission and requirements of the Honors Program, contact the Director of the Honors Program in the Psychology Department.

Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's Degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

Faculty Advisor (Psychology): Michael Moore

Faculty Advisement

Psychology majors should seek Psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Please note that PS 110 and PS 111 **do not** fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement when they have successfully completed PS 110, PS 111, and two other psychology courses at the 200-level or above. Psychology majors fulfill one semester of the Social Science Core requirement when they have successfully completed PS 110 **or** PS 111 and one other psychology course at the 200-level or above.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and *do not* provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that *satisfy* the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 100-PS 199:** Introductory and methods courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to various subdisciplines of Psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized course, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica in various areas of Psychology limited to Psychology majors in their junior or senior years.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level course.

Graduate Program Description

The Ph.D. program at Boston College offers training in five areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, and Social Psychology. The program provides an intellectual environment that allows students to pursue their educational and research objectives working in close association with members of the faculty. In part this is accomplished by maintaining a very low ratio of students to faculty. The number of students admitted each year is kept small enough to yield a student to faculty ratio of about 1 to 1.

The program adopts an ecological perspective to the study of psychology. Students are admitted whose interests fall within or bridge one or more of the five main concentrations of the Program. In addition, students must have demonstrated adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. The Program accepts both students who wish to pursue academic careers and those who seek employment in nonacademic settings. Recent graduates are working in academic settings, human services, industry, and governmental agencies.

Faculty and students in the program share a commitment to an "ecological perspective." An ecological perspective encourages the researcher to be continuously concerned with the contexts in which the process normally operates. It is a tenet of the ecological perspective that even the most basic research in psychology profits from a continuing awareness of the real-life contexts in which behavior and experience take place, and conversely, even the most applied research profits from a continuing awareness of basic research findings and theory.

One concrete manifestation of the program's ecological perspective is the incorporation of field placements in a student's program of study. In such placements, students make use of real-world environments to learn about aspects of behavior relevant to their research interests. In addition to the role that field placements play in basic research, such placements can provide a special advantage for those students who seek to secure employment in nonacademic settings upon completion of the Program.

Biopsychology. Faculty and students in the Biopsychology Concentration study the neural basis of behavior. One aspect of this

research involves defining neural circuits underlying behavior in terms of their connectivity, neurochemical makeup, and functional role. Complementary interests deal with the effects of experience and endocrine factors on the neural substrates of behavior. Areas of study include neural and endocrine regulation of parental behavior in rodents and the impact of stress and anxiety on measures of drug seeking, information processing and appetite control. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; radiotelemetry; psychopharmacology; computerized image analysis of brain systems; videotracking and phenotyping of genetic mutant mice.

Cognition and Perception. Faculty and students in the Cognition and Perception Concentration study mental processes and structures, their breakdown, and their application to a variety of common human settings and problems. Areas of study include spatial representation; relations among the perceptual systems; sensory substitution in the visually handicapped; imagery; memory; classification; attentional changes in aging and as a result of Alzheimer's disease as measured by EEG, EOG, heart rate, and muscle potentials; psychophysiology of stress; and the breakdown of language and communication skills and inferential abilities under conditions of brain damage.

Cultural Psychology. Faculty and students in the Cultural Concentration study the sociocultural foundations of mental processes and behavior, at both the individual and group levels. Areas of study include cross-cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; sociopsychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

Developmental Psychology. Faculty and students in the Developmental Concentration study social, emotional, and cognitive development, and developmental processes as they are affected by the familial and sociocultural context. Areas of study include attachment in normal and atypical populations; the emergence of self-knowledge and self-esteem; the influence of care giving on sibling and peer relationships; the role of play in the development of interests and cognitive abilities; individual learning styles in a variety of educational settings; gifted children; the development of artistic abilities; the acquisition of a theory of mind and the relationship between theory of mind and communication skills; public policies and programs, families and children; and children of war. Children from both western and non-western communities are studied.

Social and Personality Psychology. Faculty and students in the Social and Personality Concentration explore social psychological processes at multiple levels, ranging from intra-individual all the way through the organization of large groups. Areas of investigation include what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; what factors affect changes in self schemas and self esteem; and how emotions are formed and inform judgment, behavior, and relationships. Research strategies encompass the gamut of experimental and field methodologies.

Degree Requirements

The Ph.D. Program has a flexible and mainly tutorial structure. Because of the Program's emphasis on tutorial relations to the faculty, a principal criterion for admission is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor. After initial consultation with the advisor, two other faculty members are added to form the student's advisory committee. The committee designs a specific program of study for each student.

Courses. There are six required courses. In the first year, students take the following three courses: PS 606 Experimental Design and Statistics, which concentrates on analysis of variance, another statistics course that concentrates on multivariate techniques, and an advanced topics seminar in a student's area of concentration. Three other courses are taken in either the first or second year: two advanced topics seminars outside a student's area of concentration and PS 590 History and Theories of Psychology. Students may take any number of other courses that are selected in consultation with their advisory committees and consistent with their research and professional objectives. Students' educational needs will often carry them across traditional disciplinary boundaries. Taking courses in other departments in the University is common.

Research workshops. Each year, students participate in a research workshop, consisting of a small number of faculty and students who have shared or overlapping research interests. These workshops are coordinated by the faculty and advanced graduate students in the program and are intended to provide a continuing source of support, collaboration, intellectual stimulation, and criticism for the students and faculty involved. Students are also expected to take part, with the faculty, in department-wide educational activities such as colloquia and general research discussion meetings.

Fieldwork. Students are encouraged to confront the processes that they are studying as they occur in settings other than the Boston College Psychology Department. Toward this end, students typically spend some time in settings that would provide them with an alternative view of the processes that they are studying. Depending on a student's particular needs and prior experience, fieldwork can involve work in other laboratories, or participant-observation in an organization or institution (e.g., school, hospital, court, government agency, organization for the perceptually handicapped, or a special applied research apprenticeship), or a formal internship in a human services agency. The faculty will help find field placements appropriate to each student's needs and wishes.

Demonstration of competency in three areas. During the first two years, students demonstrate competency in research and in three substantive areas. During the first year, students must demonstrate competency in one of five general areas: Biopsychology, Cognition and Perception, Cultural Psychology, Developmental Psychology, or Social Psychology. Competency in the general area is demonstrated at the end of the first year by a written exam. Students prepare for the exam by reading from a list of readings in their area of concentration, and typically by taking a seminar in their area. Before the end of the first year, the student and advisory committee define a focus area centering on the student's research interests and an area adjacent, but related to the student's focal interest, which falls outside the general area studied in the first year. The student and committee design a program of study for the demonstration of competency in the focus and adjacent areas to be completed the second year. This proposal includes the form(s) of evaluation and a time frame for completion.

Demonstration of research competency. In the second year, students carry out an empirical study in order to demonstrate

research competency. Students conceptualize the study independently, design and carry out the study, analyze the results, and write up the results in publishable format. Students are encouraged to submit their research competency studies for publication.

Independent research and dissertation. Students should have some idea of the kind of research they wish to conduct when they first apply to the Program. During their first year they become actively engaged in research within their general field of interest. After demonstrating research competency by the end of their second year, students then move on to develop a dissertation proposal. The final stage of this process, expected to occur in the fourth year, is an oral defense of the dissertation before the Department.

Financial Support

Students admitted to the program are eligible for an annual stipend plus credit for full tuition remission for four years of graduate study. The stipend normally takes the form of a research assistantship the first year, a teaching assistantship the second, and a teaching fellowship during the third and fourth years. These research and teaching activities are usually selected to be consistent with a student's own educational objectives. Students receiving this financial support are expected to devote full time to their graduate work.

Kind of Student Sought

As indicated, the Department seeks students whose interests are compatible with those of one or more faculty members. Thus, the program is ideally suited for students who have already developed research interests in a particular area of psychology. The emphasis on real-world application and fieldwork, along with basic research and theory, makes the program appropriate for students who seek eventual employment in either academic or nonacademic settings. While most candidates will have majored in psychology as undergraduates, students who have majored in other fields are also invited to apply. The program actively seeks applications from minority students.

Instructions for Applicants

For application materials or further information, please direct inquiries to the Department of Psychology, McGuinn 301, Boston College, Chestnut Hill, MA 02467. Applicants should submit a statement of research interests, application forms A1 and A2, official transcripts, three letters of recommendation, and GRE and Psychology subject scores. Applications are accepted for fall term admissions only. The deadline for applications is January 2.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PS 005 Application of Learning Theory (Fall/Spring: 3)

Prerequisite: Consent of Learning to Learn Program

This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

Daniel Bunch

Dacia Gentilella

Rossana Contreras

PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)

Formerly PS 062

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include: theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.

Joseph Tecce

PS 021 Psychology of Art and Creativity (Fall: 3)

Formerly PS 044

This course examines how five major fields of psychology have approached the study of art and creativity: clinical/personality psychology, social psychology, neuropsychology, cognitive psychology, and developmental psychology. Thus, this course provides an overview of different areas of psychology as well as an examination of how each of these areas has studied art and creativity. The course focuses on the psychological processes involved in both the creation of and response to art—how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 045 Fundamentals of Humanistic Psychology (Fall: 3)

Formerly PS 055

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

The Department

PS 110 Introductory Psychology I (Fall/Spring: 3)

Formerly PS 073

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

The Department

PS 111 Introductory Psychology II (Fall/Spring: 3)

Formerly PS 074

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

The Department

PS 120 Introduction to Behavioral Statistics and Research I

(Fall: 3)

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to self-report, observational, and survey methodologies; psychological mea-

surement and test construction; descriptive statistics; probability; and correlation and regression. The course has a 1 credit laboratory requirement. Laboratory modules are accessed over the Internet.

Hiram Brownell

Lisa Feldman Barrett

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)

Prerequisite: PS 120

This course is organized similarly to PS 120 but with a focus on inferential statistics and experimental design. Students will be introduced to various research methodologies used in experimental psychology and to inferential statistics, including probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course has a 1 credit laboratory requirement. Laboratory modules are accessed over the Internet. In each module, a different experimental design will be combined with an appropriate inferential test to answer questions of psychological interest.

Hiram Brownell

Randolph Easton

Kavitha Srinivas

PS 125 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with EN 125/HS 148/SC 225

See course description in the History Department.

Ellen G. Friedman

PS 190 Statistics (Spring: 3)

This course presents an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include: basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis testing, t-scores, chi-square, analysis of variance, and simple correlation and regression.

The Department

PS 206 Independent Study (Fall/Spring: 3)

Formerly PS 297-298

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

The Department

PS 241 Social Psychology (Fall/Spring: 3)

Prerequisite: PS 111

Formerly PS 131

This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

The Department

PS 242 Personality Theories (Fall/Spring: 3)

Prerequisite: PS 111

Formerly PS 101

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan

Lisa Feldman Barrett

Judy Dempewolf

PS 254 Cultural Psychology (Fall: 3)

Prerequisites: PS 111 for psychology majors; for non-majors, permission of the instructor

Satisfies Cultural Diversity Core Requirement

Formerly PS 145

The goal of this course is to examine the influence of culture and social structure on human thought, personality development, and social behavior. Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

Ali Banuazizi

PS 260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PS 111

Formerly PS 136

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

Michael Moore

Gilda Morelli

Amy Tishelman

PS 264 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PS 111

Formerly PS 139

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

Ramsay Liem

Karen Rosen

PS 271 Sensory Psychology (Fall: 3)

Prerequisite: PS 110

Formerly PS 140

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

Randolph Easton

PS 272 Cognitive Psychology (Fall/Spring: 3)

Prerequisite: PS 110

Formerly PS 147

An information processing approach to perception and thought will be covered. This course examines how information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the differing functions of the two hemispheres of the brain.

Michael Moore

Jeanne Sholl

Kavitha Srinivas

PS 274 Perception (Spring: 3)

Prerequisite: PS 110; PS 271 is recommended

Formerly PS 143

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will be contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

The Department

PS 284 Evolutionary Psychology (Fall: 3)

Prerequisite: PS 110 and PS 111

Formerly Evolution of Behavior

The psychological processes, traits, and tendencies that characterize our species came about through natural selection because they promoted the survival and reproduction of our ancestor's genes. This fact has profound implications for theories in psychology and those implications provide the subject matter of this course. We will examine theories of learning, motivation, development, emotion, social interaction and personality from an evolutionary perspective. Students are responsible for presenting ideas and leading discussions at each class meeting.

Peter Gray

PS 285 Behavioral Neuroscience (Fall/Spring: 3)

Prerequisites: PS 110, BI 110-112, or BI 200-202

Formerly PS 150

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

Michael Numan

PS 342 Interpersonal Relations (Fall: 3)

Prerequisite: PS 241

Formerly PS 210

The goal of this course is to provide understanding of interpersonal and group processes through examination of the student's own experiences in a laboratory group that meets weekly throughout the semester. In addition, each student will join a committee that will make three reports on aspects of group structure and process as these are evidenced in the laboratory group. The reports will combine theory, observations, the presenter's own laboratory group experiences, and additional data. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives.

Norman Berkowitz

PS 343 Group Dynamics (Spring: 3)

Prerequisite: PS 241

Formerly PS 256

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be

accomplished through lecture, readings and discussion. Attention will be given to implications for improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

Norman Berkowitz

PS 344 Psychology of Gender (Spring: 3)

Prerequisite: PS 241 or 254

Formerly PS 225

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males "do" gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support commonsense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

Judy Dempewolf

PS 347 The Social Psychology of Prejudice and Racism (Spring: 3)

This course will present a comprehensive examination of psychological perspectives on prejudice and racism. The course will be taught in two major parts. In Part I, we will address psychological perspectives on prejudice, including stereotyping, intergroup relations, how the victims of prejudice cope, and finally, efforts at reducing prejudice. In Part II, we will discuss the psychology of racism across micro and macro levels, including individual racism, institutional racism, and cultural racism.

Stephanie Goodwin

PS 352 Sociocultural Contexts of Psychopathology (Spring: 3)

Prerequisite: PS 254 or PS 264

Formerly PS 279

This course explores social and cultural perspectives on psychological well-being and distress, focussing on how large scale social, economic, political, and cultural practices in society influence psychological well being. Topics include the relationship between social class, race, and gender and mental health, family systems approaches to emotional disorder, culture and mental illness, and human rights and mental health. The role of culture in shaping perceptions of normal and abnormal behavior and the expression of psychological distress is given special consideration.

Ramsay Liem

PS 354 Culture, Identity, and Asian American Experience (Spring: 3)

Prerequisite: PS 254 or permission of the instructor.

Satisfies Cultural Diversity Core Requirement

Formerly PS 376/PS 676

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities. Students conduct semester-long term projects on topics of special interest and are expected to be active contributors to seminar discussions. This course is a requirement for the Asian American Studies Concentration.

Ramsay Liem

PS 360 Clinical Psychology (Fall: 3)

Prerequisite: PS 264

Formerly PS 209

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

Karen Rosen

PS 361 Psychological Assessment (Spring: 3)

Prerequisites: PS 242, PS 260 or PS 264

Formerly PS 265

This course emphasizes issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction will receive extensive treatment. The survey of specific assessment procedures will range from traditional measures, including a variety of structured (objective) and unstructured (projective) techniques to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

Amy Tishelman

PS 362 The Development of Language in the Child (Spring: 3)

Prerequisite: PS 260

Formerly PS 251

This course examines the processes by which children acquire a first language. The course focuses on normal language development but also considers language disorders in childhood and language capacities in nonhuman primates.

Ellen Winner

PS 364 Family Violence (Fall: 3)

Prerequisite: PS 241 or PS 242

Formerly PS 211

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy Tishelman

PS 368 Psychology of Play and Exploration (Spring: 3)

Prerequisites: PS 254, PS 260 or PS 284 (any of those three)

Children everywhere spend their free time playing and exploring. Adults also play and explore, and some are lucky enough to turn their playfulness and curiosity into a career. In this course we will examine perspectives of cultural, evolutionary and developmental psychology. Students are responsible for presenting ideas and leading discussions at each class meeting.

Peter Gray

PS 386 Psychopharmacology (Spring: 3)

Prerequisite: PS 285 or PS 286

Formerly PS 151

This course is concerned with how and where different drugs affect brain function and how drugs influence behavior. Drugs of abuse, such as opiates and psychomotor stimulants, as well as antianxiety, antipsychotic and antidepressant medications, will be

discussed. The course considers not only how different compounds can control or ameliorate pathological conditions but also how such knowledge contributes to our understanding of normal brain function.

The Department

PS 441 Research Practicum in Personality Psychology (Fall: 3)

Prerequisite: PS 242

Formerly PS 303**For majors only**

This course stresses the application of research methods to questions in the area of personality psychology. Traits or personality variables such as self-esteem are considered. Students, in small groups, design, conduct, and report on a piece of empirical research.

Donnah Canavan

PS 442 Research Practicum in Social Psychology of Conflict (Spring: 3)

Prerequisite: PS 343 or PS 241

For majors only

This course is appropriate for students who wish to conduct original research on interpersonal or intergroup conflict. Although readings on methodology will be assigned, greater emphasis is placed on substantive topics related to the particular studies developed. The primary vehicle for learning is participation in a group that will undertake all phases of the research process including formulation of the problem, design of the study, data collection and analysis, and the preparation of individual research reports. While experimental studies are ordinarily conducted, other research models may be employed if better suited to the research question.

Norman Berkowitz

PS 444 Research Practicum in Social Psychology (Spring: 3)

Prerequisite: PS 241

Formerly PS 306**For majors only**

This course provides students with a hands-on approach to research in psychology with an emphasis on personality and social approaches. The course requires students to put into practice the knowledge of psychological science that they have accumulated from previous courses. By the end of the course, students will have experienced the research process from beginning to end, e.g., writing a literature review on some topic in social or personality psychology, hypothesis formation, experimental design, analysis of data, and writing up results in publishable manuscript form.

The Department

PS 460 Clinical Fieldwork in Psychology (Fall: 3)

Prerequisite: PS 360 or PS 363 and permission of the instructor

Formerly PS 282

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement where they will be working with a population of patients of their choices of ages (e.g., children, adolescents, adults) and settings (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to patients.

Karen Rosen

PS 461 Research Practicum in Development and Cognition (Spring: 3)*Prerequisite:* PS 260 or PS 272**Formerly PS 305****For majors only**

Students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research focuses on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects.

*Michael Moore***PS 462 Research Practicum in Cognitive Development (Spring: 3)***Prerequisite:* PS 260 or PS 272**Formerly PS 318****For majors only**

Students conduct a complete experiment that focuses on a topic in cognitive development. Students will be involved in all phases of the research process including: research design, recruitment of subjects, data collection, and analysis, and write up of the study in publishable format.

*Ellen Winner***PS 466 Current Issues in Developmental Psychology (Spring: 3)***Prerequisite:* PS 260**Formerly PS 234**

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.

*Michael Moore***PS 470 Research Practicum in Cognition (Spring: 3)***Prerequisites:* PS 190 and PS 271, PS 272, or PS 274**Formerly PS 311****For majors only**

Students acquire hands-on experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense of direction from people who have a good sense of direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design.

*Jeanne Sholl***PS 472 Research Practicum in Memory (Fall/Spring: 3)***Prerequisite:* PS 190 and PS 272 or PS 274**Formerly PS 322****For majors only**

This course provides hands on experience in conducting research on human memory. Students engage in hypothesis testing, development of a research question, analysis of data, presentation of the data in a form suitable for publication, and oral presentation of data in a form suitable for a professional conference. Research projects are conducted by small groups of students on issues related to implicit memory and object recognition. The projects will require development of stimuli on computers, as well as the use of existing software for the control of display and timing.

*Kavitha Srinivas***PS 490 Senior Thesis I (Fall: 3)****Formerly PS 500**

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Theses judged to be of exceptional merit will have "Senior Thesis passed with Honors" noted on their University transcripts.

*The Department***PS 491 Senior Thesis II (Spring: 3)****Formerly PS 500**

This is a continuation of PS 490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PS 490 and PS 491.

*The Department***PS 495 Senior Honors Thesis I (Fall: 3)**

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

*The Department***PS 496 Senior Honors Thesis II (Spring: 3)**

Continuation of PS 495.

*The Department****Undergraduate and Graduate Course Offerings*****PS 540 Advanced Topics in Social Psychology (Spring: 3)***Prerequisites:* Undergraduate students, PS 241; graduate students, permission of instructor**Formerly PS 382/PS 682****For majors only**

This course explores classic and contemporary issues in social psychology as well and investigates the role such issues play in real-world concerns. Topics include social cognition, emotion and social behavior, gender and power, verbal and nonverbal communication, cooperation and conflict, dyadic and inter-group relationships and the social self.

*The Department***PS 550 Advanced Topics in Cultural Psychology (Spring: 3)***Prerequisites:* PS 254, PS 241, or PS 242; graduate students, permission of the instructor**Satisfies Cultural Diversity Core Requirement****Formerly PS 681**

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology, the study of the role of culture in the mental life and actions of human beings. The topics include: cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. The extent to which psychological processes develop and are influenced by specific sociocultural environments will be a principal focus of analysis.

Ali Banuazizi

PS 552 Children, Families, and Social Policy (Fall: 3)

Prerequisite: PS 260 or PS 254

Enrollment restricted to Juniors and Seniors. Sophomores must obtain permission from the instructor.

This course explores the role of social policy and programs in promoting the health, education and welfare of children and their families. It focuses on issues of relevance in the U.S., like welfare reform, teenage pregnancy, and child abuse and neglect, but it also considers issues of concern internationally like children's rights, children of war, child labor, street children, and AIDS orphans. The course relies heavily for guidance on developmental theories that take into account sociohistorical and cultural viewpoints.

Gilda Morelli

PS 560 Advanced Topics in Developmental Psychology (Fall: 3)

Prerequisites: PS 260; graduate students, permission of the instructor
Formerly PS 380/PS 680

This seminar explores major theories and issues in developmental psychology, with an emphasis on cognitive development. The course examines Piagetian, Neo-Piagetian, information-processing, Vygotskian, and nativist theories, and considers some of their educational implications.

Ellen Winner

PS 561 Seminar in Social and Emotional Development (Spring: 3)

Prerequisite: PS 260

Formerly PS 615/PS 335

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

Karen Rosen

PS 567 Psychology and Aging (Spring: 3)

This course is open to master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from youth to middle and old age will be stressed. Topics will include developmental crises of physical change, pre-retirement, post-retirement issues, alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

Michael Smyer

PS 568 Seminar in Health Psychology (Fall: 3)

Prerequisite: PS 211 or PS 288

Formerly PS 583

The roles of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders are discussed in the context of clinical and basic research. Specific disorders that are covered include alcoholism, smoking, obesity, anorexia, AIDS, ulcers, heart disease, and cancer.

Joe Tecce

PS 570 Advanced Topics in Cognitive Psychology (Spring: 3)

Prerequisite: PS 272 or PS 274

Formerly PS 384

This course explores in-depth selected topics in the area of cognitive science/cognitive neuroscience. Topics to be covered include object recognition, visual object agnosia, the formation of cognitive spatial maps, connectionist modeling, and language processing.

Kavitha Srinivas

PS 590 History and Theories of Psychology (Fall: 3)

Prerequisites: For undergraduates, at least one 300-level course in Psychology; graduate students, permission of the instructor

Formerly PS 334/PS 621

This course offers a survey of the philosophical roots and the development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: Classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, the British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the 19th century; the emergence of psychology as an independent discipline in Germany and the United States; and the rise and demise of the major systematic positions (schools) in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

Ali Banuazizi

Graduate Course Offerings**PS 600 Introduction to Social Work (Fall/Spring: 3)**

Cross listed with SW 600/SC 378

Available to non-M.S.W. graduate students

See course description in the Graduate School of Social Work.

Regina O'Grady-LeShane

PS 606 Experimental Design and Statistics (Fall: 3)

Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.

Randolph D. Easton

PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research. Students in the Honors Program may attend with permission of the instructor.

Norman Berkowitz

Donnah Canavan

PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.

Lisa Feldman Barrett

PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research. Students in the Honors Program may attend with permission of the instructor.

Ali Banuazizi

Ramsay Liem

Gilda Morelli

PS 660-661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research. Students in the Honors Program may attend with permission of the instructor.

Gilda Morelli

Karen Rosen

Ellen Winner

PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research. Students in the Honors Program may attend with permission of the instructor.

Hiram Brownell

Randolph Easton

Jeanne Sholl

Kavitha Srinivas

PS 686-687 Research Workshop in Biological Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Biological Psychology discuss ongoing research. Students in the Honors Program may attend with permission of the instructor.

Michael Numan

PS 691-692 Professional Development Workshop I and II (Fall/Spring: 0)

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

Lisa Feldman Barrett

Ellen Winner

**PS 721 Human Behavior and the Social Environment (Fall: 3)
Cross listed with SW 721**

See course description in the Graduate School of Social Work.

The Department

PS 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet been admitted into Doctoral Candidacy but who prefer not to assume the status of a non-matriculating student for the one of two semesters used for completion of requirements prior to admission into Doctoral Candidacy.

The Department

PS 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.

The Department

Institute of Religious Education and Pastoral Ministry (IREPM)**Faculty**

Claire Lowery, *Director and Adjunct Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Harold Horell, *Associate Director for Academic Affairs and Adjunct Assistant Professor*; B.A., M.A., University of Dayton; M.T.S., Harvard Divinity School; Ph.D., Boston College

Sandra Hurley, *Assistant Director for Administration*; B.A., M.A., Boston College

Thomas Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., The Catholic University of America

Bruce Morrill, S.J., *Assistant Professor*; B.A. College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

Jane Regan, *Assistant Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

Colleen M. Griffith, *Adjunct Assistant Professor*; B.A., St. Joseph College; Th.D., Harvard University

John Konicek, S.J., *Adjunct Assistant Professor*; M.Div., S.T.L., Jesuit School of Theology at Berkeley

Michael J. Corso, *Coordinator for Continuing Education and Supervised Ministry*; Ph.D., Boston College

Departmental Notes

- Coordinator: Student and Academic Services Assistant, Donna DeRosa, 617-552-8441, derosado@bc.edu
- Administrative Secretary: Christine Kowalck, 617-552-8443, kowalsky@bc.edu
- Continuing Education Programs Secretary: Kathleen Downey, 617-552-8440, downeyka@bc.edu
- Department Secretary: Mary Magennis, 617-552-8440, magenim@bc.edu
- World Wide Web: <http://www.bc.edu/irepm.html>

Graduate Program Description

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The Institute offers the combined resources of the Theology Department, the Lynch Graduate School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the Institute are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The Institute offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Religion and Education (Ph.D.) plus several dual degrees and certificates described below. For full guidelines for each program, contact the Institute.

Master of Education in Religious Education (M.Ed.)

A broadly defined core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own developing faith life and with the challenges of religious education today. The M.Ed. in Religious Education normally requires 36 credit hours of course work for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course-work in excess of these minimum requirements.

The M.Ed. is granted by the Lynch Graduate School of Education.

Master of Arts in Pastoral Ministry (M.A.)

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry, a supervised field placement, and an integrative colloquium. Students can choose to pursue the degree with or without a concentration. Those who do

not declare a concentration strive to develop a general understanding of the arts of ministry. Those who declare a concentration choose an area of special interest from among the following:

- Pastoral Care and Counseling
- Social Justice/Social Ministry
- Liturgy and Worship
- Religious Education
- Church Leadership
- Youth Ministry
- Spirituality
- Hispanic Ministry

For the M.A. in Pastoral Ministry, 36 to 39 credit hours are ordinarily required for academic year students and 30 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in approximately three years (the length of time will be less if students take summer courses in Pastoral Ministry).

Prospective students must apply to and be accepted by both the Institute and the Graduate School of Social Work.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study (less if students incorporate both summer and academic-year courses).

Prospective students must apply to and be accepted by both the Institute and the Lynch Graduate School of Education. Please contact each department for applications and further guidelines.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of care-giving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the Institute and the School of Nursing. Contact each department for applications and further guidelines.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three

years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a synthesis project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are the same as those ordinarily required for the M.Ed., i.e., 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Lynch Graduate School of Education.

Interdisciplinary Doctorate in Religion and Education (Ph.D.)

The Institute coordinates the program of Doctoral Studies in Religion and Education offered by the Theology Department and the Lynch Graduate School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Leadership in Ministry Certificate

This Certificate is designed to provide experienced religious educators and pastoral ministers with opportunities for development of leadership skills, spiritual formation, and professional updating with an emphasis on personal learning goals. Students may enroll either full-time for one year, part-time for up to three years, or in summer only for up to three summers. Through participation in TH 639 Leadership in Ministry Seminar Series, students explore key topics in ministerial leadership and plan their program of study. In addition to this Seminar Series, Certificate requirements include the equivalent of 12 credits in course work in areas congruent with individual goals, either taken for credit or audit, and a final, integrative project.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

Liturgy Certificate

This Certificate is designed for the pastoral minister who wishes to deepen his/her foundations in liturgical and sacramental theology and to gain increased competency in planning and leading liturgical celebrations. Students may enroll either full-time for one year, part-time for up to three years, or in summers only for up to three summers. Requirements for the certificate include graduate course work in areas relevant to liturgy, a supervised field placement, and non-credit workshops on topics of relevance for liturgical ministers.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

Advanced Certificate in Formative Spirituality

The Advanced Certificate Program in Formative Spirituality is a summer program designed for persons experienced in ministry with an earned master's level degree or the equivalent in a theological discipline. The purpose of the program is to enable pastoral leaders to become spiritual mentors for persons and for Christian com-

munities of faith. The program of studies will consist of three consecutive summer residencies of two weeks each. Twelve persons will be admitted each year.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the Institute.

Other Continuing Education Programs

The Institute's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. Persons interested in these offerings should contact the Institute directly for further information.

Graduate Course Offerings

ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

Harold (Bud) Horell, Coordinator

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)

Required for first and second-year IREPM doctoral students. Other advanced students admitted with permission of instructor. Limited to 10 participants.

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education and to prepare proposals for their own research projects. Requirements include substantial scholarly reading, research, and conversation, and the preparation of a publishable essay by the end of the year.

Jane E. Regan

TH 430 The Psychology of Religious Development (Fall: 3) Cross listed with ED 439

A survey of major psychological perspectives on the foundation and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).

John McDargh

TH 480 Introduction to Ecclesiology (Spring: 3)

This course provides a systematic introduction to the study of the church as it has evolved over twenty centuries. Focusing upon both the idea and fact of the church through the use of primary text special emphasis will be given to the Second Vatican Council and the conflicts of interpretation that has developed over it in post-Vatican II Catholic ecclesiology. Attention also will be given to the critiques and contributions of contextual theologians (Latin American, Asian, African and feminist) as well as the present state of the ecumenical movement regarding its goals, obstacles and promise for a united Christian Church.

Mary Ann Hinsdale, IHM

TH 530.01 Supervised Ministry (Fall/Spring: 3) M.A. Students

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the

field, discussion with other participants, reading and theological reflection, students will become familiar with the needs of special groups of people and will develop models of ministry that are applicable to their own situations.

Michael J. Corso

TH 530.02 Supervised Ministry (Fall/Spring: 3) M.Ed. Students

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading and theological reflection, students will become familiar with the needs of special groups of people and will develop models of ministry that are applicable to their own situations.

Michael J. Corso

TH 530.03 Supervised Ministry (Fall/Spring: 3) Spirituality Concentration

The Supervised Practicum in Spirituality provides students the opportunity to attend to the understandings and skills that are needed for the ministry of spiritual enablement. The first part of the practicum focuses on the ministerial and theological concerns that emerge in a ministry directed toward fostering spiritual growth. The second part will attend to the issues and concerns that are being raised in the student's experience of supervised ministry. Process analysis, role plays, student reports and theological reflection will be used to develop personal skills and individual styles of ministry.

Rosemary Brennan, CSJ

TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)

The prophetic nature of the pastoral counseling relationship and the identity of the pastoral counselor as mediator between the world of human experience and the theological tradition occupy the conceptual foreground of this course. Practicum sessions, including the use of video, role-play, and taping, will focus on dynamics, techniques, and models of pastoral counseling.

Melissa Kelley

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

Harold (Bud) Horell

TH 593 Fostering Faith Across the Life Cycle (Fall: 3) Cross listed with ED 673

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

Jane E. Regan

TH 600 Leadership and the Practice of Ministry (Spring: 3)

Leadership is a critical issue in the church today. This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collaborative styles of

leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.

Ann F. Morgan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Fall: 3)

The fine art of doing theology is dependent upon a “habit of vision.” It is connected to one’s ability to bring together in both action and word the experience of contemplation, empathy, and reason. This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister’s ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition. This course is required of all pastoral ministry (M.A.) degree students.

Michael J. Corso

TH 628 Liturgy, Sacraments, and Church (Fall: 3)

A survey of the theology of the sacraments and worship embodied in the liturgical tradition of the church. Through study of official documents and rites, historical sources, contemporary theologies and insights from the social sciences, the course will explore how liturgy forms the church and transforms its members for service in the world. Emphasis on the two main themes—(1) participation in the paschal mystery and (2) the liturgy of time—will open into discussions of such topics as word and sacrament, inculturation, ritual symbols, dynamics of performance, proclamation, conversion and ministry.

Bruce T. Morrill

TH 639 Leadership in Ministry Seminar Series (Fall/Spring: 1) Pass/Fail Only

Required for and restricted to Leadership in Ministry Certificate students, this seminar will explore key topics for leadership in ministerial settings today, including: spirituality as a guiding theme for leadership; leadership amid change and diversity; contemporary models for leadership from theological and organizational literature; issues of professional socialization, assessment, and ongoing support for leaders; and leadership and personal identity throughout the adult life cycle. It will also serve as a peer context for participants to review their competencies and set individual learning goals.

Michael J. Corso

TH 644 Foundations of Theology (Fall: 3)

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course is designed to explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.

Colleen Griffith

TH 667 Christian Moral Formation (Spring: 3)

Since the Second Vatican Council there has been a greater focus upon the distinctive role of lay women and men to make meaningful and morally responsible connections between Christian faith and the realities of life within the world. This course provides a framework for understanding moral experiences in the light of Christian faith and offers participants opportunities to discuss the various dimensions of moral experiences through an analysis of concrete cases. Emphasis is placed upon enabling religious educators to make moral formation an integral dimension of education in Christian faith.

Harold (Bud) Horell

TH 683 Seminar in Pastoral Theology (Spring: 3)

All Christian theology is marked by the pastoral interest of serving the life of the Church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational issues of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life, and enabling scholars to “do” theology in a pastoral setting.

Thomas Groome

TH 684 Divine Worship and Human Healing (Spring: 3)

The gospels portray Jesus as a teacher and healer and show how these two key aspects of his ministry were entwined. Empowered by the Spirit of the Risen Christ, the church continues the mission of glorifying God through witnessing to the saving mysteries revealed in the life-stories of human brokenness and healing. Participants will study the Rites of Penance, Pastoral Care of the Sick and the Order of Christian Funerals in order to explore how the work of healing and reconciliation discloses God’s love and mercy amidst the human family.

Bruce T. Morrill

TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)

A consideration of several contemporary models of personality and human development will assist students in the practice of pastoral counseling. Case studies and concrete situations help to illustrate such models as object relations and humanistic and psychodynamic theories. Course themes include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (Spring: 3)

The goal of this course is to assist the minister or pastoral counselor in handling common and current forms of human disturbance. Using case studies and making applications to counseling and pastoral situations, the course will focus on several areas of study: anxiety and issues of coping and adaptation; loss, depression, and grief; serious disorders and trauma experiences; and religion in its disturbed forms and as a positive resource in mental health.

Michael St. Clair

TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)

Meets September-May, six times per semester. Pass/Fail Only.

Education for ministry in today’s church necessitates that academic preparation and spiritual development be fundamentally integrated. In this one-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning in which students are responsible for planning their academic program in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction. Required for new M.A. and M.Ed. students who study during the academic year.

The Department

TH 731 Research and Writing For Pastoral Theology (Spring: 1)

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This one-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include the following: how to raise, formulate and refine research questions, topics and problems; how to move from

questions to those sources and how to use those sources; how to make research claims and support them; and how to prepare and revise drafts with special attention to organization and pastoral style.
The Department

TH 739 Christology (Fall: 3)

Participants will undertake a theological investigation of the person and work of Jesus Christ. It will consist of a survey of the Christologies of the New Testament, the patristic and conciliar teaching on the person of Jesus Christ, and the insights of selected classical and contemporary Christologists. Participants will also probe current Christological issues such as the question of Jesus' self-knowledge, the cross of Jesus and the mystery of human suffering, liberationist and feminist approaches to Christology, and the issue of the universality of Christ's saving work.

Paul Ritt

TH 785 Theology, Spirituality, and the Body (Spring: 3)

Issues of embodiment relating to theology, spirituality, and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, liturgy, education, and pastoral care.

Colleen Griffith

TH 790 Formative Resources for a Contemporary Spirituality I: Historical Sources (Fall: 3)

This course will survey historical "classics," examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Julian of Norwich, Teresa of Avila, Ignatius of Loyola, Catherine of Genoa, John of the Cross, Francis and Claire. Thematic questions will be brought to the reading of core texts. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

TH 791 Formative Resources for a Contemporary Spirituality II: Contemporary Sources (Spring: 3)

This course will survey modern "classics," examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Meinard Craighead. Thematic questions will be brought to the reading of core texts. The course is taught with an eye toward leadership in spiritual formation.

Colleen Griffith

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

Cross listed with ED 539

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of "sharing faith."

Thomas H. Groome

TH 820 A Spirituality of Discernment: The Action and Practice of the Imagination (Year II) (Fall/Spring: 1)

Meets September-May, six times per semester.

Pass/Fail Only.

Discernment can serve as a means of uncovering the gift of the imagination in our everyday practice of ministry. Just as poetry and art are fundamental to our awareness of the experience of God in our everyday lives, the use of the imagination gives us access to the

metaphors, symbols, myths, and stories that are a part of our spirituality. Scripture, poetry, art, music, and film, together with selected readings, will serve as a catalyst for our reflections. Required for M.A. and M.Ed. students in the second year of study.

The Department

TH 830 The Praxis of Religious Education (Spring: 3)

Cross listed with ED 731

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

Thomas H. Groome

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)

Cross listed with SW 830

Required for students in the dual M.S.W./M.A. program and open to other graduate students.

Significant changes in contemporary culture, as well as in the funding and priorities of social service agencies, present new challenges to social workers and pastoral ministers. Of paramount importance is the development of interdisciplinary modes of analysis to reflect systematically and critically on the building of a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society.

Hugo Kamya

TH 880 Psychotherapy and Spirituality (Spring: 3)

Prerequisite: Permission of instructor

This course explores the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy, as well as in the practice of pastoral counseling and spiritual direction.

H. John McDargh

TH 882 Nursing in Faith Communities (Spring: 3)

Prerequisite: B.S. in Nursing or permission of faculty

Cross listed with NU 320

Faith Community Nursing encompasses principles of nursing the whole person, including body and mind but with special emphasis on meeting spiritual needs of individual and families. The course begins with the history of the Parish Nursing movement, continues with methods of developing congregational supports. The course does not require a clinical practicum, but real-life examples and projects will be developed. It is developed to meet the requirements of the International Parish Nurse Resource Center curriculum guides for the Basic Parish Nursing Preparation Program.

Susan Chase

TH 901 Educating in Faith (Spring: 3)

Cross listed with ED 735

This course involves participants in creating a framework for analysis of modern theological and educational movements in order to engage more perceptively in practice of religious education. We begin by naming some of the core questions at the heart of the religious education enterprise: what is the task, where does it take place, what is the relationship between experience and doctrine, and between theology and education? We then respond to these questions in light of several resources: the history of religious education over the past century, appropriate ecclesial documents, and the influence of various theological movements.

Jane E. Regan

TH 922 Adolescent Spirituality (Fall: 1)

IREPM Weekend Course

September 22-23, 2000

Adolescence Spirituality will provide an analysis of adolescence today, details of a three-dimensional view of adolescent spirituality, and exercises for identifying the dominant dimension of spirituality present in the adolescents with whom one works and lives.

Michael Carotta

TH 923 Doorways to Hearts and Souls of Young People (Fall: 1)

IREPM Weekend Course

October 20-21, 2000

Doorways to Hearts and Souls of Young People will engage students in exploring four distinct activities which can enable any faith-filled adult to embrace the spiritual growth of young people. Students will be given opportunities to assess their own talent and interests in order to identify the activity(s) which best suits them.

Michael Carotta

TH 924 Adolescent Religious Education (Fall: 1)

IREPM Weekend Course

November 17-18, 2000

Adolescent Religious Education identifies practical techniques which respond to the developmental needs of adolescents while also staying faithful to the twin tasks of the Church's catechetical ministry. Students will have the opportunity to analyze the strengths and limits of their catechetical style and identify the steps they may wish to make in the near future.

Michael Carotta

Romance Languages and Literatures

Faculty

Joseph Figurito, *Professor Emeritus*; A.B., Boston College; A.M., D.M.L., Middlebury College

Joseph D. Gauthier, S.J., *Professor Emeritus*; B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus*; Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Maria L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; B.A., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, S.J., *Associate Professor*; B.A., Columbia University; M.A., Ph.D., Harvard University

Ouida Mostefai, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; Chairperson of the Department; B.A., Wesleyan University; M.A., Ph.D., Boston College

Joseph Breines, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California at Berkeley; Ph.D., Brown University

Brian O'Connor, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Debbie Rusch, *Senior Lecturer*; B.S., M.S., University of Wisconsin

Christopher A. LaFond, *Lecturer*; A.B., A.M., Boston College

Andrea Javel, *Instructor*; B.A., University of Dayton; M.A., Université Rene Descartes (Paris); M.A., Harvard University

Departmental Notes

- Administrative Secretary: Joanna Doyle, 617-552-3821, doylejw@bc.edu
- Graduate Records Secretary: Suzanne Kleiner, 617-552-3820, kleiner@bc.edu
- E-Mail address: rll@bc.edu
- <http://www.bc.edu/romlanglit>

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.

French Major

Requirements: Ten 3-credit courses

- Four courses to be chosen from among the following:
 - RL 305 Introduction to Drama and Poetry
 - RL 306 Introduction to Narrative Forms
 - RL 307 Masterpieces of French Literature
 - RL 308 Advanced Language Studies in French
 - RL 309 Topics in French Culture and Civilization

Please note: As topics change, students may repeat a semester of RL 307, RL 308, or RL 309 as an elective (with the permission of their advisor and the instructor).

- Four Advanced Courses in French language, literature, or culture at the 400 level or above
- Two electives to be chosen among the following:
 - RL 210 French Composition, Conversation, and Reading II

Additional Courses at the 300 or 400 level
 RL 572 Comparative Development of the Romance Languages
 RL 595 (ED 303) Teaching Foreign Languages
 RL 598 Second Language Acquisition and Proficiency

Hispanic Studies Major

Major requirements: Ten 3-credit courses

- Five *Épocas* classes:
 - RL 611 Spain of the Middle Ages, Crossroad of the World
 - RL 612 Golden Age Spain, New World and Old
 - RL 613 Spanish Literature since the Enlightenment
 - RL 614 Spanish America: Fifteenth-Nineteenth Centuries
 - RL 615 Twentieth Century Spanish America
- Two courses in *Estudios Avanzados* ranging from RL 617-RL 697
- Three electives, which may include:
 - Any *Estudios Avanzados* (RL 617-RL 697)
 - Naturalmente: El español avanzado para la comunicación I and/or II (RL 391-RL 392)
 - Contextos*, RL 395
 - El español de los negocios*, RL 616

Please note: Hispanic Studies majors planning a teaching career are encouraged to complement their major program with RL 595 (ED 303) Teaching Foreign Languages and RL 598 Second Language Acquisition and Proficiency.

Italian Major

Major requirements: Ten 3-credit courses

- Italian Conversation, Composition, and Reading—RL 213-RL 214 (6 credits)
- Six Advanced Courses in Italian literature or culture, RL 500 and above
- Two electives to be chosen from the following:
 - Additional Advanced Courses, RL 500 and above
 - Department Courses in Conversation
 - Department Courses in Culture
 - Department Courses in Pedagogy, RL 595 (ED 303)
 - Teaching Foreign Languages, RL 598 Second Language Acquisition and Proficiency

Minor Requirements

A minor in French, Hispanic Studies, or Italian consists of a minimum of six courses in or pre-approved by the Romance Languages and Literatures Department. Minor programs are flexible and designed to move Intermediate and Advanced Intermediate students towards greater linguistic and cultural proficiency in the target language.

The French Minor

Requirements: Six 3-credit courses

- Two Foundation Courses to be chosen from among the following:
 - RL 305 Introduction to Drama and Poetry
 - RL 306 Introduction to Narrative Forms
 - RL 307 Masterpieces of French Literature
 - RL 308 Advanced Language Studies in French
 - RL 309 Topics in French Culture and Civilization
- One Advanced Course at the 400 or 700 level.
- Three electives to be chosen among the following:
 - RL 209-RL 210 French Composition
 - Conversation and Reading I & II (as entry-level courses only)

Additional Courses at the 300 or 400 level
 One or two approved courses taken abroad

The Hispanic Studies Minor

Requirements: Six 3-credit courses

- Naturalmente II (may be substituted for any course above Naturalmente)
 - Contextos
 - Any three *Épocas* classes
 - Any Estudios Avanzados course
- Students may transfer up to two courses for study abroad.

The Italian Minor

Requirements: Six 3-credit courses

- Two Foundation Courses
- RL 213 & RL 214 Italian Composition, Conversation, and Reading I & II
- Two Advanced Courses in Italian Literature or Culture at the RL 500 level or above (for undergraduates)
- Two electives to be chosen among the following:
 - RL 114 Intermediate Italian II (as entry-level course only)
 - RL 300 (or above) Courses in Culture
 - Approved courses taken abroad

For further information or to declare a minor, please contact the Romance Languages and Literatures Department, Lyons 304, 552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with RLL majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major in Romance Languages should consult the Director of Undergraduate Studies of the Department to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Center for International Studies. Upon approval from the Department, students abroad typically take five classes per semester. They can earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year.

Information for First Year Majors and Non-Majors

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses. Students planning to major in a Romance Language and Literature, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Please refer to the requirements for the A&S degree programs found in this Catalog. Placement tests in French and Spanish are offered by the department. For dates, please contact Ms. Andrea Javel.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

The following courses will satisfy the Core requirement in Literature during 2000-2001:

- RL 348 (EN 084) *Les Français et les peuples de l'Amérique* (F) *Jeff Flagg*
- RL 377 *Prison, Trial, Judgment* (F) *Norman Araujo*
- RL 393 *Life/Stories* (S) *Matilda T. Bruckner*

Cultural Diversity Core

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanophone and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core Requirement.

The following courses will satisfy the Core requirement in Cultural Diversity during 2000-2001:

- RL 348 *Les Français et les peuples de l'Amérique* (F) *Jeff Flagg*
- RL 360 *Literature and Culture of North Africa* (F) *Nelly Rosenberg*
- RL 629 *Spanish American Novel* (F) *Harry Rosser*

Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.2 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They

will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, please contact the Honors Program Coordinator: *Professor Norman Araujo*

Graduate Program Description

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures, offering a Ph.D. in Hispanic Literature (Peninsular and Latin America) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of the department. The Master of Arts is available in Hispanic Studies, French, and Italian.

The Master of Arts is designed to develop and strengthen teachers at the primary and secondary school levels and to prepare teacher/scholars who may continue on to the Ph.D. program at Boston College.

Prerequisites for Admission

The Departmental deadline for Ph.D. and M.A. applicants requesting financial aid is February 1. Those not requesting departmental financial aid should apply by May 15. Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level (and passed with distinction); (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the Graduate Handbook of the Department of Romance Languages and Literatures.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic) and varied analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two different Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In conversations with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, Fine Arts, History, Philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate a coherent program of studies in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: 12 credits if they are entering with a B.A. or 6 credits with a M.A. Boston College has a rich array of medieval offerings in Theology, Philosophy, History, Fine Arts, Literature, and Political Science.

Language Competence: For admission to the Romance Literatures Ph.D., applicants must have fluent command of two Romance languages. Exception may be made for students intending to work in Provençal.

Admission to the Ph.D. Programs

Students with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Students with a Bachelor's Degree: Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for our M.A. in French or Spanish. After 30 credits and the M.A. comprehensive exam, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D.

Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including 3 credits in the History of the Language in French or Spanish, and 3 credits in RL 780 Colloquium on Literary Theory and Criticism.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required as described for the M.A. in Literature and Culture.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.

- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal.
- The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, a scholarly edition of a text with full critical apparatus, and so on. The dissertation should be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Master of Arts Degree in Hispanic, French, or Italian Literature and Culture

This Master's program is designed to prepare teachers and scholars who may wish to continue their work toward the Ph.D. The program enables students to acquire a broad knowledge and understanding of the literature and culture of their area of specialization (French, Italian, Peninsular Spanish, or Spanish American).

Candidates for the M.A. in Literature and Culture earn a minimum of thirty credits in a wide range of courses in one Romance language. A reading knowledge of a second language must also be demonstrated. At the discretion of the student's advisor, any foreign language that is neither the major nor the student's native language may be offered in fulfillment of this requirement.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Language and Culture

This Master's program is specifically designed to train current or prospective teachers at the secondary school level who wish to work with greater emphasis on their major field of undergraduate specialization or to strengthen their command of a second Romance language, its literature, and culture. Candidates in other fields, such as International Business or Public Health, will also find this program valuable, given its cultural and linguistic orientation.

Of the thirty (30) credits taken in the Department of Romance Languages and Literatures, a minimum of twenty-four (24) should focus on a single language: French, Italian, or Spanish.

All candidates are expected to demonstrate oral proficiency at the Advanced level of the ACTFL Scale in an interview with a designated faculty member. This requirement must be met before students are admitted to the comprehensive examination.

The Romance Languages and Literatures M.A. examination will consist of a two-hour written examination composed of two parts—a textual analysis and an essay question—followed by a one-hour oral examination based upon reading lists and courses. Satisfactory completion of the written examination is a requirement for proceeding to the oral examination.

Written and oral examinations, which are scheduled in October or April, are conducted in the target language.

Master of Arts Degree in Teaching

The Master's of Art in Teaching (M.A.T.) program is administered through the Lynch Graduate School of Education in cooperation with the Department of Romance Languages and Literature. It requires admission to both the Lynch Graduate School of Education and the Department of Romance Languages and Literatures. The program provides certification and continued professional development for primary and secondary school teachers of Spanish, French, and Italian.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experience in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

Graduation requirements included passing an oral proficiency test at the Advanced level of the ACTFL Scale in an interview with a designated faculty member.

The one-hour oral comprehensive examination covers the candidate's course work and short literary works chosen in consultation with the student's advisor. For further information on the M.A.T., please refer to the Lynch Graduate School of Education section entitled, "Master's Programs in Secondary Teaching," or call the Office of Graduate Admissions, LGSOE, at 617-552-4214.

Financial Assistance

The following forms of financial assistance are available to students of the Department: Teaching Fellowships, Graduate Assistantships, and two Fellow-in-Residence positions. There are also several fellowships for study abroad.

Appointments and awards are competitive. They are based on the candidate's background and experience. For those seeking Teaching Fellowships, an interview is required. Students who want to obtain information about the University's financial assistance or who are interested in government grants should contact the Office of Student Services.

Further information on the Graduate Program in the Department of Romance Languages and Literatures can be found in the Department's Graduate Handbook, which may be obtained by writing to Boston College, Department of Romance Languages and Literatures, Lyons 304, Chestnut Hill, Massachusetts 02467.

Course Information

Advanced literature and culture courses are open to undergraduate and graduate students with the following distinctions generally

applied: 400, 500, and 600 level courses may be taken by both undergraduate and graduate students (unless indicated otherwise in the course description); 700, 800, and 900 level courses are designed for graduate students.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

RL 003-004 Elementary Italian I and II (Fall/Spring: 3)

Students with prior Italian experience admitted only by placement test

This beginning course, conducted primarily in Italian, is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Videos, audio-cassettes, and computer study modules supplement class instruction.

Brian O'Connor

The Department

RL 007-008 Elementary Romanian I and II (Fall/Spring: 3)

This beginning course is designed for students with no prior experience in Romanian. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Romanian culture.

The Department

RL 009-010 Elementary French I and II (Fall/Spring: 3)

Students with prior French experience admitted only by placement test

This beginning course, conducted primarily in French, is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Videos, audio-cassettes, and computer study modules supplement class instruction.

Andrea Javel

The Department

RL 011 Elementary French Practicum I (Fall: 1)

Required of students enrolled in RL 009 with no prior experience in French

Open to other students of RL 009 only by permission of the coordinator

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French. All concepts presented in this course review those covered in RL 009.

Andrea Javel

The Department

RL 012 Elementary French Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 010 through review and recycling of material. Open to all students concurrently enrolled in RL 010 that feel they need more time to get a solid grasp of the basics in French.

Andrea Javel

The Department

RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)
Students with prior Spanish experience are admitted only by placement test

This beginning course, conducted primarily in Spanish, is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, audio-cassettes and computer study modules.

Debbie Rusch
The Department

RL 017 Elementary Spanish Practicum I (Fall: 1)
Required of students enrolled in RL 015 with no prior experience in Spanish

Open to other students of RL 015 only by permission of the coordinator

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015. Only open to students concurrently enrolled in RL 015.

Debbie Rusch
The Department

RL 018 Elementary Spanish Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 016 through review and recycling of material. It is open to all students concurrently enrolled in RL 016 that feel they need more “time on task” to help them get a solid grasp of the basics in Spanish.

Debbie Rusch
The Department

RL 023-024 Elementary Portuguese I and II (Fall/Spring: 3)

This beginning course is designed for students with no prior experience in Portuguese. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Portuguese culture.

Eliani Benaion

RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)

Open to students with no prior experience in French
Conducted in French

Meets four days per week (75 minutes each class)

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.

Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)

Open to students with no prior experience in Italian
Conducted in Italian

Meets five times per week

Offered Periodically

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of

this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.

Rosie Corrado

RL 109-110 Intermediate French I and II (Fall/Spring: 3)

Prerequisite: RL 010 or RL 042 or admission by placement test
Conducted in French

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings.

Andrea Javel
The Department

RL 113-114 Intermediate Italian I and II (Fall/Spring: 3)

Prerequisite: RL 004 or admission by placement test
Conducted in Italian

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization. Students will have the opportunity to work with video, films, and other recordings.

Brian O’Connor
The Department

RL 115-116 Intermediate Spanish I and II (Fall/Spring: 3)

Prerequisite: RL 016 or RL 041 or admission by placement test
Conducted in Spanish

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will work with video, films, and other recordings.

Mary Ellen Kiddle
The Department

RL 123-124 Intermediate Portuguese I and II (Fall/Spring: 3)

This course builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use.

Eliani Benaion

RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)

Prerequisite: RL 010 or RL 042 or permission of the instructor
Conducted in French

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course’s video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).

Margaret Flagg

RL 200 Capstone: Discoveries of Self and the World (Fall: 3)
Cross listed with UN 524

See course description in the University Courses section.

Marian B. St. Onge

RL 209-210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisite: RL 110 or RL 182 or admission by placement test

Conducted in French

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

Jeff Flagg (Coordinator)

The Department

RL 213-214 Italian Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisites: Intermediate Italian, three years of high school Italian or by permission of instructor.

Conducted in Italian

The course strengthens and expands all language skills, with equal emphasis on written and oral practice. The readings—a variety of fictional and non-fictional texts—will be the basis for class discussion of cultural, social and literary issues. Particular attention will be given to the development of analytical reading skills and vocabulary enrichment. Additional materials will include Italian films and audio-visual programs. This course is strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad. Students may take this course to prepare for the Florence Summer program.

Cecilia Mattii

RL 215-216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisite: RL 116 or RL 181 or admission by placement test

Conducted in Spanish

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use Spanish to increase their professional opportunities, to broaden the scope of their social interaction, and to enrich their travel and study experiences abroad.

The Department

RL 301 Boston's French Connections (Spring: 3)**Counts as an elective towards the French Major****Conducted in French**

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and France. We will explore the development of Boston's French connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works and historic sites, and we will prepare a guidebook for French visitors to Boston. Each student will contribute an article and participate in the editing of the complete text of the guide.

Jeff Flagg

RL 303 French Phonetics and Oral Expression (Fall: 3)**Recommended for students who are planning to teach French to speakers of English**

This course has two objectives: (1) to help students acquire a correct, standard French pronunciation and (2) to introduce stu-

dents to French phonology. Emphasis will be placed on the articulatory and acoustical features of French sounds and comparisons between French and English prosody. Class instruction is supplemented by required laboratory work.

Norman Araujo

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Fulfills one of the 300-level requirements for the French major**Conducted in French****Offered Periodically**

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

The Department

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Fulfills one of the 300-level requirements for the French major**Conducted in French**

This course is designed to help students with a good background in French grammar to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels and examples of narrative film. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. This course will prepare students for 400-level courses in literature and culture.

Kevin Newmark (Fall)

Matilda Bruckner (Spring)

RL 307 Masterpieces of French Literature (Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Conducted in French**Fulfills one of the 300-level requirements for the French major****Offered Periodically**

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

The Department

RL 309 Topics in French Culture and Civilization

(Fall/Spring: 3)

Prerequisite: 4 years of high school French or RL 209 or RL 210

Conducted in French**Fulfills one of the 300-level requirements for the French major**

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history and institutions. Discussions and students' work focus on a selection of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through guided exercises. This course prepares students for 400-level courses in literature and culture.

Joseph Breines (Fall)

Rebecca Valette (Spring)

RL 320 Le Français des Affaires (Spring: 3)
Counts as an elective towards the French Major
Conducted in French

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

Nelly Rosenberg

RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)
Offered Periodically

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RL 348 Les Français et les peuples de l'Amérique (Fall: 3)
Satisfies Literature Core Requirement
Satisfies Cultural Diversity Core Requirement
Counts as an elective towards the French Major
Conducted in French

This course will examine French perspectives on the peoples of the Americas through a close reading of texts selected from a variety of disciplines. From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will study a number of representative works and interact with specialists. We will then reconsider each text in the light of these multifaceted readings.

Jeff Flagg

RL 360 Literature and Culture of North Africa (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Conducted in French

Counts as an elective towards the French Major

We will read a selection of works in French by twentieth-century writers who have lived in North Africa, such as: Albert Memmi, Albert Camus, Marie Cardinal, Mohamed Dib, Driss Chraïbi, Tahar ben Jelloun, Leïla Sebbar, and Assia Djebar. The works will be read in the context of the socio-political framework of colonization and decolonization.

Nelly Rosenberg

RL 362 Translation Workshop: Italian/English and English/Italian (Spring: 3)

A study of the techniques and art of translation through a variety of texts: fiction and non-fiction. The course will focus on the analysis of the major linguistic and cultural differences between Italian and English. Translation from both languages.

Cecilia Mattii

Rosie Corrado

RL 376 Conversational Approach to Contemporary France (Spring: 3)

Counts as an elective towards the French Major
Conducted in French

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and maga-

zines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

Norman Araujo

RL 377 Prison, Trial, and Judgment (Fall: 3)
Cross listed with EN 084
Satisfies Literature Core Requirement
Conducted in English

This course will focus on the theme of imprisonment in selected novels of the nineteenth and twentieth centuries, examining in each case the social, moral, and artistic implications of the author's treatment of the subject matter. Readings will be drawn from the works of Hugo, Stendhal, Malraux, and Camus.

Norman Araujo

RL 391 Naturalmente: el español avanzado para la comunicación I (Fall: 3)

Prerequisite: RL 216 or instructor's permission

Elective for Hispanic Studies majors

Priority for enrollment in sections taught by Professor Wood given to Hispanic Studies majors and minors; priority for enrollment in sections taught by Professor Lee given to first-year students who register in the summer.

Naturalmente may not be taken concurrently with any Épocas or Éstudio avanzado.

Conducted in Spanish

This is an intensive, communication-based course with limited enrollment, designed to increase students' proficiency in spoken Spanish. Small group work and interactive exercises are stressed. Students are evaluated upon entry into and exit from course. Exit evaluations determine the appropriateness of continuation to *Naturalmente II*. Students are encouraged to take parts I and II in sequence, though exceptions are possible with the advisor's permission.

Christopher R. Wood

Kathy Lee

RL 392 Naturalmente: el español avanzado para la comunicación II (Spring: 3)

Prerequisite: Naturalmente I or instructor's permission

Elective for Hispanic Studies majors

Naturalmente may not be taken concurrently with any Épocas or Éstudio avanzado.

Conducted in Spanish

This course is a continuation of *Naturalmente I*, an intensive, communication-based class with limited enrollment. A major goal is to increase students' proficiency in spoken Spanish. Small group work and interactive exercises are stressed.

Christopher R. Wood

Kathy Lee

RL 395 Contextos (Fall/Spring: 3)
Elective for Hispanic Studies majors
Conducted in Spanish

An introduction to how to read and appreciate texts from Hispanic cultures, *Contextos* introduces students to helpful vocabulary and different ways to approach great literary works. Students also acquire essential research skills. The workshop-based learning environment of *Contextos* facilitates exploration and self-expression through analysis. Conducted in Spanish, with linguistic proficiency objectives incorporated into curriculum.

Christopher R. Wood (Fall)

Kathy Lee (Fall/Spring)

RL 397 El español de los negocios (Spring: 3)

Prerequisite: RL 391 or RL 392 or equivalent

Elective for Hispanic Studies majors

Conducted in Spanish

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored. An overview of Hispanic geography, politics, and current economic standing is also presented.

Mary Ellen Kiddle

RL 456 From Dream to Fiction (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course will study the ways in which literary fictions represent their own relation to the everyday world. Starting from the natural opposition between waking and sleeping, the course will ask about the meaning of dreams, an intermediate state that shares elements of both sleep and consciousness. Special attention will be paid to texts that explore the possibility and consequences of dreaming and fiction-writing as a second or more wakeful consciousness. Some of the authors to be considered: Descartes, Pascal, Diderot, Freud, Nerval, Proust, Breton, Duras, and M.L. King.

Kevin Newmark

RL 520 Short Stories: Reading, Writing, and Telling (Fall: 3)

The course is designed for students who have completed Italian CCR.

Conducted in Italian

In this course we will read a small number of short stories written by Italian men and women. After a thorough analysis of each brief work, students will write an original Italian short story, modeled on the work we have studied. One goal is to understand as fully as possible the theme, structure, vocabulary, syntax, and style of the models through analysis and imitation. The other goal is to strengthen Italian writing and communication skills.

Laurie Shepard

RL 560 The Image of Women in Italian Drama (Spring: 3)

Conducted in Italian

We will examine various images of women, as represented in modern and contemporary Italian plays by male and female authors, and we will discuss these representations in relation to the place and role of woman in the social landscape and intellectual life of the times. Special attention will be brought to the question of freedom, love, women's positions in the family and in the society. Topics include the question of dramatic form and means of dramatizing individual identity through stylistic strategies.

Rena A. Lamparska

RL 611 Épocas I: Medieval Spain, Crossroads of the World (Fall: 3)

Prerequisite: Contextos or permission of instructor

Required of Hispanic Studies majors

Conducted in Spanish

This course is devoted to Spanish literature composed between the twelfth and fifteenth centuries. We will examine the main literary genres of the period, including lyric and epic poetry, exemplary tales, and the origins of the novel. Special attention will be given to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. Each work will be studied within its socio-historical context.

Dwayne E. Carpenter

RL 612 Épocas II: Golden-Age Spain, New World and Old (Spring: 3)

Prerequisite: Contextos or permission of instructor

Required of Hispanic Studies majors

Conducted in Spanish

Spain's Golden Age produced some of the most important texts of Western culture: the first picaresque novel, *Don Quijote*, heated love poetry, and impassioned drama. This course introduces students to these major works and the socio-political environment of expansion in which they were produced. The increasingly repressive nature of the Spanish state, with its strong arm, the Inquisition, will be examined in the seemingly paradoxical light of Spain's magnificent culture of the period.

Elizabeth Rhodes

RL 613 Épocas III: Spanish Literature since the Enlightenment (Fall: 3)

Prerequisite: Contextos or permission of instructor

Required of Hispanic Studies majors

Conducted in Spanish

This course studies the evolution of Spanish literature from 1700 to 1950. The first part highlights the Enlightenment and attempts on the part of *ilustrados* to direct and regulate cultural productions. The second part concentrates on representative works of the nineteenth-century, emphasizing Romanticism, Realism and Naturalism. The third part follows the development of Spanish literature from the fin de siècle through the post-Civil War period, considering the commercialization of theater and new forms of bourgeois entertainment.

Irene Mizrahi

RL 614 Épocas IV: Spanish America: Fifteenth through Nineteenth Centuries (Spring: 3)

Prerequisite: Contextos or permission of instructor

Required of Hispanic Studies majors

Conducted in Spanish

This course provides an overview of the most important literary texts written in Spanish America from the colonial period to the end of *Modernismo*. Various literary movements will be considered: Baroque, Neoclassicism, Romanticism, and *Modernismo*. Authors studied with particular attention include Sor Juana Inés de la Cruz, Andrés Bello, José Joaquín Olmedo, José Martí, and Rubén Darío.

The Department

RL 615 Épocas V: Spanish America: Twentieth Century Literature (Fall: 3)

Prerequisite: Contextos or permission of instructor

Required of Hispanic Studies Majors

Conducted in Spanish

Exemplary texts from various genres (essay, novel, short story, poetry, and theater) are read and discussed for key insights into the Spanish-American mind and heart regarding human relationships, society, the environment, aesthetics, and cultural issues in general. Particular attention will be given to factors defining individual and collective identity in various countries during the twentieth century.

Harry L. Rosser

RL 629 Spanish American Novel (Spring: 3)

Prerequisite: Contextos or any one Épocas courses or instructor's permission

Satisfies Cultural Diversity Core Requirement

Conducted in Spanish

The focus of this course will be on the shift in the novel from exterior descriptions to the interior dimensions of the self. Themes

and techniques of such writers as Azuela, Sábato, Bombal, Fuentes, Carpentier, Vargas Llosa, García Márquez, Allende, and Poniatowska will be studied and discussed.

Harry L. Rosser

RL 635 Crime and Punishment/Sin and Damnation in Medieval Spanish Literature (Spring: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

Church and State have long felt constrained not only to reward the righteous but also to condemn the wicked. This course will examine ecclesiastical and secular authorities' punishment of sins and crimes during the Spanish Middle Ages (1200-1500). Topics include notions of Purgatory, Hell and Heaven; the role of the Inquisition; torture; and salvation.

Dwayne E. Carpenter

RL 637 Spanish-American Short Story (Fall: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, among them Darío, Quiroga, Bombal, Borges, Cortázar, Rulfo, García Márquez, Allende, and Skarmeta.

Harry L. Rosser

RL 658 *Don Quijote*, Cervantes, and Other Fictions (Fall: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

This is an in-depth study of Cervantes' great book and several of its screen and stage adaptations, including the Russian film version of the early twentieth century Broadway play *The Man of La Mancha*, Woody Allen's *Purple Rose of Cairo*, and Jeremy Levin's *Don Juan de Marco*.

Elizabeth Rhodes

RL 667 The Generation of '98 (Spring: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

Detailed study of the essays, novels, poetry and theater of major turn-of-the-century writers: Unamuno, Baroja, A. Machado, "Azorín," and others.

Irene Mizrahi

RL 676 Narratives of Conquest (Fall: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

Reading and discussion of key portions of major chronicles that serve as documentary history, repository of myths, and early literary traditions.

The Department

RL 679 Topics in Spanish-American Literature (Spring: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

Key texts will be studied for their focus on the continuing nature of cultural and literary synthesis, or "mestizaje literario," in Spanish-America.

The Department

RL 694 The Making of Pedro de Almodóvar: Hispanic Films (Fall: 3)

**Éstudio avanzado for Hispanic Studies majors
Conducted in Spanish**

This course acquaints students with masterpieces of Spanish and Spanish-American literature, as interpreted in the medium of film. Both literary analysis and film criticism will constitute important elements of this course.

The Department

RL 698 Honors Research Seminar (Fall/Spring: 3)

This semester is devoted to defining and researching the thesis. Five weeks into the semester, students submit a one-page thesis proposal, signed by their Thesis Director, and accompanied by a preliminary bibliography. At the end of the semester students present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

Norman Araujo

RL 699 Honors Thesis Seminar (Fall/Spring: 3)

This semester is devoted to the writing and completion of the thesis. Upon submitting the final copy of their thesis, students make a short oral presentation to the faculty and to prospective honors candidates during the annual banquet honoring the achievements of the students in the program.

Norman Araujo

Undergraduate and Graduate Course Offerings

RL 412 Masterpieces of Medieval French Literature II: Joan of Arc (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

Joan of Arc is one of the rare medieval figures whose public and even private life is amply documented in the historical record. Yet she remains a profound mystery and continues to inspire interpretations from a multiplicity of perspectives. This course will explore different representations of Joan in the trial records, in literature, in political and scholarly discourses, and in film.

Matilda Bruckner

RL 436 Molière (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

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

RL 441 Literature and Culture of the French Enlightenment (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course seeks to examine the idea of "Lumières" in eighteenth-century France through the reading of the major texts of the period. We will analyze the concepts central to the French Enlightenment: tolerance, progress, nature, and culture, as they are formulated both in the fiction (tales and novels) and in the major theoretical texts of Montesquieu, Voltaire, Diderot, Rousseau, and the Encyclopedists.

Ouida Mostefai

RL 443 Eighteenth Century French Theater: Staging Philosophy (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

This course examines the controversy surrounding the question of the theater in 18th century France. We will focus on the role of the stage in the 18th century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic theories of Diderot and Beaumarchais as well as Rousseau's critique of dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine and Beaumarchais will be read.

Owrida Mostefai

RL 452 Realism in French Literature (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

A study of Realism in French poetry, drama, and narrative literature of the nineteenth century with detailed analysis of the masterpieces.

Norman Araujo

RL 459 Nineteenth-Century French Poetry (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French

The literary doctrine, themes, and artistic virtuosity of the Romantic and Symbolist poets as they appear in the most significant creations of Hugo, Vigny, Nerval, Baudelaire, Rimbaud, and Mallarmé.

Norman Araujo

RL 499 College Teaching of Foreign Languages (Fall: 1)**Conducted in English**

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on practical implication of theory in the classroom. Students will learn about groups at BC that provide assistance to students. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, know the "jargon," and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction.

Debbie Rusch

RL 595 Foreign Language Methods (Fall: 3)

Cross listed with ED303

Fulfills the Massachusetts certification requirements in Secondary Methods

Conducted in English

This course is an introduction to second-language teaching, with an emphasis on building linguistic and cultural competence. Students will learn to select appropriate classroom techniques and to design lesson plans and learning scenarios so as to help students attain the five goals of the national Standards for Foreign Language Education. Students will have the opportunity to analyze current multi-media materials and learn how to integrate these materials into their instruction. Questions of assessment and evaluation will also be addressed. This course is particularly recommended for students who are planning to teach a foreign language.

Debbie Rusch

RL 598 Second Language Acquisition and Proficiency (Spring: 3)

This course explores the complexity of how people learn a second language and reviews second-language research in the light of its pedagogical applications. Students are introduced to the ACTFL Proficiency Guidelines as well as recent research in Articulation and Achievement. Students will be given an informal Oral Proficiency rating and will develop individualized study plans for improving their spoken language skills.

Rebecca Valette

Graduate Course Offerings**RL 704 Explication de texte (Fall: 3)**

First-year Masters' candidates in French are very strongly encouraged to enroll in this course as an introduction to graduate studies in literature.

Conducted in French

This course offers graduate students an advanced introduction to the practice of close reading and textual analysis in the French mode. A variety of shorter works and excerpts selected from a wide chronological and generic spectrum will be used to help students read texts analytically and organize their commentaries effectively. Students will have the opportunity to work extensively on their written French and to discuss their progress during regular consultations with the instructor.

Matilda Bruckner

RL 723 The Poet's Lyre: Sixteenth and Seventeenth Century French Poetry (Fall: 3)**Conducted in French**

This course will focus on the decisive contribution of Pléiade poets Joachim du Bellay and Pierre Ronsard to modern French lyric poetry. We will also consider the metaphysical poetry of one of their French precursors, Maurice Scève, as well as the aftermath of the Pléiade in Malherbe's seventeenth-century reform.

Stephen Bold

RL 777 Twentieth-Century Fiction in French (Spring: 3)**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, Camara Laye, Duras, Perec, Ben Jelloun, Djébar, Des Fûrets, Modiano, among others.

Kevin Newmark

RL 805 Boccaccio and the Development of Italian Prose (Spring: 3)**Conducted in Italian**

This seminar traces the development of Italian prose from the late thirteenth-century *Novellino* and Brunetto Latini to the *Decameron*. Boccaccio's renewal of both direct and indirect discourse, his invention of the novella genre, the explicit and implicit *ars narrandi* articulated in the work, and the author's devise of a frame to structure the interpretation of his tales are some of the topics that we discuss. The course will conclude with an examination of works by writers inspired by Boccaccio.

Laurie Shepard

RL 810 Poesia Lirica: Medioevo e Rinascimento (Fall: 3)
Conducted in Italian

This seminar will survey Italian lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti. The major focus of the course is the *Canzoniere* of Francesco Petrarca. There will be ongoing discussions of orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism.

Laurie Shepard

RL 840 Il teatro di Carlo Goldoni (Spring: 3)
Conducted in Italian

A study of the *Commedia dell'Arte* and major plays and essays of Carlo Goldoni. Thematic concerns, generic forms, character portrayal, moral and social values and ideas will be discussed in relation to the cultural and literary trends of the period.

Rena A. Lamparska

RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)
For Ph.D. students only

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their work in progress.

Matilda T. Bruckner

RL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

Laurie Shepard

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)
Conducted in Spanish**Required of all beginning graduate students in Hispanic Studies**

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Dwayne E. Carpenter

RL 905 History of the Spanish Language (Spring: 3)
Conducted in Spanish**Required for Ph.D. in Hispanic Studies**

This course focuses on the evolution of medieval Spanish from Latin. Although the attention will be given to the period from 1000 to 1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin.

Dwayne E. Carpenter

RL 931 Cervantes and His Contemporaries (Fall: 3)
Graduate students only

An in-depth analysis of Cervantes's major works, this seminar examines those works in light of current topics in Cervantine analysis. The millennium seminar will consider themes of textuality, crisis, and exchangeable goods. Students planning to survive the semester must read *Don Quixote* the summer before enrolling in the course. Oral exam, written exam, and research paper of publishable length required.

Elizabeth Rhodes

RL 952 Spanish Romanticism (Fall: 3)

In this course we will study the major works (prose, poetry and theater) of nineteenth-century Spanish Romanticism. We will consider romantic irony, as well as the relations of gender differences to literature, and read essays in criticism, feminist history, theory, and interpretation.

Irene Mizrahi

RL 960 Against Authority: Twentieth-Century Spanish Poetry (Spring: 3)

This course studies the evolution of Spanish poetry from the end of the nineteenth century. While the emphasis is on poetry, and in particular, the development of its anti-authoritarian manifestations, there will be regular considerations of criticism and current literary theory.

Irene Mizrahi

RL 986 Modernity and the Limits of Reason in the Nineteenth and Twentieth Centuries Latin-American Narrative.**Fantastic and Detective fiction. (Spring: 3)****Conducted in Spanish**

The legacy of Poe. The tension between autonomy and politics. Two directions of modernity: detective and fantastic genres as discursive conventions that reflect systems of logic in modernity and the contradictions of rationalism. Theoretical and critical texts are included. Writings by Holmberg, Quiroga, Arlt, Bombal, Borges, Walsh, Donoso.

Ana M. Amar Sanchez

RL 987 Colonial Textuality (Fall: 3)

Major "crónicas," epic, and Baroque poetry from the centuries of interfacing between Spain and Spanish-America will be examined for their blend of history and imagination, as well as for adherence to or departure from traditional modes of representation.

The Department

RL 988 Latin-American "Pensadores" and the Literature of Ideas (Spring: 3)

The origins and evolution of the essay as a genre in Latin-America will be studied for its expressions of aesthetic and philosophical concerns in the development of key countries in the nineteenth and twentieth centuries. As a vehicle for "activist" people of letters, the essay is a rich and varied source of intellectual and emotional insights.

Harry L. Rosser

RL 989 Baroque Spanish Literature: Poetics of "Decadence" (Spring: 3)

Politically correct interpretation today eschews the analysis of the baroque imperial age as decadent. Rather than apologize for the end of the imperial age, this seminar will render an anatomy of the creative forces of repression and crisis, marshaling theories of trauma response to analyze the relationship between perceived moral and political decay and baroque art. Textual focus is on baroque poetry and novelas.

Elizabeth Rhodes

RL 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

Laurie Shepard

RL 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral con-

tinuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

Laurie Shepard

Slavic and Eastern Languages

Faculty

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Cynthia Simmons, *Associate Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Maxim D. Shrayer, *Assistant Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Departmental Notes

- Administrative Secretary: Demetra Parasirakis, 617-552-3901, demetra.parasirakis@bc.edu
- World Wide Web <http://fmwww.bc.edu/SL/>

Departmental Overview

The Department of Slavic and Eastern Languages provides graduate and undergraduate level courses of study through its three overlapping component programs:

- Linguistics (including English for foreign students)
- Slavic Studies
- Asian Studies

The Department offers degrees at the A.B. and M.A. levels in *Linguistics*, in *Russian*, and in *Slavic Studies*, a dual five-year A.B.-M.A. program for Boston College undergraduates, and undergraduate minors in *Asian Studies* and in *Russian and East European Studies*.

Undergraduate Program Description

The Department administers undergraduate majors in General Linguistics, in Russian, and in Slavic Studies, as well as minor programs in Asian Studies and in Russian and East European Studies. Each major program requires at least twelve 1-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements. Students in a Slavic/Eastern major must take an A.B. Comprehensive for that major.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Students fulfilling the undergraduate Core requirement in *Literature* should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

Major in Linguistics

The focus of the linguistics program does not lie alone in the acquisition of language skills but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is Philology. The following listing represents the usual program for this concentration.

- General Linguistics (SL 311)(EN 527)
- Five courses of a philological nature

- Three courses of a language related nature from non-language areas
- Three linguistics topics courses
- A.B. Comprehensive (Linguistics) (SL 401)

The Department expects students concentrating in Philology to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

Upon request the Department can arrange alternate Linguistics concentrations. The College of Arts and Sciences also offers an undergraduate minor in Cognitive Sciences that includes Linguistics as a track.

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

- Four courses in Russian grammar, composition and stylistics beyond the intermediate level
- Four courses on Russian literature, of which at least two must be at the 300 level
- One course in General Linguistics
- Old Russian or Old Church Slavonic
- Two electives from Russian literature, second Slavic languages, or linguistics offerings
- A.B. Comprehensive (Russian) (SL 400)

The Department also recommends at least two courses from related areas in other departments; e.g., in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe. The normal program for this major requires the following:

- Three Russian language courses beyond the intermediate level
- Two courses on Russian literature
- Old Church Slavonic or Old Russian or a second Slavic/East European language
- Two courses on Russian or East European history
- Two courses on Russian or East European politics, philosophy, economics, or other social sciences
- Two electives from an emphasis area
- A.B. Comprehensive (Slavic Studies) (SL 402)

The Department strongly recommends HS 272 (PO 438) (Introduction to Russian and East European Studies) as an early course in this major.

BC/IRL St. Petersburg Program

The Department offers a program of upper-division courses in St. Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, air travel, private room and board in a Russian family, a cultural activity program, and Russian peer tutors. Details on this BC/IRL study program are available from the Department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

English for Foreign Students

The Department offers a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch Graduate School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg at the prestigious *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-IRLgr.html>.

Each summer the department, in cooperation with Indiana University and the University of Wisconsin/Madison, offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-graduate undergraduates. The program operates with the support of the Dostoevskij Museum and the *Institut russkoj literatury (Pushkinskij dom)* of the Russian Academy of Sciences. Tuition for two Boston College graduate courses also covers air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at <http://fmwww.bc.edu/sl/KP-Dost.html>

Graduate Admission

For admission to M.A. candidacy in *Russian* or *Slavic Studies*, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in *General Linguistics*, a program that stresses structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and *Linguistics* programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required. A reading knowledge of French and German will almost always be needed, plus Latin and Greek for linguists.

Students with an undergraduate degree who require preparation for admission to the M.A. may apply as *special students*. This mode of application is also suited to those who are looking for post-graduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC/IRL St. Petersburg program or Dostoevskij summer programs.

Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work

- Three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent
- Two special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120) as well as linguistics courses for training teachers of English to foreign students.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

Corequisite: SL 013 Elementary Russian Conversation I

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required. The course continues in second semester as SL 004.

M.J. Connolly

Marina Banuazizi

SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional conversation and language laboratory work required. This course continues in second semester as SL 010.

Li Zhuqing

Hu Ying

SL 013-014 Elementary Russian Conversation I and II

(Fall/Spring: 0)

Corequisite: SL 003

All students registered in SL 003 Elementary Russian I must also choose one section of this corequisite drill.

Marina Banuazizi

SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language laboratory drill is required. This course continues in second semester as SL 024.

Kazuko Oliver

SL 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)

A course for beginners in Hebrew, with attention to both Biblical and modern Israeli Hebrew. The course is intended to develop the ability to read the Hebrew Bible and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. The course continues in second semester as SL 038.

Zéhava Carpenter

SL 039-040 Introduction to Hindi I and II (Fall/Spring: 3)

A course for beginners in Hindi, one of the official languages of modern India. The course develops the ability to read Hindi prose and poetry and sets a foundation for both conversational and compositional skills. The latter portion of the course also introduces features of the related literary languages Urdu and Hindustani. This course continues in second semester as SL 040.

The Department

SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)

Prerequisite: SL 004 or equivalent

Corequisite: SL 055

Completion of this course satisfies the undergraduate language-proficiency requirement

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts. This course continues in second semester as SL 052.

Thomas Epstein

Cynthia Simmons

SL 055-056 Intermediate Russian Conversation I and II (Fall/Spring: 0)

Corequisite: SL 051-052

All students registered in SL 051-052 Intermediate Russian I must also choose a section of this corequisite drill.

Virginia Javurek

SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)

Prerequisite: SL 010 or equivalent

Continuation of course work in spoken and written modern Chinese (Mandarin *putonghua*) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions. This course continues in second semester as SL 062.

Jovina Y-H Ting

SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)

Prerequisite: SL 024 or equivalent

Conducted mostly in Japanese

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in second semester as SL 064.

Takako Minami

Kazuko Oliver

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)

Prerequisite: SL 032 or equivalent

Conducted mostly in Korean

Completion of this course satisfies the undergraduate language-proficiency requirement

Offered Biennially

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as SL 076.

Yoon Hyang-sook

Boris F. Egorov

SL 084 Literatures of the World (Fall/Spring: 3)

Cross listed with EN 084

Satisfies Literature Core Requirement

All readings in English translation

An introduction to literatures from around the world leading to exploration of thematic, formal, social and philosophical questions. Each section of this course focuses on a different set of cultures and genres. In these literature core courses students learn to assess the shape of their own language and thought by exploring literatures from other places and times.

The Department

SL 102 Bulgarian Language Workshop (Fall/Spring: 2)

For registration purposes this two-credit workshop is treated as a laboratory course.

Specialized study, exercise work and critical readings in Bulgarian at various proficiency levels on a small-group basis. Consult with the instructor, in advance of registration, about qualifications. Usually this workshop requires some knowledge of Bulgarian or at least of another Slavic language.

Mariela Dakova

SL 103 Hebrew Language Workshop (Fall/Spring: 2)

For registration purposes this two-credit workshop is treated as a laboratory course.

Specialized study, exercise work and critical readings in Modern and Biblical Hebrew at various proficiency levels on a small-group basis. Consult with the instructor, in advance of registration, about qualifications. Usually this workshop requires some familiarity with Hebrew.

Zéhava Carpenter

SL 104 Swedish Language Workshop (Fall: 2)

Offered on an Occasional Basis

Specialized study, exercise work and critical readings in Swedish at various proficiency levels on a small-group basis. Consult with the instructor, in advance of registration, about qualifications. Usually this workshop requires some familiarity with German or with a Scandinavian language.

M.J. Connolly

SL 117 English Grammar Review for Foreign Students (Fall: 3)

Cross listed with EN 117

Exclusively for students whose native language is not English

Enrollment by placement test only

A one-semester review of selected topics in English grammar, with the aim of increasing the ease and precision of written and oral expression. Attention to the development of academic vocabulary.

Mary E. Hughes

Margaret Thomas

SL 119 The Craft of Writing (For Foreign Students)

(Fall/Spring: 3)

Cross listed with EN 119

Satisfies Writing Core Requirement

Exclusively for students whose native language is not English

Enrollment by placement test only

Techniques for writing effective and correct English prose using an awareness of English grammatical structures along with the concepts of English rhetoric. The development of English vocabulary, paraphrase, and imitative expression through the reading of short expository and literary prose. The opening of creative expression in writing through the reading of poetry. The writing of examination essays and of papers through practical exercises.

Raymond G. Biggar

Mary E. Hughes

SL 120 The Study of Literature (For Foreign Students)
(Fall/Spring: 3)

Cross listed with EN 120

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English

Enrollment by placement test only.

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a *precis* of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.

*Raymond G. Biggar**Susan McEwen**Margaret Thomas***SL 128 Shedevry russkoj literatury (Fall/Spring: 3)**

Taught entirely in Russian in St. Petersburg (Russia)

The rapid reading of selected masterpieces of Russian literature from the classical period, read both for linguistic and for cultural-historical content.

*M. Ja. Bilinkis***SL 130 Narody russkogo severa (Fall/Spring: 3)**

Satisfies Cultural Diversity Core Requirement

Conducted entirely in Russian in St. Petersburg (Russia)

An ethnographic and cultural study of the non-Indo-European tribal peoples inhabiting the Russian North. Economy, social and family organization, language, beliefs and folk traditions, literary and oral traditions, arts, dance, and music. Special themes include the *aurora borealis* and life on the arctic tundra, the functions of tribe and nationality under Tsarist and Communist societies, and the future of ethnic identity and determination in Russia.

*V.A. Kuz'min***SL 157-158 Praktika russkoj rechi I and II (Fall/Spring: 3)**

Prerequisite: SL 052 equivalent

Conducted in Russian

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition for students who intend to continue to an advanced level. This course continues in second semester as SL 158.

*Cynthia Simmons**Thomas Epstein***SL 165-166 Zhongji kouyu I and II (Fall/Spring: 3)**

Prerequisite: SL 062 equivalent

Taught entirely in Chinese

A special practicum for the development of active skills, especially speaking, in Chinese. Extensive vocabulary work, grammar drills, conversation, descriptive narration, and composition for students who intend to continue to an advanced level. This course continues in second semester as SL 166.

*Jovina Y-H Ting***SL 167-168 Nihon no kokoro I and II (Fall/Spring: 3)**

Prerequisite: SL 064 or equivalent

Conducted in Japanese

A special practicum in Japanese which takes post-intermediate students to the "heart" of Japanese language and culture. Honorifics and conjugation patterns; dialects, *kanji*, and "untranslatable" expressions. Understanding videos, anime, and popular culture. Business vocabularies and situations; interviews; auditions; resumes. Official letters; greetings; forms of courtesy. This practicum continues in second semester as SL 168.

*Makoto Takenaka***SL 169 Chekhov in Performance (Fall: 3)**

Cross listed with CT 369

See course description in the Theatre Department.

*Scott T. Cummings***SL 205 Tolstoy and Dostoevsky (in translation) (Fall: 3)**

Cross listed with EN 303

All readings in English translation.

Conducted entirely in English. For a Russian-language version of this course see SL 308.

A comparative study of two giants of world literature, with their opposing perceptions of reality, art, and civilization. A reading of their principal novels and short prose, with a focus on psychological, moral, and religious questions and in light of twentieth-century literary theory.

*Maxim D. Shroyer**Cynthia Simmons***SL 227 Advanced Russian Grammar (Fall: 3)**

Prerequisite: SL 158 or equivalent

Conducted in Russian

Intensive and increasingly rapid reading of difficult Russian texts, translation from English into Russian, correct expository composition, and a review of fine points of Russian grammar.

*Maxim D. Shroyer***SL 232 Literature of the Other Europe (in translation)**

(Spring: 3)

Cross listed with EN 229

All readings in English translation

Offered Biennially

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Russia and Eastern Europe. The often-shared themes of frontier, identity, exile, and apocalypse in the works of selected leading writers such as Milosz, Havel, Hrabal, Kundera, Drakulic, and Bulgakov.

*Cynthia Simmons**Mariela Dakova***SL 263 Far Eastern Civilizations (Fall: 3)**

Required for Asian Studies minors

All readings in English translation

An overview of the ancient and modern cultures of the Far East with emphases on China, Japan, and Korea and with a consideration of cultural currents from neighboring India, Mongolia, and Manchuria. Selected illustrative topics from literature and language, history and politics, economy and social structures, philosophy and religion, art, and archaeology.

*Li Zhuqing***SL 275 Nabokov (Spring: 3)**

Cross listed with EN 226

All texts read in English

The bilingual and bicultural achievement of Vladimir Nabokov. An examination of selected major works from Nabokov's Russian and English periods, with particular attention to connections between his aesthetics, ethics, and metaphysics and issues of gender, sexuality, authorship and exile. Readings include *Glory*, *The Defense*, *Invitation to a Beheading*, *The Gift*, *Pnin*, and *Lolita*, as well as selected short stories, his autobiographical *Speak, memory*, and discursive writings.

Maxim D. Shroyer

SL 280 Society and National Identity in the Balkans (Spring: 3)

Cross listed with SC 280

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). 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.

*Mariela Dakova**Cynthia Simmons***SL 388 Senior Honors Project (Fall/Spring: 3)****May be repeated for credit**

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.

*The Department***SL 399 Scholar of the College Project (Fall/Spring: 9)****May be repeated for credit**

A course of directed study on Slavic, Asian or Linguistic topics, intended solely for students who are working on projects accepted toward designation as Scholar of the College. The precise subject matter is determined by arrangement and need.

*The Department***SL 400 AB Comprehensive: Russian (Fall/Spring: 1)****Required for senior majors in Russian***The Department***SL 401 AB Comprehensive: Linguistics (Fall/Spring: 1)****Required for senior majors in Linguistics***The Department***SL 402 AB Comprehensive: Slavic Studies (Fall/Spring: 1)****Required for senior majors in Slavic Studies***The Department****Undergraduate and Graduate Course Offerings*****SL 306 Approaches to Russian Literature (Fall: 3)**

Cross listed with EN 250

For undergraduates and non-Slavic graduate students, all readings are in English translation

Offered Biennially

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.

*Cynthia Simmons***SL 308 Dostoevskij and Tolstoj (Spring: 3)****Conducted in Russian**

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism.

*Maxim D. Shrayer***SL 311 General Linguistics (Fall: 3)**

Cross listed with EN 527

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive intro-

duction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

*M.J. Connolly***SL 317 Old Russian (Fall: 3)**

Prerequisite: Prior study of a Slavic language or of Greek highly recommended

Offered Biennially

An intensive study of the grammar and philology of Old Russian and early East Slavic, readings in Russian secular and religious texts from the Kievan periods through the seventeenth century, and Russian Church Slavonic as a liturgical language.

*M.J. Connolly***SL 323 The Linguistic Structure of English (Spring: 3)**

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language.

Cross listed with EN 121

Offered Biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, properties of discourse.

*Margaret Thomas***SL 328 Classical Armenian (Spring: 3)**

Prerequisite: Familiarity with an inflected language highly recommended

Offered Triennially

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century. Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts.

*M.J. Connolly***SL 334 Introduction to the South Slavic Languages (Spring: 3)**

Prerequisite: Prior study of a Slavic language

Offered Biennially

A grammatical and phonological study of a featured South Slavic language (Croatian/Serbian, Bulgarian, Slovenian, or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

*Lawrence G. Jones***SL 349 Advanced Russian Writing and Translation (Spring: 3)**

Prerequisite: SL 227 or equivalent

Conducted entirely in Russian

A study of the subtleties of Russian syntax, vocabulary, and style through extensive analytic reading and through imitative and original writing, the theory and practice of preparing refined translations both from and into Russian.

*Maxim D. Shrayer**O.A. Starovojtova***SL 350 Advanced Practicum in Spoken Russian (Spring: 3)**

Prerequisite: SL 227 and SL 228 or equivalent

Corequisite: SL 349**Conducted entirely in Russian in St. Petersburg (Russia)**

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech and specialized vocabularies.

Irina Cvetkova

SL 353 Romanticism v ruskoj literature (Spring: 3)

Conducted entirely in Russian

Offered Triennially

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework.

*Maxim D. Shrayer***SL 360 The Teaching of English as a Foreign Language (Fall: 3)**

Cross listed with EN 660

Supervised experience in the teaching of English.

An overview of the field of foreign language learning and teaching from a linguistic perspective with an emphasis on issues involved in teaching of English to non-native speakers. An examination of the relationship between views of the nature of language and different approaches to language teaching.

*Margaret Thomas***SL 361 Psycholinguistics (Fall: 3)**

Prerequisite: Some background in Linguistics or Psychology recommended

Cross listed with PS 377

Offered Biennially

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; and the innateness hypothesis.

*Margaret Thomas***SL 791 Russian Literature: Reading and Research (Fall/Spring: 3)**

May be repeated for credit

A high-level course of directed research on a topic from Russian literature intended solely for graduate and honors students who have exhausted present course offerings. The precise subject matter is determined by the student's approved research program.

*Maxim D. Shrayer**Cynthia Simmons**Lawrence G. Jones***Graduate Course Offerings****SL 724 Zhizn' i tvorchestvo Dostoevskogo (Summer: 3)**

Conducted entirely in Russian at the Dostoevskij Museum in St. Petersburg

*Nina Ashimbaeva***SL 820 Seminarskie zanjatija po Dostoevskomu (Summer: 3)**

Taught entirely in Russian at the Dostoevskij Museum, St. Petersburg (Russia)

SL 888 Interim Study (Fall/Spring: 3)*Michael J. Connolly***Sociology****Faculty**

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemain, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Sharlene J. Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; Chairperson of the Department; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

Diane Vaughan, *Professor*; B.A., M.A., Ph.D., Ohio State University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Eva Marie Garrouette, *Assistant Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Ramon Grosfoguel, *Assistant Professor*; B.A., University of Puerto Rico; M.A., Ph.D., Temple University

William A. Harris, *Assistant Professor*; B.A., UCLA; M.A., Yale University; Ph.D., Stanford University

Departmental Notes

- Administrative Secretary: Brenda Pepe, 617-552-8412, brenda.pepe@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/soc/socdept.html
- E-mail address is as follows: sociolog@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 097 are part of the Core. The themes of these courses are concerned with the many groups that individuals form—families, tribes, communities, and states, and a great variety of social, religious, political, business, and other organizations that have arisen out of living together.

Core Offerings

For non-majors, courses in the range SC 001 through SC 097 satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten courses for a total of thirty credits.

Either Introductory Sociology (SC 001) or preferably the Introductory Sociology section designated specifically for Sociology Majors.

Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods. Please note: If a Sociological Statistics course is to be taken at another college or university, Department permission is required. In addition, the student must demonstrate that this course has a computer component to it. For details consult Professor Michael A. Malec.

Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three (3) must be Level III courses (SC 299 or higher).

Advanced Sociological Analysis Courses

Each year the Department offers one or two courses which fall under a special category entitled "Advanced Sociological Analysis" (ASA). These courses are typically seminar style courses offered to Sociology majors interested in developing more advanced theoretical and methodological skills for carrying out sociological analysis.

Honors Program

The Undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.3 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester of the senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp

Information for First Year Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of thirty credits. SC 001 Introductory Sociology is required for majors.

For non-majors, courses from SC 001 through SC 097 provide Social Science Core credit.

Internship

The Department offers internship placements in court probation offices and other legal settings and in settings designed for students who wish to acquire practical work experience in human services, political, social research, or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Dual Master's Degree with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

B.A./M.A. Program Admissions

Application normally takes place early in the second semester of the junior year. The usual deadline each year is February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. These are obtained from the Graduate School of Arts and Sciences, McGuinn 221.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after

5 semesters, of at least 3.33 with at least a 3.5 GPA in Sociology courses. For details consult the Director of Undergraduate Studies, Professor David A. Karp.

B.A./M.S.W Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult the Director of Undergraduate Studies, Professor David A. Karp.

Graduate Program Description

Master's Program

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

Master's Degree Requirements: (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis and oral defense.

Doctoral Program

Admissions: The Ph.D. program prepares students for careers as college and university faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above.

Ph.D. Degree Requirements: (1) Twenty-four credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

Program in Social Economy and Social Justice (M.A. and Ph.D.)

The SESJ program at Boston College is designed for students who wish to combine the pursuit of an academic degree with active efforts in the fields of social economy and/or social justice. The program prepares students for careers that integrate the worlds of scholarship and social action, whether inside or outside academic contexts. The program provides both analytic and practical research skills that will help students to understand and work in the areas of social economy and social justice more effectively.

M.B.A./Ph.D. Program (M.B.A./M.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, work place democracy, and industrial relations.

Financial Assistance

The Department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the

basis of academic performance, experience and skill, as well as Department needs. Application should be made to the Department Graduate Admissions Committee.

The Sociology Department's e-mail address is as follows: sociolog@bc.edu

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SC 001 Introductory Sociology (Fall/Spring: 3)

Prerequisite: If you are a Sociology Major and have already taken SC 100 do **not** take this course.

Although the content will be the same as a "regular" introductory course, the class will be limited in size and will emphasize class participation. The class will introduce students to the most essential concepts, ideas, theories, and methods of the discipline. The goal of class discussion, lecture, and readings will be to convey the distinctive features of the "sociological imagination." We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history.

Ritchie Lowry

David Karp

SC 003 Introductory Anthropology (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.

The Department

SC 008 Marriage and the Family (Fall/Spring: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies Minor.

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.

Lynda Lytle Holmstrom

SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from 19th century England and Italy to 20th century America. We consider the sources, strengths, and weaknesses of each theory and the strategies for controlling it generated. The second half of the course focuses on patterns of criminal behavior: homicide, rape, property crime, family violence, corporate crime. For each, we will discuss what theory best explains it and what might be an appropriate strategy for controlling or eliminating it.

The Department

Edward Skeffington

SC 024 Gender and Society (Spring: 3)

Satisfies Social Science Core Requirement

This can be taken as part of the Women's Studies minor.

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic

well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

The Department

SC 028 Love, Intimacy, and Human Sexuality (Fall/Spring: 3)

May be taken as part of the Women's Studies Minor.

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

The Department

SC 030 Deviance and Social Control (Fall/Spring: 3)

Satisfies Social Science Core Requirement

May be taken as part of the Women's Studies Minor.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrongdoing, and sexual subcultures that resist dominant social norms.

The Department

Stephen J. Pfohl

SC 032 Business and Society (Fall/Spring: 3)

This course is designed for students interested in professional and business careers but all students are welcome. We examine the changing role of business in society, including issues in corporate governance, professional ethics, worker self-management, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, such as equal employment opportunity, occupational safety and health, government deregulation of industry and social self-regulation, environmental and consumer protection, ethical investing, community development corporations, and the changing character of multinational corporations.

Robert Levine

Severyn T. Bruyn

SC 040 Sociology of a Global Economy (Fall: 3)

This is an introductory course to the global political-economy. The course will cover the major theoretical approaches addressing international development. We will examine their relevance to contemporary issues such as poverty, inequality, and globalization in the capitalist world-economy. The first part of the course is dedicated to an overview of the different theoretical approaches. The second part will compare the developmental processes of Southeast Asia and Latin America in relation to the development of the United States.

Ramon Grosfoguel

SC 041 Race Relations (Fall/Spring: 3)

Cross listed with BK 151

Satisfies Cultural Diversity Core Requirement

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.

*Seymour Leventman***SC 043 Introduction to African-American Society (Fall: 3)**

Cross listed with BK 155

Satisfies Cultural Diversity Core Requirement

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change.

*The Department***SC 049 Social Problems (Spring: 3)****Satisfies Social Science Core Requirement**

This course will examine the connection between popular myths, social scientific paradigms and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction and crime. We will look for the reasons why so many private/public programs to resolve problems fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those which are based upon a historical, cultural, and critical perspective.

*The Department***SC 063 Women and Work (Fall/Spring: 3)****Satisfies Social Science Core Requirement****This may be taken as part of the Womens Studies Minor.**

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary America, we will provide a brief historical overview of women's work patterns. We analyze the range of social, economic, and political factors underlying women's increased labor force participation over time. Our approach is holistic and feminist. In order to understand women's position in the work world, we must analyze their economic position in the context of other institutions of society—the economic, political and educational.

*Sharlene J. Hesse-Biber***SC 072 Inequality in America (Fall/Spring: 3)****This course can be taken as part of the Women's Studies Minor.**

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or by women, and by people of color or by Caucasians.

*Eve Spangler***SC 078 Sociology of Health and Illness (Spring: 3)****Either SC 078 or SC 154 (not both) will count towards Sociology major requirements.**

This course will provide an introduction to the sociology of health and illness. Sociological principles and perspectives will be

applied to a variety of topics including the experience of illness, the social and cultural factors of health and disease, and the institutional structures of medicine.

*The Department***SC 079 Social Psychology (Fall/Spring: 3)**

This Core course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect and are affected by other people. Major topics include person perception, nonverbal and spoken communication, attitudes and attitude change, prejudice and discrimination, interpersonal attraction, intimate relationships, helping behavior, aggression, social influence and conformity, persuasion, group processes, organizations and business, law, health, territoriality and crowding. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory.

*The Department***SC 084 Mass Media in American Society (Fall/Spring: 3)****Satisfies Social Science Core Requirement**

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, of how and why media products take the form that they do. It focuses on the production of news rather than entertainment or advertising. The course illustrates two more general sociological approaches—social construction and political economy.

*The Department***SC 087 Social Movements (Spring: 3)**

America has been shaped and is being remade by a politically diverse array of social movements: the civil rights movement, the women's movement, the fundamentalist movement, and the environmentalist movement, to name just a few. This course examines the influence of social movements on government and culture. It provides both an introduction to the theoretical literature on social movements and to the specifics of a number of modern American social movements.

*The Department***SC 092 Peace or War (Fall/Spring: 3)**

We analyze issues of war and peace before and after the Cold War, focusing on US wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other US conflicts. In the third part, we focus on more recent wars, including the Gulf War and "humanitarian" interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the U.N., social activism among students, and other routes to peace.

*Charles Derber**The Department***SC 105 Strategic Inquiry In Sociology (Fall: 3)**

This course is designed to help students develop critical questioning and research skills in thinking about matters of broad public concern. Using examples from the study of work, leisure, social change, and other areas of interest, we will develop the skills needed to:- frame fruitful questions; use publicly available information to enrich our inquiries; evaluate the credibility of sources; recognize the larger political and intellectual frameworks that provide the backdrop to particular policy debates; and identify the key information that allows us to accept or reject arguments proposed by others or to make our own arguments more persuasive.

*Eve Spangler***SC 133 Women, Crime and the Law (Fall: 3)**

This course explores women's experiences with crime and the law. Topics include: the combined impact of race, class, gender, and

sexual orientation on the criminal justice system; women offenders; pornography; prostitution; substance abuse during pregnancy; violence against women; and women's incarceration. While focusing on women's experiences, the course encourages a dialogue between women and men about such matters as rape, domestic violence, and workplace inequality, as these affect both women and men.

Patricia Bergin

SC 141 Caribbean Cultures (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Students who have had a previous course on the Caribbean (e.g., BK/HS 318 or BK/HS 373) should not enroll in this introductory course unless they have the written permission of the instructor.

This introductory course examines the cultures, social structures, and institutions (government, economy, religion, family, and sports) of selected societies in the Caribbean basin. We will look at different cultures that may vary along racial, ethnic, religious, linguistic, or economic lines, or all of the preceding. We will examine the effects of structural variables such as race, ethnicity, language, and gender. Comparisons will be made among the various cultures and with the U.S. A case study approach will be used, focusing attention on a small number of societies.

Michael Malec

SC 144 Legal and Illegal Violence Against Women (Fall: 3)

May be taken as part of the Women's Studies Minor.

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

Lynda Lytle Holmstrom

SC 156 Sports in American Society (Fall: 3)

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.

Michael Malec

SC 200 Statistics (Fall/Spring: 3)

Required for Sociology Majors

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael A. Malec

The Department

SC 210 Research Methods (Fall/Spring: 3)

Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method, and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

Paul Gray

David Karp

The Department

SC 215 Social Theory (Fall/Spring: 3)

Required for the Sociology major

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted

include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, and presented in the context of their intellectual forebears.

Seymour Leventman

The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with HS 148/EN 125/PS 125

See course description in the History Department.

Ellen Friedman

SC 242 Black Women and Feminism (Fall: 3)

Cross listed with BK 242

See course description in the Black Studies Department.

Elizabeth Hadley

SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)

Cross listed with PL 259/TH 327

The course numbered SC 251 will no longer be offered in this or in subsequent years.

See course description in the Philosophy Department.

Rein A. Uritam

SC 268 The History and Development of Racism

(Fall/Spring: 3)

Cross listed with BK 268/PL 268

See course description in the Black Studies Department.

Horace Seldon

SC 279 American Labor and Civil Rights Issues (Spring: 3)

Cross listed with BK 281

See course description in the Black Studies Department.

Christopher Nteta

SC 280 Ethnic and National Identity in the Balkans (Spring: 3)

Cross listed with SL 280

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages Department.

Cynthia Simmons

SC 299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of instructor

Note: No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

The Department

SC 321 Capstone: Love and Work (Fall: 3)

Cross listed with UN 519

See course description in the University Courses section.

Eve Spangler

SC 399 Scholar of the College (Fall/Spring: 6)

Prerequisite: Permission of instructor

This is not a classroom course.

Stephen J. Pfohl

SC 517 Capstone: Identity Changes (Fall: 3)

Cross listed with UN 518

See course description in the University Courses section.

John Donovan

SC 550 Important Readings in Sociology (Spring: 3)

This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this "seminar" class will be, What are the characteristics of powerful and compelling sociological work?

David A. Karp

SC 555-556 Senior Honors Seminar (Fall/Spring: 3)

Prerequisite: Permission of the Department

Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Diane Vaughan

Undergraduate and Graduate Course Offerings**SC 340-341 Internship in Sociology I and II (Fall/Spring: 3)**

Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering: (1) to receive permission to register for the course, (2) to make sure that they will be available at the time the seminar will meet, and (3) to receive the full details about the course and as well as possible placements.

John B. Williamson

SC 378 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600/SW 600

See course description in the Graduate School of Social Work.

Regina O'Grady-LeShane

SC 422-423 Internships in Criminology I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

Edward J. Skeffington

SC 498 The Latino/Latina Experience in the United States (Spring: 3)

Satisfies Cultural Diversity Core Requirement

The main goal of this course is to offer a broad and comprehensive understanding of the Latino experiences in the United States. We will cover several sociological issues such as migration processes, modes of incorporation to the host society, racism, culture/identity strategies, and the political-economic relations between

the countries of origin and the United States. The course places the Latino experiences in a comparative perspective, focusing on Cubans, Dominicans, Mexicans, and Puerto Ricans.

Ramon Grosfoguel

SC 517 Capstone: Student Identity Changes During College (Fall: 3)

Cross listed with UN 518

See course description in the University Courses section.

John Donovan

SC 527 The Evolution of Culture (Fall: 3)

This course is an anthropological examination of symbolic life in the emergence of culture. Special attention will be devoted to myth, folklore, stratification and political systems. The course will cover the origins of society in the life of the family and the tribe. Attention will be given to cross-cultural studies of sex behavior, the development of music, and the principles of evolution.

Severyn T. Bruyn

SC 558 Qualitative Methods (Spring: 3)

This is an upper level, research methods course. Students will be introduced to the techniques of carrying out qualitative research. We will compare and contrast the major analytical approaches to different qualitative research designs. Students will carry out a qualitative research project, data collection (e.g., conduct intensive interviews, and participant observation) and analysis, and writing/presenting qualitative research. This course is an Advanced Data Analysis course and provides advanced training to students in their major.

Sharlene J. Hesse-Biber

SC 564 Seminar on Medical and Family Sociology (Spring: 3)

Prerequisite: Permission of the instructor

This seminar will focus on student research projects in the area of medical and family sociology.

Lynda Lytle Holmstrom

SC 670 Technology and Culture (Fall: 3)

Cross listed with MC 670/PL 670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the life-world and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

William Griffith

Graduate Course Offerings**SC 702 Introduction to Statistics and Data Analysis (Fall: 3)**

Required for graduate students

This course will introduce the basic statistical concepts used in social research: centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the B.C. computer system and the SPSS data analysis package.

Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)

Requirement for graduate students

This course assumes a knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures: factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course

is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 710 Survey of Research Methods (Fall: 3)

This is a required course for graduate students.

This course presents the wide range of alternative research methods available to the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention is given to comparisons among these alternative methods and to an assessment of the relative strengths and limitations of each. In the context of discussing these alternative research methods, attention is given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations. Such issues must be taken into consideration by all who engage in social research. A great deal of attention will be given to issues related to research design and proposal writing.

Sharlene J. Hesse-Biber

SC 715 Classical Social Theory (Fall: 3)

Required for graduate students.

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual and social history of the ideas, themes, concepts and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Stephen J. Pfohl

SC 728 Inequalities in Health Care (Fall: 3)

Inequalities in health insurance, in access to health care and in medical treatment, are historically characteristic of the United States system. This course considers how social class, race, gender, age, and disabilities have affected the health status and medical care available to Americans. Strategies and policies for promoting equity, including cross-national comparisons, will be reviewed.

Jeanne Guillemin

SC 736 Introduction to Social Economy (Fall: 3)

This course will provide an introduction to the field of political and social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. With a strong historical introduction the course looks at the changing power relations among states, corporations and workers, and the

effects of global corporate sovereignty on class, race, and gender. Alternatives to corporate control and the reconstruction of democracy and human rights are a major focus.

The Department

SC 751 Quest for Social Justice (Spring: 3)

This is a foundation course for the SESJ Program and is designed especially for first or second year students. The course focuses on (1) the state of economic and social justice in the United States today, and (2) the health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews the economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The second part of the course examines (1) the political and social movements that have arisen to challenge economic and social arrangements; (2) the new structuring of these movements around race, gender, and other identity politics; and (3) the rise of new types of class politics that are oriented to achieving a more just society.

William A. Gamson

SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the Professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

The Department

SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SC 900 Teaching Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 901 Research Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 902 Seminar in Teaching Sociology (Spring: 3)

This course examines issues and problems in teaching sociology at the college level. Topics covered include: goals of instruction, classroom presentation, testing and grading, curriculum development, university teaching resources, issues of the profession, and overcoming student resistance to learning. The course is strongly recommended for all current and prospective Teaching Assistants and Teaching Fellows in Sociology.

Paul Gray

SC 998 Doctoral Comprehensive (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

SC 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral

continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Theatre

Faculty

Stuart J. Hecht, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Scott Cummings, *Assistant Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

John H. Houchin, *Assistant Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Crystal Tiala, *Assistant Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

Luke Jorgensen, *Adjunct Instructor*; B.A., Boston College; M.A., Northwestern University; A.B.D. (cand), Tufts University

Departmental Notes

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, stuart.hecht@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/thtr/dept.html

Program Description

The Theatre program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theatre as well as the theory, history, and criticism of dramatic literature. The Theatre major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

Major Requirements

Students must complete twelve (12) courses plus an additional six credits worth of Theatre Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 062 Dramatic Structure and Theatrical Process
- CT 140 Elements of Theatre Production I (which must be taken along with CT 145 Theatre Production Laboratory I)
- CT 141 Elements of Theatre Production II (which must also be taken along with CT 150 Theatre Production Laboratory II)
- CT 275 History of Theatre I
- CT 276 History of Theatre II
- CT 101 Acting I

These six basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the six courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major:

- Students must pick two (2) upper-level departmental theatre courses in theatre history, criticism and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479.
- Students must also pick two (2) upper-level departmental courses in performance and/or production. Courses that meet this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459.
- The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theatre Production Laboratory beyond their course requirements in order to graduate with a major in Theatre. Credits are only awarded for working on Boston College Department of Theatre productions. Two of the six may be earned through substantial performance, stage management, or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theatre Production Laboratory courses are worth one (1) credit; but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theatre Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in Theatre as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

Certification in Theatre Option for Education Majors

Elementary and Secondary Education

Elementary Education and Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in Theatre from the Massachusetts Department of Education. Brochures describing this program are available in the Theatre Department, Robsham Theater Arts Centre, or in the Office(s) of the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104. For more information please contact Dr. Stuart J. Hecht.

Information for First Year Majors and Non-Majors

Theatre Majors

Students majoring in Theatre pursue studies in acting, directing, design, production, theatre history, literature, and criticism. To complete a major program, students must take twelve (12) 3-credit courses plus an additional six (6) credits worth of Theatre Production Laboratory.

Incoming Arts and Sciences students majoring in Theatre should select CT 062 Dramatic Structure and Theatrical Processes in their first semester and plan to take CT 140 Elements of Theatrical Production I (which must be taken along with CT 145 Theatre Production Lab I) in their second semester.

Non-Majors

Non-majors may take CT 060 Introduction to Theatre to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theatre as an artistic and humanizing experience.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

CT 060 Introduction to Theatre (Fall/Spring: 3)

A survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form: historical and cultural influences, staging styles and techniques and the multiple genres of dramatic writing.

Lorien Corbelletti

Christopher Jones

Luke Jorgensen

Michael Zampelli, S. J.

The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)**Required for all Theatre majors**

An advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.

*Scott T. Cummings***CT 101 Acting I: Introduction (Fall/Spring: 3)**

Students are responsible for learning the actor's basic rehearsal disciplines, such as line memory, improvisation and acting choices. They explore and apply these disciplines during the class-time rehearsal of four or five short scenes. Students are also responsible for learning and executing certain basic voice and movement techniques during the rehearsal.

*John Houchin**Luke Jorgensen**The Department***CT 110 Beginning Ballet I (Fall: 3)**

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced.

*Margot Parsons***CT 140 Elements of Theater Production I (Spring: 3)***Corequisite:* CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary. All those enrolled in CT 140 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

*Sheppard Barnett**Crystal Tiala***CT 141 Elements of Theatre Production II (Fall: 3)***Prerequisite:* CT 140 or permission of instructor

This class is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical stage work, students will also learn basic principles and skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors. All those enrolled in CT 141 must also sign up for its corequisite class, CT 145 Theatre Production Laboratory I.

*Crystal Tiala***CT 145 Theater Production Laboratory I (Fall/Spring: 1)***Corequisite:* To be taken in conjunction with CT 140 Elements of Theatre Production or independently.

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production.

*Crystal Tiala***CT 150 Theatre Production Laboratory II (Fall/Spring: 2)**

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

*Crystal Tiala***CT 180 Introduction to Black Theatre (Spring: 3)****Cross listed with BK 240**

Students will examine the African-American experience as it is reflected in theatre created by, for and about African-Americans. We will study major socio-political movements, such as the "Black Arts Movement" and their impact on the political consciousness of the artist. Students will also develop analytical, oral, and written skills in play-reading and through reading selected writings of theatre critics and scholars as they respond to developing trends in African-American theatre.

*Elizabeth Hadley Freydlberg***CT 201 Acting II: Characterization (Spring: 3)***Prerequisite:* CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101 Acting I. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

*The Department***CT 202 Acting Techniques I (Fall: 3)**

This class offers hands-on experience in the basic craft of acting. It be useful to those interested in considering the profession and to those wishing to sharpen their communication and verbal skills. Through voice and movement work, improvisation and group performance exercises designed to free emotional spontaneity and to encourage creativity, students will have the opportunity to explore text and develop confidence in their performance skills.

*The Department***CT 205 Elements of Dance (Spring: 3)**

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition, and performance.

*Robert Ver Eecke, S. J.***CT 211 Intermediate Ballet II (Spring: 3)***Prerequisite:* CT 210 or permission of instructor

A continuation of Intermediate Ballet I (CT210). As in Intermediate Ballet I, individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will con-

tinue to increase their ballet vocabulary and their understanding of the historical background of ballet. In addition, there will be further readings in anatomy and dance criticism.

Margot Parsons

CT 215 Dance: An Invitation to the Sacred (Fall: 3)

This course explores the sacred place of the body in prayer and worship in the contemporary experience. It will include a study of the language of movement and dance as it relates to the dynamic movement of religious experience. Biblical stories and psalms will be used as well as the individuals' religious experience. It will include a study of movement and dance used in ritual and liturgical context as well as in artistic performance. Readings will include works on dance composition, movement improvisation, and contemporary studies of sacred and liturgical dance. Dance experience is recommended.

Robert Ver Eecke, S. J.

CT 220 Stage Movement I (Fall: 3)

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression.

Pamela Newton

CT 236 Stage Management (Spring: 3)

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 resources management as well as technical production. Special emphasis will be placed on the application of theory to actual stage management situations.

Howard Enoch

CT 238 Marketing the Arts (Spring: 3)

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, and economics and the arts.

Howard Enoch

CT 246 Scene Painting I (Fall: 3)

Prerequisite: CT 153 or permission of instructor

This course introduces to students basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration and field trips.

Crystal Tiala

CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)

This class is recommended to anyone interested in Education, and is designed especially for those who want to work with students pre-K through 12.

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, socio-dramatic play, improvisation, and story dramatization.

Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama. This course is particularly suited for those teaching or preparing to teach in preschool, elementary, middle, and secondary school.

Luke Jorgensen

CT 275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political and cultural concerns of each age.

John Houchin

Lorien Corbelletti

CT 276 History of Theatre II (Spring: 3)

This course is a continuation of History of Theatre I. It too follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

John Houchin

CT 285 Playwriting I (Fall: 3)

This is a laboratory course dealing with the basic elements of the playwright's art. Students will learn how to write for the stage, as opposed to the page. They also will study the range and function of a variety of dramatic forms. A fully developed short play will be required.

Scott T. Cummings

CT 300 Acting Techniques II (Spring: 3)

Prerequisite: CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

The Department

CT 301 Acting III (Fall: 3)

Prerequisites: CT 101 and CT 201, as well as some stage experience; permission of the instructor

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

The Department

CT 320 Stage Movement II (Spring: 3)

Prerequisite: CT 220 or permission of instructor

This course will build on the material introduced in Stage Movement I. The students will use skills in body awareness and observation of physical characteristics to develop more believable characters for the stage. Class sessions will focus on efficient body usage, self texting, and the in-depth study of how personality and state influence movement patterns. Students will learn additional warm-up techniques and will be introduced to a basic vocabulary for movement observation.

Pamela Newton

CT 352 Stage Design I (Spring: 3)

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

Crystal Tiala

CT 361 Shakespeare On the Stage (Spring: 3)

Cross listed with EN 245

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.

Stuart J. Hecht

CT 363 Experimental Theatre I (Fall: 3)

Cross listed with EN 242

This class will investigate the drama and theatre of Europe from 1880-1933. During this period, the European theatre, like the continent itself, was in a state of continual revolution. Realist playwrights such as Ibsen, Shaw, Hauptman and Gorki scandalized audiences with dramas that challenged traditional sexual, religious, and political values. In the same period Symbolists and Expressionists used theatre to access the spiritual anguish of human existence while Futurists and Dadaists created an aesthetic of chaos. Perhaps no other period in theatre was as frenzied, provocative and entertaining.

John Houchin

CT 367 American Musical Theatre (Fall: 3)

An examination of the development of the American musical, from its roots through its 19th century inception and on to the present. We will trace the evolution of this theatrical form through study of its leading creative artists and productions, with special emphasis placed upon the careers and contributions of its leading composers and performers. This will include the work of George M. Cohan, Irving Berlin, George Gershwin, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and Andrew Lloyd Webber.

Stuart J. Hecht

CT 368 Contemporary Theatre and Drama (Fall/Spring: 3)

Cross listed with EN 249

This seminar will survey important playwrights and trends in theatre over the past two decades. Although the course will center on American playwrights (Mamet, Shepard, Wilson, Fornes and others), influential dramatist from around the world (Fugard, Havel, Soyinka, Churchill, Friel) will be considered as well. Special topics include the legacy of the off-off Broadway theatre movement of the 1960s, the decentralization of the American theatre, the impact of performance art and director's theatre on conventional dramaturgy, the challenge of multi-culturalism and inter-culturalism, gender, postmodernism, and popular theatre.

Scott T. Cummings

CT 369 Chekhov in Performance (Fall: 3)

Offered on an Occasional Basis

Why is Chekhov, very much a man of late-19th century Russia, such a universally revered playwright? How do his plays work in performance? This class will situate the study of the dramatic works of Anton Chekhov in their theatrical, cultural, and historical contexts. Particular emphasis will be placed on the advent of Stanislavsky and the Moscow Art Theatre and its subsequent influence on American theatre, especially acting. Other playwrights to be considered include Gogol, Turgenev, Tolstoy, Gorky, Mayakovsky, and Bulgakov. Other topics will include the rise of Russian realism, experimental directors such as Meyerhold, socialist realism and the effects of the Russian Revolution and Stalin. This course will require extensive reading, in-class scene presentations, at least one major exam, and both critical and creative projects.

Scott T. Cummings

CT 370 Classical Greek Drama in Translation (Spring: 3)

Cross listed with CL 202/EN 084.03

Satisfies Literature Core Requirement

See course descriptions in the Classics Department.

Dia M.L. Philippides

CT 430 Directing I (Fall: 3)

Prerequisite: Permission of instructor

A course in the fundamentals of script analysis, staging and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

Stuart J. Hecht

CT 431 Directing II (Spring: 3)

Prerequisite: Permission of instructor

This course is built upon the foundations of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

Stuart J. Hecht

CT 432 Directing Lab I (Fall: 3)

Corequisite: CT 430

To be taken in conjunction with CT 430 Directing I. This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.

Stuart J. Hecht

CT 433 Directing Lab II (Spring: 3)

Corequisite: CT 431

To be taken in conjunction with CT 431 Directing II. This course is a continuation of CT 432 and functions in much the same way though now in relation to the material covered in Directing II.

Stuart J. Hecht

CT 450 Teaching Assistantship (Fall/Spring: 2)

Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor

This two-credit laboratory course is intended to provide undergraduate theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant. (This lab class may not be used toward the six lab credits required to major.)

The Department

CT 530 Theatre Practicum in Directing (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

This is a Senior project in which a limited number of students direct a Departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.

Stuart J. Hecht

CT 540 Theatre Practicum in Design (Fall/Spring: 3)

Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.

Prerequisite: Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year.

Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

Stuart J. Hecht

CT 598 Readings and Research in Theatre (Fall/Spring: 3)

Prerequisite: Senior standing and 12 credit hours in theatre; permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

Scott T. Cummings

John Houchin

Stuart J. Hecht

Crystal Tiala

Theology

Faculty

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain
Michael Buckley, S.J., *Canisius Professor*; B.A., M.A., Gonzaga University; Ph.L., Mt. St. Michael's; S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago
Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
Francis X. Clooney, S.J., *Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago
Robert Daly, S.J., *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg
Donald J. Dietrich, *Professor*; Chairperson of the Department; B.S., Canisius College; M.A., Ph.D., University of Minnesota
Harvey Egan, S.J., *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Roberto Goizueta, *Professor*; B.A., Yale University; M.A., Ph.D., Marquette University

Thomas H. Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

E. Michael Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Philip J. King, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Anthony Saldarini, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

John A. Darr, *Associate Professor and Assistant Chairperson and Director of Graduate Studies*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Katherine J. Gill, *Associate Professor*; A.B., Mount Holyoke College; M.A., Harvard Divinity School; Ph.D., Princeton University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

Claire Lowery, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

John Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Stephen J. Pope, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyné College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Qamar-ul Huda, *Assistant Professor*; B.A., Colgate University; M.A., Ph.D., University of California, Los Angeles

Ruth Langer, *Assistant Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

Bruce Morrill, S.J., *Assistant Professor*; B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

Jane Regan, *Assistant Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

David Vanderhoof, *Assistant Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

Colleen Griffith, *Adjunct Assistant Professor*; B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University

Andover Newton Theological School

Mark S. Burrows

Charles E. Carlston

William Everett

Gabriel Fackre

Carole R. Fontaine

Brita Gill-Austern

Meredith B. Handspicker

Mark S. Heim

William L. Holladay

Robin M. Jensen

Eddie S. O'Neal

Robert W. Pazmino

George H. Sinclair

Samuel Solivan

J. Earl Thompson

Sze-kar Wan

Francine J. Cardman

Katherine M. Clarke

Richard J. Clifford

Janice S. Farnham

Peter E. Fink

Margaret Eletta Guider

Roger D. Haight

Daniel J. Harrington

Thomas A. Kane

James F. Keenan

John S. Kselman

Stanley B. Marrow

John W. O'Malley

John Randall Sachs

Edward V. Vacek

Departmental Notes

- Department Administrator: Mary Galvin, 617-552-8491, mary.galvin@bc.edu
- Graduate Programs Assistant: Linda Yood Dietrich, 617-552-4602
- World Wide Web: http://www.bc.edu/bc_org/avp/cas/theo/

Undergraduate Program Description

The Undergraduate Program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, biblical studies, history, psychology, social studies, philosophy, and

comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

Two-semester sequence. Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Introduction to Catholicism I and II
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture, and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either *The Biblical Heritage* or *The Religious Quest*. These year-long Core sequences count as two courses each.
- Either *Introduction to Christian Theology* or *Introduction to Catholicism, Perspectives, Pulse*, or the Honors Program. These year-long Core sequences count as two courses each.

- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the Junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Theology Majors

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses from within and outside the department. Programs are designed in consultation with the Director of Undergraduate Studies. Theology majors begin with one of the Theology Core offerings.

Core Program

The Theology Core may be fulfilled by (1) selecting either one 2-course sequence from those listed below; or (2) one 12-credit sequence. PL 090-091 (TH 090-091) Perspectives on Western Culture or PL 088-089 (TH 088-089) Person and Social Responsibility will satisfy both the Theology and Philosophy requirements.

Note: Theology Core courses are two-semester sequences. You must take both semesters of the same course to receive Core credit (e.g., Biblical Heritage I and II).

Fifth Year B.A./M.A. Program

Undergraduate theology majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for regular theology majors, except that all five of their electives in the major must be upper-level courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the usual comprehensive examinations.

Interested undergraduate theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Professor Charles Hefling.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

- Andover Newton Theological School
- Boston College Department of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary
- Weston Jesuit School of Theology

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits, either on a full-time or part-time basis, for the degree. One course each in the areas of Ethics, Bible, and History is required, plus a two-semester, six-credit survey course in the area of Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the student identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching or ministry, and for those anticipating further study in the Bible or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the word, hermeneutics, or application of the Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature and, theology. Examinations will be both written and oral. Students may arrange to write a M.A. thesis or to do a major research paper as part of the examinations.

The Theology Department also cooperates with the Institute of Religious Education and Pastoral Ministry and the Graduate Schools of Education and Social Work in offering the M.Ed. in Religious Education, the Certificate of Advanced Educational Specialization in Religious Education, the M.A. in Pastoral Ministry, the joint Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.), and the Ph.D. in Religion and Education. For more details, see Institute of Religious Education and Pastoral Ministry.

Ph.D. Program in Theology

The Program is designed and administered by an ecumenical joint faculty drawn from the Department faculty and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling in the church, the academy, and society. It is confessional in nature, and envisions theology as "faith seeking understanding." Accordingly, the Program aims at nourishing a commu-

nity of faith, scholarly conversation, research and teaching which is centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, interreligious, and cross-cultural cooperation.

The Program, therefore, very much belongs to a joint graduate faculty drawn from the three schools, each of which is rooted in and committed to a theological tradition—the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other theological positions and with contemporary cultures.

The Program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research, and so to organize and to integrate their knowledge in order to make an original contribution to theological discussion. Since the Program has faculty members who are expert in the Hindu, Buddhist and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

Students admitted to the Ph.D. Program should have completed the M.Div. or equivalent degree; a Master's degree in religion, theology, or philosophy, or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Areas of Specialization are currently the following: Biblical Studies, History of Christian Life and Thought, Systematic Theology, and Theological Ethics.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament in Hebrew, Aramaic and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The Comprehensive Exams will cover the whole Bible with emphasis on either the Old or New Testament and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

The **History of Christian Life and Thought** examines how over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying how these various forms of Christian Life and Thought developed over time by looking not only to their direct social and religious contexts

and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors of the past, the current faculty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, and Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French, unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may be required depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, i.e., according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged. Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. What is essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics. In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It has a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

For all the areas, at least two language examinations are required. These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Areas may require more than the minimum of two languages.

A **Minor in Biblical Studies** is also offered, with a specialization in either the Old Testament or the New Testament. The student is to become familiar with various approaches to the study of the Bible, e.g., Biblical theology, archaeology and the history of Biblical times, the history of interpretation and the literary interpretation of

the Bible. The student is to demonstrate competence in the original language pertinent to his or her specialization (Old Testament: Hebrew; New Testament: Greek).

The **Minor in Comparative Theology** is designed to prepare students for careful reflection on non-Christian religions in their particularity and on their significance for Christian theology. Students who choose this minor are expected to acquire a significant understanding of both a major non-Christian religion and a critical method used to study such religions (e.g., philosophy of religion, comparative religion, and history of religions).

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

In conjunction with the Ph.D. Program in Theological Studies, the Department is also linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments. The focus of the institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology.

The concentration of the philosophy and theology departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodical basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)

Satisfies Theology Core Requirement

You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

John Darr

Daniel Master

Martha Morrison

Anthony Saldarini

David Vanderhooff

TH 016-017 Introduction to Christian Theology I and II
(Fall/Spring: 3)**Satisfies Theology Core Requirement**

You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit.

This course aims to provide an historical introduction to major texts of the Christian tradition. Students will be introduced and invited to respond to the major theological ideas of the Judeo-Christian tradition from Late Antiquity through the Middle ages. Frequently using first hand narratives, biography and autobiography (genres sometimes grouped as a category called "life writings"), we will explore the ways in which historical persons and groups have conveyed their central ideas about God by writing about their own and others' lives. Finally, the course will show how historical understanding is vital to theological understanding and present self-understanding. While most of the texts we will read are *classics* of Christianity, we will in reading them also pay careful attention to the diversity of voices and viewpoints present in each historical phase of Christianity.

Raymond Devettere

Katherine Gill

Michael Himes

Fred Lawrence

The Department

TH 023-024 Introduction to Catholicism I and II
(Fall/Spring: 3)**Satisfies Theology Core Requirement**

You must take both sections of Introduction to Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions.

This two-semester sequence is organized around six core theological themes: the person, God, and Jesus Christ (first semester); the church, worship and sacraments, and Christian Living, including ethics and spirituality (second semester). The approach is thoroughly Christian and ecumenical, but attention is focused on a Catholic perspective.

Harvey Egan, S.J.

Rev. Robert Imbelli

Bruce Morrill, S.J.

Joseph Nolan

Jane Regan

Thomas Wangler

The Department

TH 037 Introduction to Hebrew I (Fall: 3)**Cross listed with SL 037**

See course description in the Slavic and Eastern Languages Department.

Zéhava Carpenter

TH 072 Sacraments and Ministry (Spring: 3)

The course will cover three principal areas: (1) the variety of forms of church order found in New Testament and early Patristic writings; (2) the necessity of preserving adherence to church order, particularly so that the Church can carry out its mission as historical community of faith; (3) criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church.

Raymond G. Helmick, S.J.

TH 088-089 Person and Social Responsibility (Fall/Spring: 6)

Corequisite: PL 088-089

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course require-

ments include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

The Department

TH 090-091 Perspectives on Western Culture I and II
(Fall/Spring: 6)

Corequisites: PL 090-PL 091

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce the students into their philosophical and religious heritage through a study of the major thinkers who have formed our cultural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This course is designed primarily for freshmen.

Members of the Theology and Philosophy Departments

TH 107 Religion in Africa (Fall: 3)**Cross listed with BK 120**

The course is designed to introduce the variety of African religious experience within the context of world religions. The significance and contents of Africism as the African autochthonal religion, will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

Aloysius M. Lugira

TH 108 Christianity in Africa (Spring: 3)**Cross listed with BK 121**

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

Aloysius M. Lugira

TH 160 The Challenge of Justice (Fall/Spring: 3)**Cross listed with UN 160**

This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome. The course also fulfills one of the Core requirements for Philosophy.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic

theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

John Turner

TH 161-162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)

You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include: symbols, myths, doctrines, rituals; holy texts; saints; comparisons and contrasts among traditions; relevance of classical religious traditions to issues in today's world; interreligious dialogue today; religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition. Professor's distinctive areas of focus are listed below.

Francis X. Clooney, S.J.—Hinduism

Qamar-Ul Huda—Islam

Ruth Langer—Judaism

Aloysius Lugira—African Religions/Judaism/Christianity/ Islam/Hinduism

John Makransky—Buddhism

H. John McDargh—Judaism/Buddhism

Joseph Molleur—Hinduism

Christopher Murphy—Christianity

Hugh Nicholson—Hinduism

Margaret Schatkin—Judaism/Paganism

TH 206 Relationships: A Way to Know God (Fall: 3)

The search for intimacy is a major developmental task of young adulthood, indeed of all life. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know? A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, lovers, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

Joseph Marchese

TH 218 Twentieth Century Catholic Imagination (Spring: 3)

Cross listed with HS 218

See course description in the History Department.

Stephen Schloesser

TH 252 Identity and Commitment: A Theology for Shaping a Life (Spring: 3)

This will be a theological attempt to grapple with issues of identity and commitment in response to the upwardly-mobile track so many of our graduates and students aspire to and are influenced by. The continuing formation of identity in early adulthood and the consolidation of this awareness will be explored in deciding to whom and to what I will commit myself. Topics of power, service, sexuality, career, lifestyle, success, intimacy and death, etc. will be consid-

ered as fundamental to the field of human vocation. Questions of how we deal with these issues in our lives will be considered as pivotal in forming a mature Christian way of life.

Joseph Marchese

TH 280 Principles of Conflict Resolution (Fall: 3)

The course will be based on a number of analytical principles that the lecturer has developed through practical work in a variety of international and communal conflicts, particularly in Northern Ireland, in Lebanon and in the Arab-Israeli conflict. Negotiation techniques will be emphasized and practiced in simulation sessions. The greater emphasis will be given to the psychological blockages, ambivalence, stereotyping and other factors that prevent people in conflict from negotiating their differences, and practical ways of breaking through these obstacles.

Raymond G. Helmick, S.J.

TH 282 Marriage, Work, and the Christian Life (Spring: 3)

This course is for undergraduates who have completed the theology Core requirement.

This course focuses on the challenges and opportunities of balancing work and marriage in light of Christian faith and morality. This course studies different ways of understanding work and the demands of careers and professional commitments. It also examines the meaning of marriage, particularly as a sacrament. Practical concerns include different ways of timing careers, marital and parenting decisions, dual versus single career marriages, careers and alternative lifestyles, gender differences within marriage. Special focus is given to the ethical and religious dimensions of marriage and work.

Stephen J. Pope

TH 323 The Northern Ireland Conflict (Fall: 3)

The Northern Ireland conflict has been stagnating for many years, and contrasts strongly with other, more volatile, conflicts in this respect. The course will examine this distinctive feature, brought about by extraordinary levels of denial by the participants, as well as the psychological dynamic of the conflict, its economic, social and political bases in history and contemporary consciousness. Topics will include the security problems, political options, legal system, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public perceptions in Britain and the Republic of Ireland, and the peculiar quiescence of U.S. policy and Irish-American opinion. Comparisons will be made with other conflicts of an analogous communal type, as in the Middle East and Cyprus, and such as have come to the forefront in recent years in the former Yugoslavia and what was the Soviet Union.

Raymond G. Helmick, S.J.

TH 325 Lebanon: Focal Point of Conflict (Spring: 3)

The course will examine the now all but suppressed conflict in Lebanon, rendered quiet these last few years more by the military control of neighboring Syria than by actual resolution of the conflict between the communities. We will look at the balance of confessional and social forces, the civil war breakdowns of 1958 and 1975-76, the continuing crisis through the Israeli invasions of 1978 and 1982, the interlude of American intervention and the establishment of Syrian control, the bitter resistance under General Aoun, the Taif Accord and its aftermath to the present. Lebanon's conflict will be located within the broader crisis of the Middle East.

Raymond G. Helmick, S.J.

TH 327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross listed with PL 259/SC 250

See course description in the Philosophy Department.

Rein A. Uritam

**TH 330 Theology Majors' Seminar (Fall/Spring: 3)
For Theology majors only**

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and may be taken by senior or junior majors. Sufficiently advanced students are urged to take the seminar in junior year. Rev. Imbelli's section will focus on four classics of spirituality from different historical-cultural contexts.

Michael Himes

Rev. Robert Imbelli

**TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)
Cross listed with UN 163**

Richard Nielsen

TH 344 Believing Three Ways in One God (Fall: 3)

Christianity, like the world we live in, can sometimes seem endlessly complex, confused, chaotic. Using Nicholas Lash's study of the Apostles' Creed as a basis for discussion, this course will consider how all things might hang together in relation to the mystery of God.

Nicholas Lash

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Fall/Spring: 3)

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Rev. Anthony Penna

TH 361 Praying Our Stories (Spring: 3)

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that happen on a retreat or at a powerful liturgy. This course will explore how God is in fact discovered primarily in the ordinary events, conversations, feelings and relationships of our daily lives. As we think about what it means to pay attention to the story of our lives, we will explore how our own stories—and the stories of others—become the means by which God is revealed in the world.

Daniel Ponsetto

TH 369 The Spiritual Journey (Spring: 3)

The course will explore various approaches to the spiritual journey through readings and discussion including fiction, non-fiction, biography, and spirituality. A diverse and multicultural approach will be taken ranging from writings by and about the lives of Christian saints, contemporary spiritual writers and through fiction by a Native American, a Salvadoran, and an Asian American. Such readings will serve as the springboard for discussion and inquiry on the spiritual life.

Paula Norbert

TH 376 Conscience and Commitment (Fall: 3)

This course examines contemporary attempts to relate faith, spirituality, and moral convictions to issues of social justice, peace, freedom, and ecological responsibility. What is the relation between religion, compassion, and social transformation? What are the political implications of belief in the equal dignity of all human beings?

How do we gain the moral wisdom appropriate to use properly our technology? What responsibility do we have to the natural world and to other species? What is the relation between spirituality and human rights? Authors include Vaclav Havel, Desmond Tutu, Nelson Mandela, John Hume, Aung San Suu Kyi, Wei Jingsheng.

Stephen J. Pope

TH 392 God and Science (Fall: 3)

Cross listed with PL 392

See course description in the Philosophy Department.

Ronald Anderson

TH 396 Catholic Identity and Postmodernity (Fall: 3)

Postmodernity is marked by pluralism and diversity, by ambiguity and impermanence. In such a challenging ethos, how does one draw upon the deep structures of Catholic spirituality to forge identity in Christian faith. This will be the organizing question and project of the course.

Thomas Groome

TH 410 One Life, Many Lives (Spring: 3)

Cross listed with UN 500

See course description in the University Courses section.

James Weiss

TH 504 Seminar in International Studies (Fall: 3)

Cross listed with PO 550

Open to Seniors in International Studies and others with the permission of one of the Instructors.

See course description in the Political Science Department.

Donald J. Dietrich

David A. Deese

TH 523 Telling Our Stories, Living Our Lives (Fall: 3)

Cross listed with UN 523

Formerly titled UN 501 (TH 411) Patterns of Development and Narratives of Faith

See course description in the University Courses section.

H. John McDargh

Undergraduate and Graduate Course Offerings**TH 290 The Problem of Belief in Modernity (Spring: 3)**

The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

Michael Himes

TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

Raymond Helmick, S.J.

TH 352 Two Peoples, Three Faiths: Religions and Ethnicity in the Middle Eastern Conflict (Fall: 3)

The parties to the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain, difficult also to withdraw, and has figured massively in the turbulent events in the region since that time. This course will examine, in the whole history of the conflict, those elements both of ethnicity and of faith that have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to a healing the conflict.

Raymond Helmick, S.J.

TH 357 Pauline Tradition (Fall: 3)

Prerequisite: An introductory course in Biblical studies

Combines a survey of Pauline writings and theology with exegesis of Romans. Problems in reconstructing Paul's biography and the history of Pauline churches, in understanding the relationship between early Christians and Jews, and in constructing a Pauline theology based on the letters are studied. Students are introduced to the methods of historical-criticism as well as rhetorical analysis of the Pauline letters. Implications of exegetical decisions for Christian theology will be discussed.

Pheme Perkins

TH 359 Gospel of Mark (Spring: 3)

Prerequisite: Students are expected to have had an introductory course in Biblical studies.

A close reading and analysis of Mark's gospel. Students are introduced to the methods, questions and results of historical-critical study of the New Testament as well as to issues posed by socio-cultural, narrative and rhetorical analysis. Major theological themes in the gospel will be treated as they emerge in the text: Christology, soteriology, the identity of Jesus, miracles, faith, discipleship, the cross, eschatology, God, resurrection.

Pheme Perkins

TH 363 Studies in Luke — Acts (Fall: 3)

Prerequisite: Biblical Heritage II or Introduction to the New Testament

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this two volume work.

John A. Darr

TH 408 U.S. Latino Theology (Fall: 3)

The texts treat traditional theological themes (e.g., God, Christ, sin, salvation) from the perspective of the U.S. Hispanic experience. Students will explore diverse features of U.S. Hispanic culture as a context for encountering God and doing theology. Among the issues to be addressed are as follows: popular religion, possible contributions of U.S. Latino culture and theology to the larger U.S. society and Church, the relationship between culture and faith, the historical experience of *mestizaje* (racial-cultural mixture), U.S. Hispanic women's experience as a source for theology, and diversity within the U.S. Latino community.

Roberto S. Goizueta

TH 425 Seminar: Greek Patrology (Fall: 3)

Cross listed with CL 323

No knowledge of Greek in necessary. Permission of instructor required.

A critical and philological examination, in the original, of a genre author, problem, or period in the history of Greek patristic lit-

erature. Topic: patristic commentaries on Job, with special emphasis on Didymus Alexandrinus. Includes a study of the Septuagint text of Job.

Margaret Schatkin

TH 427 The Bible and Literary Culture (Fall: 3)

Because the Hebrew Bible is part of the ancient Near Eastern cultural continuum, it shares many of its literary genres and social values. It also differs from it in a variety of ways. This course will concentrate on various narrative, legal, wisdom and poetic texts against their background in Egyptian, Babylonian and Hittite literature, and discuss the multicultural influences that can be detected as examples for the social and religious diversity in our own times.

Rabbi Rifat Sonsino

TH 442 Religion in the United States (Spring: 3)

An historical survey of the religious, theological and institutional developments of the major Christian and Jewish and civil religious traditions in the United States.

Thomas E. Wangler

TH 445 Islamic Theology (Fall: 3)

Formerly offered as TH 493 Introduction to Islam

This course is an introduction to the Islamic theology with an emphasis on the first six centuries (600-1200) of Islam. First, it concentrates on Islam's formative period with the Prophet Muhammad's missionary work and the Qur'an. Afterwards, we move forward to the tradition by focusing on the Islamic theological doctrines, beliefs, philosophical schools of thought, and the diversity of faith. This course will engage students in the evolution of systematic theology in Islam and the major theological concepts, such as the oneness of God, Prophethood and revelation, resurrection, eschatology, worship, community, and spiritual authority.

Qamar-Ul Huda

TH 448 Striving for Death: The Sufis of Islam (Spring: 3)

This course will examine Islamic mystical theology and its immense contribution to the larger tradition. Within the Sufi tradition, *tasawwuf*, there is an esoteric spirit, a heart and body, that is crucial for their spiritual path to reunite with the divine. This course studies the Sufi tradition from its inception to the fourteenth century, emphasizing the multidimensional philosophical and theological teachings in the Sufi path. We study a wide selection of Sufi sacred writings, biographies, treatises, letters, manuals for practices, poetry, and Sufi Qur'anic exegesis, all of which are pertinent for spiritual transformation.

Qamar-Ul Huda

TH 457 Newman (Fall: 3)

This course centers on an intensive reading of four of John Henry Newman's most estimable works—the fifteen *Oxford University Sermons*, the essays on *Development of Christian Doctrine* and on the *Grammar of Assent*, and his *Letter to the Duke of Norfolk*—in light of biographical and interpretive works, including especially Newman's own *Apologia Pro Vita Sua*.

Charles C. Hefling

TH 459 Spirituality and Narrative (Spring: 3)

Using the work of the theologian John Dunne as the foundation, this course will focus on four elements in spiritual narrative; the recovery of memory, the dialogue with God, the critique of culture, and the transformation of imagination.

Howard Gray, S.J.

TH 471 Judaism: Practice and Belief (Fall: 3)

Although Jews and Christians share a common heritage and have lived in close proximity for 2000 years, they have developed

distinct ways of understanding and celebrating the world and its relationship to God. This course introduces defining aspects of Judaism's unique religious culture, exploring basic concepts of Jewish theology and practice and the modes of discourse with which Jewish texts discuss them. No prior knowledge of Judaism is required. Sponsored by the Center for the Study of the Jewish and Christian Relationship.

Ruth Langer

TH 476 Development of Theology as a Scientific Discipline (Spring: 3)

A historical study of the way the monastic reading of the Scriptures developed into the discipline of theology. The course examines the roles played by Scripture, by Patristic and Medieval authorities, and by philosophy in theological inquiry during the medieval period. The sources for this study are the translated primary texts of authors from Robert of Melun to Luther.

Stephen F. Brown

TH 477 Biblical Theology: God, Covenant and Prophecy (Spring: 3)

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on subjects such as God, Covenant and Prophecy. This course will focus on the religious and social factors that contributed to the evolution of these concepts through the years up until the early rabbinic period.

Rabbi Rifat Sonsino

TH 489 Liberation Theology (Spring: 3)

This course will examine the Latin American liberation theology movement, its historical development, principal theological themes, and implications for North American Christianity.

Roberto S. Goizueta

TH 491 Ignatian Spirituality as Imagination and Mission (Fall: 3)

This course will examine spirituality as grounded in imagination and expressed in service, using the major themes from Ignatian spirituality, as found in the *Autobiography*, *Spiritual Exercises*, *Constitutions*, *Letters*, and *Spiritual Diary* and relate these to *The Brothers Karamazov* and the contemporary mission of the Church.

Howard J. Gray, S.J.

TH 506 Tibetan Buddhist Traditions (Spring: 3)

For graduate students and advanced undergraduates.

Undergraduates admitted only by permission of the professor.

This term we focus on the Kargyu tradition of Tibetan Buddhism, renowned for its yogic adepts and scholars. We explore historical-cultural developments, then religious themes in texts by ancient and contemporary scholars and yogis. A selection from the following genres: systematic treatises of Buddhist philosophy and soteriology, sacred biographies, manuals of ethical transformation (bLo sybong), visionary practice texts, spiritual songs and poems. Special attention to the ways tantrism informs each genre.

John J. Makransky

TH 507 Comparative Theology and the Theology of Religions (Fall: 3)

Intended for graduate students and advanced undergraduates

Comparative theology—faith seeking understanding—in a pluralistic context. Explores particular beliefs, practices, experiences, theologies of one or more religious traditions other than one's own, to bring the fruit of this study into dialogue with one's own faith, spirituality, worship, and theological tradition. To catch comparative theologizing in the act, this course examines recent books in which Christian theologians, e.g., John Carman, David Carpenter,

Francis Clooney, John Keenan, Thomas Thangaraj, Keith Ward, explore India's religious traditions with comparative and Christian sensitivities.

Francis X. Clooney, S.J.

TH 523 Capstone: Telling Stories (Fall: 3)

Cross listed with UN 523

See course description in the University Courses.

John McDargh

TH 524 Humanity as a Theological Problem (Spring: 3)

This course, which is a course both in ethics and systematics, covers topics associated with "theological anthropology." Through twentieth-century readings it will focus on such theological themes and doctrines as creation "in the image of God," "original" sin, human "nature" and human historicity, repentance and forgiveness, with special attention to methodological issues posed by the rise of "modern" science (especially evolution and neurobiology) and by "postmodern" philosophies of the human.

Charles C. Hefling

Stephen J. Pope

TH 548 Holy Text in Comparative Perspective (Spring: 3)

Most religious traditions have generated a sacred literature (oral or written) that stands at the center of their religious faith and way of life. This course examines this phenomenon of "scripturality" by comparing the Hindu, Jewish, and Christian holy texts, ways of forming scriptural canons, methods of interpretation, theories of scriptural authority, and uses of holy texts in worship and ordinary life. The focus is on primary texts, though attention is paid to theories of scripture and canon and to earlier comparative studies.

Ruth Langer

Francis X. Clooney, S.J.

TH 557-558 Readings in Classical Hindu Texts I and II (Fall/Spring: 3)

Limited to 12 students. Preference given to students with background in the study of India.

This sequence of courses (which may be taken individually or together) introduces students to important Hindu texts in the Sanskrit and vernacular traditions, with an emphasis on religious, philosophical and theological questions. Emphasis is on student participation and a very close reading of texts. Texts chosen by professor and students at the beginning of each semester.

Francis X. Clooney, S.J.

TH 561 Christian Ethics and Social Issues (Spring: 3)

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, church-state relationships, economic justice, international human rights, war and peace; the role of Christians and of the church in the political sphere.

David Hollenbach

TH 571 Early Jewish-Christian Interactions (Fall: 3)

During the first four centuries CE/AD the churches of followers of Jesus and the Jewish communities within which they had come into being gradually separated themselves from one another. Study and discussion of series of important texts and critical historical interactions and conflicts will illuminate the complex relations between Jews and Christians in late antiquity and in the present.

Anthony J. Saldarini

Reuven Kimelman

TH 607 Suffering, Politics and Liberation (Fall: 3)

This course explores the role that religious faith plays in people's experiences and responses to the suffering caused by systemic

injustice in societies. Through the reading of biographical and theological texts, we shall investigate the relationship between salvation and liberation, the practice of faith and the work for justice. This will lead us to question what various people, including academic theologians, understand religion to entail, particularly in its rituals, texts, beliefs, and authority figures, as well as what people mean by politics in their various contexts. Our study will focus on Christianity in North and South America and Europe, but will also include indigenous American religion and Islam.

Bruce Morrill, S.J.

Graduate Course Offerings

TH 430 The Psychology of Religious Development (Fall: 3)

Cross listed with ED 439

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

John McDargh

TH 469 Church and Salvation (Fall: 3)

Vatican II described the church as the "universal sacrament of salvation." Post-conciliar documents have described the goal of the church as "integral salvation." This course will discuss issues that these claims have raised, for systematic theology, for ecumenism, for the theology of non-Christian religions, and for liberation theology.

Francis A. Sullivan, S.J.

TH 480 Introduction to Ecclesiology (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Mary Ann Hinsdale, IHM

TH 501 Trinity and Transformation (Fall: 3)

A seminar exploring the renewal of trinitarian reflection in recent Catholic theology and its implications for ecclesial life and spirituality. Authors to be read are Rahner, Congar, LaCugna, and Lash.

Rev. Robert Imbelli

TH 530 Field Education and Supervised Practicum in Pastoral Ministry (Fall/Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael J. Corso

TH 532 The Sacred Art of Pastoral Counseling (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Melissa Kelley

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Harold (Bud) Horell

TH 543 Magisterium and Interpretation (Spring: 3)

A Catholic theologian must not only be able to distinguish the literary genres in the Bible, and know how to interpret biblical texts, he or she must also be able to evaluate the various kinds of documents issued by the magisterium, and know how to interpret them. This course will acquaint the student with guidelines for evaluating and interpreting documents of the magisterium.

F.A. Sullivan, S.J.

TH 567 Christian Perspectives on Bioethics (Spring: 3)

Undergraduate seniors or theology majors may enroll with permission of instructor only.

Will examine Protestant and Catholic theological approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS. The relevance of religion and theology to public policy debate will be considered. Feminist and inter-cultural perspectives will be included.

Lisa Sowle Cabill

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)

Cross listed with ED 673

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 600 Leadership and the Practice of Ministry (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Ann F. Morgan

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael J. Corso

TH 628 Liturgy, Sacraments and Church (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Bruce T. Morrill

TH 639 Leadership in Ministry Seminar Series (Fall/Spring: 1)

IREPM Course

Pass/Fail Only

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael J. Corso

TH 644 Foundations of Theology (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 660 The Mystery of Evil (Fall: 3)

Are hunger, violence and exploitation, suffering and death, a set of problems for the human race to solve, or evidence of unconquerable evil forces at least as powerful as peaceability and love? Using a series of classic texts, this course will consider Christian treatments of these issues.

Nicholas Lash

TH 667 Christian Moral Formation (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Harold (Bud) Horell

TH 683 Seminar in Pastoral Theology (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 684 Divine Worship and Human Healing (Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Bruce T. Morrill

TH 696 A Neoplatonic Approach to God (Fall: 3)

Three Christian Neoplatonic thinkers on the believers' knowledge of God. Topics to be discussed: metaphors and analogy, the notions of being, oneness and goodness, the light of knowing and the darkness of unknowing, complementarity of affirmative and negative judgments, the role of faith, revelation, intuition and the heart in the human openness to the infinite. Most writings will be read in English, except a few short texts in Latin.

Louis Roy, O.P.

TH 707 Psychological Foundations for Pastoral Counseling

(Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael St. Clair

TH 708 Ministry to the Troubled Personality (Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael St. Clair

TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)

IREPM Course, Meets September-May, six times per semester. Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 731 Research and Writing For Pastoral Theology (Spring: 1)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 739 Christology (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Paul Ritt

TH 763 Sacrae Paginae (Fall: 3)

An introduction to Latin manuscripts and historical and cultural context of their production and use. Co-taught with Beverly Kienzle of Harvard Divinity School and William Stoneman, Librarian, Houghton Library, this course includes a practical initiation to Latin paleography, frequent visits to Houghton, and the opportunity to develop the research skills fundamental to working with the form and content of medieval manuscripts and documents. Since religious institutions and interests were central to the development of medieval manuscript culture, much of the course will focus on objects related to these; however, within the broad and introductory scope of the course students will encounter other categories of textual and artistic production as well.

Katherine Gill

TH 771 History of Christianity II: Sources and Approaches—Late Antiquity and Middle Ages (Fall: 3)

A graduate level survey introducing students to major issues, sources, and approaches in the study of the History of Christianity.

The graduate course will run parallel with a core History of Christian Theology for undergraduates. Graduate students will attend two fifty minute lectures per week with undergraduates. However, graduate students will also meet for an additional hour and fifteen minute seminar with the professor to discuss in greater depth primary secondary readings. This course will provide graduates with a solid preparation for major or minor field comprehensive exams in the History of Christianity. Graduates will be able to choose among several options in earning their grade for the course.

Katherine Gill

TH 772 History of Christianity II: Sources and Approaches—Late Middle Ages and Early Modern Period (Spring: 3)

A graduate level survey introducing students to major issues, sources, and approaches in the study of the History of Christianity. The graduate course will run parallel with a core History of Christian Theology for undergraduates. The graduate readings and seminar will also focus on the skills, methods of analysis and interpretation and historiography. This course will provide graduates with a solid preparation for major or minor field comprehensive exams in the History of Christianity. Graduates will be able to choose among several options in earning their grade for the course.

Katherine Gill

TH 785 Theology, Spirituality and the Body (Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 790 Formative Resources for a Contemporary Spirituality I: Historical Sources (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 791 Formative Resources for a Contemporary Spirituality II: Contemporary Sources (Spring: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 792 Christian Ethics: Contemporary Figures (Fall: 3)

Lisa Sowle Cahill

TH 795 Introduction to Catholic Systematic Theology I (Fall: 3) Formerly TH 856 Systematic Theology II

The aim of the seminar is to introduce the three major transpositions constituting Catholic Systematic Theology. Each of these transpositions took place over centuries so this can be no more than an introduction. There is the transposition from Biblical to Doctrinal theology operative in the works of Athanasius and Augustine. There is the transposition from Doctrinal to Scientific theology present in the works of Anselm and Aquinas. Finally, there is the transposition from Systematic to Historical theology in the works of Bernard Lonergan. This Seminar will study the works of Athanasius, Augustine, Aquinas, and Lonergan.

Stephen F. Brown

TH 796 Catholic Systematic Theology II (Spring: 3)

TH795 Systematic Theology is not a prerequisite for this course.

Systematic theology explores the Christian faith as an organic whole, the full range of the Christian mysteries, their inner coherence and harmony, their intelligible relationships to each other and

to the totality of the Christian faith, ordering principles, and the like. The second semester of this two-semester graduate course will focus on Rahner's overall synthesis.

Frederick Lawrence

TH 809 God, Power, and Politics in the Bible (Spring: 3)

Prerequisite: Biblical Heritage I or equivalent

The course will analyze the close, perhaps inseparable, connection between ideas about God and ideas about local and international politics in the Bible (especially the Hebrew Scriptures or Old Testament). The focus will be on the biblical communities during the eras of the great empires: Assyria, Babylon, Persia, and Greece. We will ask, for example, what the relationship was between God and King, between rulers and subjects, between power and justice, and between imperialism and religion. Close reading of selected biblical texts will be complemented by study of non-biblical texts and artifacts.

David Vanderhoof

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)

Cross listed with ED 539

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 820 A Spirituality of Discernment: The Action and Practice of the Imagination (Year II) (Fall/Spring: 1)

IREPM Course, Meets September-May, six times per semester.

Pass/Fail Only.

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 826 Introduction to the Old Testament/Hebrew Bible (Fall: 3)

A survey of the Hebrew Bible/Old Testament in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Students are introduced to methods and results of modern critical biblical scholarship, but attention is also paid to the traditions of biblical interpretation in Judaism and Christianity. Lecture and Discussion format.

David Vanderhoof

TH 827 Introduction to the New Testament (Spring: 3)

A survey of the New Testament writings in their historical contexts, with special attention to literary, theological and social factors, issues of unity and diversity within early Christianity, and the relevance of Scripture to modern faith.

John Darr

TH 830 The Praxis of Religious Education (Spring: 3)

Cross listed with ED 731

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas H. Groome

TH 832 Trinitarian Missions and the Human Good (Fall: 3)

This course will depart from the Missions of the Trinity to explore the dynamics of the Christian conversation as it develops in the life, belief, and thinking of Christians. Christian faith is intrinsically related to the concrete outcome of human acts of knowing, deciding, and acting (the human good) as conversational, both asserting concrete conditions for human conversations as broken-

down, thwarted, or unable to occur (redemption), and as attracting and drawing human beings into the epitome of conversation that is the Trinity.

Frederick Lawrence

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Spring: 3)

Cross listed with SW830

IREPM Course

Required for students in the Dual M.S.W./M.A. program and open to other graduate students.

See course description under the Institute of Religious Education and Pastoral Ministry.

Hugo Kamya

TH 840 Human Evolution and Christian Ethics (Spring: 3)

Examination of contribution of theories of human evolution and morality for Christian ethics. Fundamental moral topics: freedom, the status of the emotions in ethics, the meaning and moral relevance of "human nature" and "natural law," and theories of justice, conscience, compassion and solidarity. Also examines relevant theological concerns regarding God and God's relation to the world, including the theology of creation, providence, and divine governance. Practical moral issues include respect for life, lying and truthfulness, property and theft, and sexual ethics.

Stephen J. Pope

TH 856 Eucharist and Sacrament (Spring: 3)

Beginning with the sacramentality of authentic human existence (R. Daly, B. Cooke), and moving to the concept of Eucharist as central sacrament (J. Betz), we will then examine contemporary developments in sacramental and eucharistic theology (D.N. Power, L.M. Chauvet) critique the splinter tradition of Western eucharistic theology (E.J. Kilmartin, Daly).

Robert J. Daly, S.J.

TH 857 Violence and Forgiveness: Theological and Psychological Perspectives (Spring: 3)

Particularly for masters' students in counseling, social work and pastoral ministry.

The problem of violence and the possibility of healing and reconciliation in the wake of such violence is an urgent social concern in our time. It is also one in which adequate understanding and response demands and integration of spiritual, psychological and social resources. Focuses on the communal and personal origins and consequent wounds of violence. We will look in very concrete ways at efforts to restore persons and communities, both victims and perpetrators, with special attention to the human side of murder and the death penalty in the United States and abroad.

H. John McDargh

TH 880 Psychotherapy and Spirituality (Spring: 3)

Prerequisite: Permission of instructor

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

H. John McDargh

TH 882 Nursing in Faith Communities (Spring: 3)

Prerequisite: B.S. in Nursing or permission of faculty

Cross listed with NU 320

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Susan Chase

TH 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

TH 895 The Common Good (Spring: 3)

Seminar intended primarily for advanced level graduate students.

An exploration of the notion of the common good in Christian theological and philosophical traditions, of some of the critiques of these traditions, and of approaches to retrieval of the common good in the contemporary social, cultural and religious context. A principal concern of the seminar will be whether and how commitment to the common good is compatible both with respect for cultural and religious differences and with freedom in social and political life.

David Hollenbach

TH 899 Readings and Research (Fall/Spring: 3)

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member. The professor's written consent, on a form obtained from the department, must be secured prior to registration.

The Department

TH 901 Educating in Faith (Spring: 3)

Cross listed with ED 735

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 922 Adolescent Spirituality (Fall: 1)

IREPM Weekend Course

September 22-23, 2000

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 923 Doorways to Hearts and Souls of Young People (Fall: 1)

IREPM Weekend Course

October 20-21, 2000

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 924 Adolescent Religious Education (Fall: 1)

IREPM Weekend Course

November 17-18, 2000

See course description under the Institute of Religious Education and Pastoral Ministry.

Michael Carotta

TH 983 Second Year Graduate Colloquium (Spring: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their second year of residency. All second-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

The Department

TH 990 First Year Graduate Colloquium (Spring: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of resi-

dency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

The Department

TH 998 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

TH 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

University Courses**Program Description****University Capstone Courses**

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-525) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, free time, and the search for the purpose of existence.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

Special features of the course:

- Faculty from various departments
- Each section limited to 15-20
- Class meetings held in leisurely, informal settings
- Innovative teaching methods, such as keeping a journal
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments

To register for a Capstone Seminar

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary: you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

UN 104 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 105

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

The Department

UN 105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 104

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 106 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 107

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 107 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 106

A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 110

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Science Core requirement.

A full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 109

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 112

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

Corequisite: UN 111

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 119 New Scientific Visions I/Perspectives V (Fall: 3)

Corequisite: UN 120

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies.

The Department

UN 120 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UN 119

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 121 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UN 122

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 122 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UN 121

A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 145 Cornerstone Advisement Seminar (Fall: 1)

Offered in the fall semester only

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class (limited

to 12) providing academic advising in the broadest sense. The course encourages students to reflect on their academic and personal goals and gives them the tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community. The seminar leader will be a faculty member who will also serve as the student's academic advisor during the first year.

Students will read short texts that raise questions of meaning and value for their lives, and discuss them in a weekly 75-minute meeting. The course relies on the method of "shared inquiry," which aims to develop a community of learning in which both students and teachers are equal partners. Classroom discussion is dynamic, collaborative, and marked by close attention both to the text and to the ideas of fellow participants.

Course requirements include regular class attendance and participation, three individual advising conferences with the course leader, and a modest writing component. Grading will be Pass/Fail. Co-curricular activities will also be part of the program.

The Department

UN 160 Challenge of Justice (Fall/Spring: 3)

Cross Listed with TH 160

See course description in the Theology Department.

John Turner

UN 163 Peaceful and Ethical Methods of Leadership (Spring: 3)

Cross Listed with TH 342

See course description in the Theology Department.

Richard Nielsen

UN 201 The Courage to Know: Exploring the Intellectual, Social and Spiritual Landscapes of the College Experience (Fall: 3)

This will be an interactive three-credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty.

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this university as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue. This seminar will serve as fifth course during your first semester. It will be an introduction to college life.

The Department

UN 500 One Life, Many Lives (Fall: 3)

Cross listed with TH 410

In this course, we shall read biography and autobiography to observe the process of finding the central meaning of a life, because the writer of biography must assess the lifelong process of forming, keeping, or breaking significant commitments. We shall read a novel and articles dealing with conflicts of career and relationships. We shall also keep a personal journal to learn the process of reflection, growth, and integration.

James Weiss

UN 502 Capstone: Ethics in the Professions (Fall/Spring: 3)

Cross listed with PL 434

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major

professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.

Richard Spinello

UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the twenty-first century.

Robert F. Capalbo

UN 508 Capstone: Taoism: Holistic Philosophy (Fall: 3)

Cross listed with PL 271

See course description in the Philosophy Department.

Frank Y. Soo

UN 510 Capstone: Conflict and Decision (Spring: 3)

Cross listed with CO 470

This course focuses on inevitable questions underlying undergraduate study as well as critical decision-making throughout our lives. As conflicts result from varying priorities within a society, people make critical decisions about justice, freedom, social responsibility, and spiritual activities. This course underscores communication as a dynamic reflection of our most cherished values and hopes. It invites students to review their education in order to reflect on the lifelong task of integrating their commitments to work, relationships, citizenship, and spiritual development. This Capstone course features the shared viewing of several contemporary films relevant to course topics.

Ann M. Barry

UN 513 Capstone: Ways of Knowing (Spring: 3)

Coming at a point of change and departure in the lives of the course participants, this Capstone course looks at the workings of memory and its transmutation into value-expressing narrative. We will explore public memory of events in the second half of the twentieth century in the United States as expressed in historical writings, films, and material texts, and private memory as expressed through memoirs and diaries, oral history, photographs, and meditation. Throughout the course we will ask how factors of race, gender, and class affect ours and others' interpretation of experience and the construction of memory; observe the languages available for the expression of memory; and seek ways in which the process of remembering can unfold toward the future.

Carol Hurd Green

UN 514 Capstone: Personal Growth and Cosmic Design: The Cosmos, Spirituality and Spiritual Aerobics (Fall: 3)

Prerequisite: A Core course in a science and in Theology/Philosophy

This seminar is meant to be an adventuresome exploration of the Earth's evolutionary development through 4600 million years, and of one's own developing Christocentric spirituality through personal "aerobics," by means of the *Spiritual Exercises* of the founder of the Jesuits, St. Ignatius. Spirituality and spiritual "aerobics" components consist of various forms of Ignatian prayer, aspects of creation spirituality, and perspectives drawn from the writings of the geologist, Teilhard de Chardin, S.J. These will provide an opportunity to deepen a commitment to the Ignatian ideals of becoming a "contemplative in action" and "a person for others."

James Skehan, S.J.

UN 518 Capstone: Student Identity Changes During College
(Fall: 3)

Cross listed with SC 517

This seminar postulates change as a life-long reality, one that varies by individual in time, direction, tempo, intensity, causation, and consequence. During this semester we will confront this many sided reality as it has and will continue to affect the identities and perspectives of college seniors. Personal reflections and discussion of what has changed during your college experience will help you to highlight these identity and perspective changes and to evaluate them critically.

John Donovan

UN 519 Capstone: Love and Work (Fall: 3)

Cross listed with SC 321

Many have argued that the most significant tasks of adult life are love and work—the subjects to be explored in this seminar. Ordinarily, a course dedicated to these two topics might focus on family and career development. However, for purposes of this Capstone seminar, love will be understood to mean a concern with forging meaningful, nurturing, and respectful connections to others; work will be understood to mean a concern with effectiveness in the world. Thus, love and work become aspects of everything we do.

Eve Spangler

UN 521 Capstone: Science and Religion: Contemporary Issues
(Spring: 3)

Cross listed with BI 214

See course description in the Biology Department.

Donald J. Plocke, S.J.

UN 522 Capstone: Lessons from a War Zone: The Vietnam War and What It Can Teach Us About Life (Fall: 3)

Cross listed with HS 621

See course description in the History Department.

Carol Petillo

UN 523 Capstone: Telling Our Stories, Living Our Lives
(Fall: 3)

Cross listed with TH 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

John McDargh

UN 524 Capstone: Discoveries of Self and the World (Fall: 3)

Cross listed with RL 200

This course is designed for international students and students who have studied abroad and will offer them an opportunity to reflect on how the foreign experience has shaped their sense of themselves, ideas concerning work, citizenship, relationships and spirituality. We will draw on literary texts, with particular emphasis on travel literature (poetry, essay, fiction, film/drama), and culture criticism. Discussions and written work will focus on questions of dislocation and growth, the call to maturity and whether it comes from within or without, how we know ourselves and how or if we can know an “other” person, country or culture.

Marian B. St. Onge

UN 526 Capstone: Integration of Spiritual and Scientific Beliefs
(Fall: 3)

This seminar is a forum for a deep inquiry into commonly held assumptions about science and spirituality and for the examination of one’s own relationship with these ways of knowing. Readings, discussions, and personal sharing will be used to guide us in this endeavor. The major sections of the course are the following: (1) aspects that define science and those that define spirituality and religion, (2) definitions and concepts of “mind,” (3) unifying concepts. These topics provide rich ground for discussions about the larger issues of life such as: Who are we? Why are we here? How did we get here? Who are we in relationship to each other? What can we do and how can we be in the world to bring meaning to our lives?

Carol Chaia Halpern

UN 531 Capstone: Five Heroic Americans (Spring: 3)

Cross listed with EN 628

This course will examine the lives and writings of two American women and three American men whose intellectual, personal and spiritual gifts have enriched our heritage. We will journey through the wilds of Massachusetts with Mary Rowlandson, whose narrative details her kidnapping by members of the Quabog Tribe, and we will investigate how her Christian faith sustained her in her sufferings. We will meditate with Thoreau on his *Journals*, and we will consider how his ideas in “Civil Disobedience” might illuminate our own viewpoint on the duties of American citizenship. In Emerson’s “Self Reliance” in the workplace, and in “Friendship” we will seek to appreciate those values which sustain treasured human relationships. The poetry of Emily Dickinson and Robert Frost will help us to apprehend how the world is “charged with the grandeur of God.” All of these writers survived great tragedies in their lives, and we expect that their wisdom will remind us of things larger than ourselves and prepare us to confront with equanimity the demands which life will place upon us.

Fr. Robert Farrell, S.J.

UN 532 Capstone: Boston’s College—Your Life (Fall/Spring: 3)

Cross listed with HS 241

See course description in the History Department.

John J. Burns

UN 535 Capstone: Business as a Calling (Spring: 3)

Cross listed with EC 435

This seminar explores the question of business as a calling, as an activity that yields great personal satisfaction quite apart from the money it brings. Is business a noble activity or is it a rather crass but necessary pursuit? How does the economist’s model view business? How is it viewed by society at large? Does a view of business as a calling help us to bridge the spiritual and the temporal? Does it have a positive impact on relationships with family and with community? For an economy to work, do we need moral and political capital as well as economic capital? If so, how do we sustain our moral and political capital, or rebuild it if it is eroding, or develop it where it is missing? Does how we look at business make a difference

Harold Petersen

UN 536 Capstone: Voices of Wisdom (Fall/Spring: 3)

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom. The seminar will look at how the virtues or qualities of the wise concern the whole person, are a series of choices made throughout life, and affect the entire community. Through the study of wisdom and wise people, the course will provide insight into the nature of wisdom, the development of wisdom in life processes and

events, and the consequences of searching for wisdom—a search that will assist students to know who they are in relation to self, others, and God.

Sister Mary Daniel O'Keeffe

UN 537 Capstone: Decisions of Life (Fall/Spring: 3)

The seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. Our premise will be that “to know oneself as loved ... strengthens us to live in the likeness of that love.” The semester will be organized around a series of topics chosen to explore spiritual, relational, vocational, and communal aspects of our being. Looking to the Ignatian traditions of discernment, election, and affirmation, we will ask how significant and difficult choices regarding career, family, and social living can be evaluated and whether faithful and authentic decisions for life can be made with confidence and tranquillity.

John Boylan

UN 538 Capstone: Passages (Spring: 3)

Cross listed with EN 630

“All things pass; only God remains.” These words of St. Theresa of Avila, alert us to one of the great truths of life. A parent becomes ill and dies, an engagement is broken, enthusiasm for one’s work wanes, spiritual interests diminish. To be able to love life fully through the passage of time, we must constantly begin anew, even though we may frequently fail. By reading, reflecting upon and discussing the insights of the great writers represented in this course, we hope to enable many of our passages to become sources of growth.

Fr. Robert Farrell, S.J.

UN 590 Faith, Peace and Justice Senior Project Seminar (Fall/Spring: 3)

Prerequisite: Open only to senior students in FPJ Program. Permission of Director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter’s project into a finished form. The seminar provides a unique opportunity for the individual student to intergrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

Graduate Course Offerings

UN 879 Introduction to Psychoanalysis (Fall: 3)

Cross listed with PY 879

Elective

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

W.W. Meissner, S.J.

Peter S. and Carolyn A. Lynch School of Education

MISSION STATEMENT

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education. We pursue this goal through excellence and ethics in teaching, research, and service. We prepare undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists and researchers. Through research, we seek to advance knowledge in our respective fields, to inform policy and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination and to make the world more just.

The Lynch School of Education is comprised of an undergraduate and a graduate school, and is organized into four departments: Teacher Education, Special Education and Curriculum & Instruction (Marilyn Cochran-Smith, Chairperson); Educational Administration and Higher Education (Irwin Blumer, Chairperson); Counseling, Developmental and Educational Psychology (Maureen Kenny, Chairperson); and, Educational Research, Measurement, and Evaluation (Joseph Pedulla, Chairperson).

UNDERGRADUATE LYNCH SCHOOL OF EDUCATION

Undergraduate students in the Lynch School of Education may choose to major in Early Childhood Education, Elementary Education, Secondary Education, or Human Development. All undergraduate majors in Education, with the exception of Human Development, are housed in the Department of Teacher Education, Special Education and Curriculum & Instruction. Human Development is housed in the Department of Counseling, Developmental and Educational Psychology.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin, and Classical Humanities. All programs lead to Massachusetts teacher certification.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in this program have obtained employment in educational, human service, and, business settings. A practicum experience provides students with an opportunity to develop important professional skills and explore career opportunities. The ten-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies or community, advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School of Education, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state

requirements for teacher certification. These programs may change in response to state certification regulations. All students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

In addition, there are a number of Fifth Year programs available for academically superior students through which the Bachelor's and the Master's degree can be earned in 5 years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

The Preparation of Educators and Human Service Professionals with Disabilities

It is the goal of the Lynch School of Education to successfully prepare qualified individuals regardless of handicapping conditions for both a degree and state certification. The University accepts the affirmative duty to assure the accessibility of its physical plant and academic programs. After an evaluation of a student's capacity to perform essential professional functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and obtain certification, so long as such accommodation does not result in the student's failure to meet the required knowledge, skills, and competencies required for both graduation and certification.

Academic Regulations

All students entering the Lynch School of Education undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students who are in certification programs. Students in the Human Development program are required to complete a minor of at least four courses in one discipline outside the School of Education, or an interdisciplinary minor or major, or a second major. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (EN 080-084, GM 063, RL 348, RL 377, RL 393), PY 030 Child Growth and Development and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all LSOE students and is taken as a sixth course.

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. However, students pursuing teacher certification programs must maintain a cumulative average of at least 2.5 in order to enroll in the practicum (full time student teaching).

1.2 Within the 38 courses required for graduation, the following 15 courses, which comprise the Core curriculum of the University, are required of all students entering Boston College.

- 1 course in Writing
- 1 course in Literature (Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theater)
- 1 course in Mathematics
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology in Education—PY 030 and PY 031)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031)

Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. PY 030 and PY 031, both required courses for all students in the Lynch School of Education, meet the Core Social Science requirement. PY 031 also meets the Core requirement for a course in Cultural Diversity. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

1.3 A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is currently required of all students in certification programs. This major should be in an area that complements the student's program in the Lynch School of Education. These majors must have the approval of the Assistant Dean, Office(s) of Students and Outreach. Students in certification programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of at least four courses in one subject discipline outside the Lynch School of Education, or an interdisciplinary minor or major, or second major.

1.4 A major program of studies within the Lynch School of Education must be declared by all students and approved by the Assistant Dean, Office(s) of Students and Outreach before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher certification must be officially accepted into the major by the Lynch School of Education.

1.5 Students seeking a major leading to teacher certification must complete and submit a Declaration of a Major form, an application for admission to a Teacher Education Program, and a current transcript to the Assistant Dean, Office(s) of Students and Outreach. The Assistant Dean reviews the applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of a Major form and submit a current transcript. This application is reviewed by the Assistant Dean.

1.6 The remaining courses required for graduation include additional major courses, minor courses, and electives.

Normal Program

2.1 *Program Distribution:* The normal course load for first year, sophomores, and juniors is five three-credit courses each semester; for seniors, four courses. A first year or sophomore student who

wishes to take only four courses may do so but must have the prior approval of the Assistant Dean, Office(s) of Students and Outreach, Campion 104. After the first year, a sixth course may be taken by students whose GPA is at least 3.3. A student whose average is between 2.8 and 3.2 must obtain prior approval for a sixth course from the Assistant Dean, Office(s) of Students and Outreach.

2.2 Students are required to pass the Professional Development Seminar for Freshmen (ED 100) during their first year.

2.3 During the first two years, students are required to enroll each year in a minimum of six credits of Education courses, unless they receive prior approval from the Assistant Dean, Office(s) of Students and Outreach.

2.4 No more than eleven courses may be taken for credit in one year without special permission from the Assistant Dean, Office(s) of Students and Outreach.

2.5 Full-time status for a student in any class requires enrollment in at least four 3-credit courses in each semester.

2.6 Tuition shall apply each semester as published, even if the student carries the minimum full-time load or less.

2.7 Acceleration of degree programs is possible in exceptional circumstances, provided that approval is obtained from the Assistant Dean, Office(s) of Students and Outreach at least two full semesters before early graduation, and that University policies governing acceleration are followed.

2.8 The only courses that a student, after admission to Boston College, may apply toward a Lynch School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Assistant Dean, Office(s) of Students and Outreach is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs
- International Programs
- official college exchange programs
- special study programs authorized by the Assistant Dean's Office(s) of Students and Outreach
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload
- subject to certain restrictions, courses in the College of Advancing Studies as approved by the Assistant Dean's Office(s) of Students and Outreach prior to enrollment in the course.

Any of the above exceptions granted must be based on **prior** written approval from the Office(s) of Students and Outreach.

Transfer into the Lynch School of Education

3.1 The Lynch School of Education requires that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and ordinarily a cumulative average of at least 3.0, and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses that have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Students transferring into the Lynch School of Education must meet with the Assistant Dean, Office(s) of Students and Outreach and have their programs of study confirmed as soon as possible after admission to the Lynch School of Education, but prior to the beginning of classes.

3.4 Official transfer applications must be submitted to the Assistant Dean, Office(s) of Students and Outreach before November 30 for spring semester admissions and before April 15 for fall semester admissions.

Pass/Fail Electives

4.1 In sophomore, junior, or senior years a student may, with the approval of the department offering the course, take an elective course on a Pass/Fail basis. No more than one Pass/Fail course may be taken in any semester. Pass/Fail evaluations may not be sought in Core or major courses. A student is required to complete a Pass/Fail form and obtain approval from the instructor and from the Assistant, Office(s) of Students and Outreach, Campion 104.

4.2 No more than three courses for which the final grade is "Pass" will be counted toward a degree.

4.3 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

4.4 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the Chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

4.5 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course may, with the approval of the Assistant Dean, Office(s) of Students and Outreach, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better, if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D- will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

Requirements for Good Standing

5.1 In order to remain in the School, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year. Students must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year).

5.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an unapproved underload, will result in the student's being placed on probation, or being required to withdraw from the School, as the Academic Standards Committee shall determine. Unless the student returns to good standing by the approved methods (see Course Make-up) or if the student incurs additional failures or withdrawals, or carries an unapproved underload while on probation, then the student will be required to withdraw from the School at the time of the next review.

5.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes less than two courses in a semester, the Academic Standards Committee and the Dean may require immediate withdrawal.

5.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic

year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload. A deficiency should be made up as soon as possible after it has been incurred.

5.5 A student who has been required to withdraw because of three or more deficiencies may be eligible to apply for readmission. To be eligible for return, a student must fulfill the conditions specified in the letter of withdrawal from the Assistant Dean, Office(s) of Students and Outreach. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the School, and it is at the discretion of the Assistant Dean and the Dean whether to allow readmission.

5.6 Students may be reinstated once after a dismissal. A student who receives a subsequent dismissal may not be reinstated.

Course Make-Up

6.1 A student who has failed or withdrawn from a course may make up the credits by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Assistant Dean, Office(s) of Students and Outreach or by the appropriate department for Core and/or Arts and Sciences major courses prior to registration in them.

6.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

6.3 A student who has been or will be required to withdraw may seek approval of the Assistant Dean, Office(s) of Students and Outreach for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to achieve creditable grades of C- or better in approved summer courses will not be allowed to matriculate in the Lynch School of Education.

Attendance

7.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

7.2 A student who is absent from class is responsible for obtaining from the professor, or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

7.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

7.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Assistant Dean, Office(s) of Students and Outreach as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Assistant Dean, Office(s) of Students and Outreach, Campion 104, as soon as the student's health and other circumstances permit.

7.5 Final examinations must be given in all courses at the prescribed time. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness and/or family emergency. The illness or emergency must be confirmed by the Assistant Dean, Office(s) of Students and Outreach preferably before the time of the final examination, but certainly within forty-eight hours of the examination.

Professional Practicum Experiences Leading to Certification

8.1 Certification is a collaborative effort between the college supervisor and the cooperating teacher. Placements for pre-practica and practica leading to certification are arranged by the Office of Professional Practicum Experiences, Campion 135, only for eligible students enrolled in programs in the Lynch School of Education. The Director of Professional Practicum Experiences may, for appropriate reasons, not approve a student for the practicum. All students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

8.2 Pre-practica and practica are essential parts of the curriculum in the Lynch School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

8.3 Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Early Childhood, Elementary, and Secondary Education Programs.

8.4 A full practicum (student teaching) is a full-time, five-days-per-week experience in the senior year for an entire semester. In the LSOE, a full practicum is characterized by the seven Common Teaching Competencies as required (at press time) by the Massachusetts Department of Education. Each student teacher must demonstrate these seven competencies during his or her practicum experience: Knowledge, Communications, Instructional Practice, Problem Solving, Evaluation, Equity, and Professionalism.

The full practicum must be completed by all students seeking certification. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in Early Childhood and Elementary Programs. Students in Secondary Education must complete all major courses and 4/5 of Arts & Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved. All students will be screened for eligibility and any that fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher certification. No student will be allowed to enroll in an overload while doing his/her student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

8.5 All pre-practica and practica for students seeking teacher certification are arranged by the Office of Professional Practicum Experiences. Each field assignment must be applied for during the semester preceding the one in which the assignment is to be scheduled. Application deadlines for all pre-practica are December 1 for spring placements and April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences will not be able to arrange assignments for late applicants.

8.6 The facilities utilized for pre-practica and practica are located in Boston and neighboring areas. Students are responsible for their own transportation to and from these facilities.

Human Development Field Practica

8.7 Human Development students should consult the Human Development Manual for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International/Domestic Practicum Placement Program for Undergraduate International Studies

9.1 All Lynch School of Education students may participate in the International Programs described in the University section.

9.2 The Lynch School of Education's International/Domestic Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and domestic settings for pre- and full-practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico. Domestic opportunities include student teaching on Arizona, Maine or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Domestic Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

Leave of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins with the Assistant Dean, Office(s) of Students and Outreach. A leave of absence will not usually be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the University. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval by the faculty member to the no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor in order to finish the work after the end of the semester in which the course was initiated.

Academic Honors

The Dean's List

13.1 The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000), Second Honors (3.500-3.699), and Third Honors (3.300-3.499).

The Honors Program

13.2 Students are admitted to the Honors Program by invitation only during their first year or sophomore year, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Office(s) of Students and Outreach.

Degree with Honors

13.3 Latin honors accompanying the degree of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

MAJORS IN EDUCATION

All of the undergraduate majors in the Lynch School of Education, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher certification of the Massachusetts Department of Education. Also, through the School's accreditation by the Interstate Certification Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), certification in other states is facilitated. However, certification requirements are set by each state and are subject to change. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the most recent certification requirements of Massachusetts and other states.

The LSOE offers three minors for Education majors: Special Education, Middle School Mathematics Teaching, and Health Science.

The Minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, regular education teachers must be able to accommodate special needs students in their classrooms. All Teacher Education students are strongly urged to consider this important minor. Detailed information on the Minor in Special Education can be found in the "Minors in the Lynch School of Education" section.

The Minor in Middle School Mathematics Teaching is available to Elementary Education majors with an A&S Mathematics major or an A&S Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an A&S Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible LSOE students should investigate this option. For more information on the Minor in Middle School Mathematics Teaching, consult the "Minors in the Lynch School of Education" section.

The Minor in Health Science (which is also open to Human Development majors, as well as SON, A&S, and CSOM majors) provides students with an introduction to future careers in the growing health care field. Please see the "Minors in the Lynch School of Education" section for more information.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching typically-developing children and those with mild handicapping conditions in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Assistant Dean, Office(s) of Students and Outreach. Courses in the program cover the following areas: (1) child development and learning including their applications to the classroom, (2) curriculum and models in early education, (3) teaching diverse children and children with special needs, (4) the subject matter of reading, lan-

guage arts and literature, mathematics, science, social studies, the arts, health, and physical education, (5) evaluation procedures, and (6) methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

Major in Elementary Education

The major in Elementary Education prepares students for teaching typically-developing and exceptional children in regular classrooms, first through sixth grade. A listing of specific course requirements may be obtained from the Assistant Dean, Office(s) of Students and Outreach. The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with special needs into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School of Education, is required. Students must consult with their program advisors and the Assistant Dean, Office(s) of Students and Outreach for the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine through twelve. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin, and Classical Humanities.

A listing of specific course requirements may be obtained from the Assistant Dean, Office(s) of Students and Outreach. Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year.

Middle School Certification

Middle School certification is available to Elementary and Secondary Education students by application to the Department of Education via "alternate route." A special option is provided for minoring in Middle School Mathematics Teaching. Students seeking certification to teach at the middle school level should consult the Office of Professional Practicum Experiences, Campion 135.

MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including Counseling, Developmental or Educational Psychology, or in other professional areas, including business or Social Work. This major will prepare students for entry-level employment in settings such as residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and alternative educational, community or business settings. Ten courses are required for the major.

The Human Development major does not provide for state certification as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School of Education, regardless of class year, are required to carry one of the following:

- a minor of four to six courses in a single subject in A&S,
- a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in the College of Arts and Sciences, or
- a second major or interdisciplinary major in LSOE.

The minimum number of courses acceptable for a minor is four, and Core courses may be included. Students are encouraged and advised to complete six courses or eighteen credit hours in a minor. The minor in Special Education is an excellent option for Human Development majors interested in special needs settings. The minor in Organization Studies-Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences with acceptable interdisciplinary majors listed above. Core courses may be applied toward a second major in Arts and Sciences.

A handbook for Human Development majors is available in the Assistant Dean's Office(s) of Students and Outreach and the Department of Counseling, Developmental, and Educational Psychology. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development Major has been revised to strengthen offerings in developmental and counseling psychology for undergraduate majors. These changes are required for all Human Development majors entering Boston College and scheduled to graduate in May 2000 or thereafter. There are six core courses and three foci or concentrations: human services; organization studies-human resources; and community, advocacy and social policy. Each focus has an additional required course and several electives from which to choose. Members of this class should consult either the Assistant Dean's Office or the Coordinator of the Human Development Program for further information.

SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LSOE STUDENTS

All students in the Lynch School of Education who are pursuing an Education major leading to certification are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required

to carry a minor of four to six courses in a single subject in A&S, or a major or an interdisciplinary minor in A&S, or a second major or interdisciplinary major in LSOE.

LSOE Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Arts and Science disciplines that are relevant to the teaching endeavors of early childhood, elementary and special education teachers. Each of these majors will be available to students in the Lynch School of Education pursuing Elementary and Early Childhood, or programs in fulfillment of their College of Arts and Sciences major for certification requirements. Students should consult their advisors regarding the specific courses for these interdisciplinary majors.

Please note: Secondary students may not pursue any of these interdisciplinary majors and be certified to teach in these areas. Secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may opt to choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

Child in Society

This interdisciplinary major is intended to introduce students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual and in the context of the family and community and the child in the context of a cultural group and community.

Mathematics/Computer Science

This interdisciplinary major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional mathematics major because of their intended career objective as elementary, early childhood or special needs educators.

Human Development

This interdisciplinary major is intended to provide students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social service, community agencies, public and private organizations.

American Heritages

This interdisciplinary major is recommended for students who are interested in the American Heritage from literary and historical perspectives. Two tracks will be available for students pursuing this major: a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives on our American Heritages.

Perspectives on the Hispanic Experience

This interdisciplinary major is recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

General Science

This interdisciplinary major is designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: Biology, Chemistry, Physics, and Geology.

Please note: Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas; secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

MINORS IN THE LYNCH SCHOOL OF EDUCATION

Minors for LSOE Students

All LSOE majors may minor in Special Education or Health Science. Some LSOE Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). All LSOE Human Development majors must apply for the minor in Organizational Studies-Human Resources Management. A GPA of 3.0 is generally required. Details on these four minors are below.

Minor in Special Education

All LSOE undergraduate majors may minor in Special Education, and any LSOE student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the LSOE may declare the Special Education minor in addition to the required A&S minor.) Interested students must complete a Special Education Minor Form and submit it to the Office(s) of Students and Outreach (Campion 104/106). While the Minor in Special Education does not lead to certification as a special needs teacher, students can pursue fifth year programs that lead to certification as a Teacher of Students with Special Needs (Pre-K to Grade 9 and Grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe special needs, visually impaired, deaf/blindness, and multiple disabilities). The minor consists of four courses; three are required with options for the fourth. The three required courses are:

- ED 044 Working with Special Needs Students
 - ED 201 Classroom Management: Children with Special Needs
 - ED 208 Educational Strategies: Children with Special Needs
- Choose the fourth course from the following:
- ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students
 - ED 374 Management of the Behavior of Students with Severe Special Needs
 - ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities
 - ED 386 Introduction to Sign Language and Deafness
 - ED 387 Intermediate Sign Language
 - ED 389 Assessment of Students with Low Incidence and Multiple Disabilities
 - ED 398 Working with Families and Human Service Agencies
 - ED 593 Introduction to Speech and Language Disorders
 - ED 675 Consultation and Collaboration in Education

The Minor in Special Education is not available to students outside of LSOE.

Minor in Health Science

All LSOE majors (as well as all SON, A&S, and CSOM majors) may minor in Health Science. See a detailed description of this minor at the end of the Minors section.

Minor in Middle School Mathematics Teaching

The Minor in Middle School Mathematics Teaching is available only to LSOE undergraduate students who are:

- Elementary Education majors with an A&S Mathematics

major, or Elementary Education majors with a Mathematics/Computer Science interdisciplinary major,

- Secondary Education majors with an A&S Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Assistant Dean's Office(s) of Students and Outreach, Campion 104/106. While the Minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics certification in the LSOE, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking certification to teach at the middle school level should consult the Office of Professional Practicum Experiences, Campion 135.

The requirements in addition to an Elementary Education major are:

- PY 041 Adolescent Psychology
- ED 304 Secondary and Middle School Mathematics Methods
- ED 343 Reform and Innovation in the Middle School
- ED 151 Pre-Practicum in Grades 5-6
- ED 250 Practicum in Grades 5-6

The requirements in addition to a Secondary Education major are:

- ED 108 Teaching Mathematics and Technology
- ED 343 Reform and Innovation in the Middle School
- MT 290 Number Theory for Teachers or MT 291 Geometry for Teachers
- ED 258 Pre-Practicum in Grades 7-9
- ED 251 Practicum experience must include teaching 9th grade Algebra

Minor in Organization Studies-Human Resources Management

The Minor in Organization Studies-Human Resources Management is open to LSOE Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Organization Studies-Human Resources Management in the Carroll School of Management. Ordinarily, Students are expected to have a 3.0 GPA. The minor consists of three required courses and one elective:

- MB 021 Organizational Behavior
- MB 110 Human Resources Management
- MB 313 Personnel and Organizational Research
- Fourth elective

Applications for this minor are available from the Assistant Dean, Office(s) of Students and Outreach. This minor is limited to 15 students per year; students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

Minors for College of Arts and Sciences Majors

Some A&S majors are eligible to minor in Secondary Teaching for A&S Majors (see details below). All A&S majors may minor in Health Science or General Education. Details on these three minors are below.

Minor in Secondary Education for A&S Majors

Students from the College of Arts and Sciences who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, Latin and Classical Studies, or Theology in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible A&S undergraduate students only). This program begins in the

sophomore year, and interested students should apply to the Assistant Dean Office(s) of Students and Outreach before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state certification in all areas listed, except Theology. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test. Please note: A&S students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

The following courses are required for a Secondary Education Minor:

- ED 060 Classroom Assessment
- ED 211 Secondary Curriculum and Instruction
- ED 323 Reading Special Needs Instruction for the Secondary and Middle School (spring only)
- ED 300-304 Secondary and Middle Subject Methods (fall only)
- ED 233 Senior Seminar in Secondary Education (with ED 256)
- ED 258 Secondary Pre-Practicum (3 required)
- ED 256 Secondary Practicum (9 credits) (with ED 233) (taken second semester senior year)
- PY 041 Adolescent Psychology (3 Arts and Science credits)*
- ED 203 Philosophy of Education (3 Arts and Science credits)*

Students must complete 32 courses in the College of Arts and Sciences.

*These required courses also count toward the Arts and Sciences requirement. No Carroll School of Management, School of Nursing, or Lynch School of Education courses may be taken beyond those listed above. Applications for the Secondary Education Minor must be submitted to the Assistant Dean's Office(s) of Students and Outreach, Campion 104. Interested students are welcome to inquire and obtain information from the Assistant Dean's Office(s) for Students and Outreach.

Minor in Health Science

All A&S majors (as well as all LSOE, SON, and CSOM majors) may minor in Health Science. See a detailed description of this minor at the end of the Minors section.

Minor in General Education

All A&S majors (as well as all SON and CSOM majors) may minor in General Education. See a detailed description of this minor at the end of the Minors section.

Minors for Carroll School of Management Majors

All CSOM majors may minor in Human Development for CSOM Majors, Health Science or General Education. Details on these three minors are below.

Minor In Human Development for CSOM Majors

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School of Education. (Note: this minor is open to CSOM undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. The minor consists of three required courses, Psychology of Learning (PY 032), Personality Theories (PY 242), and Adult Psychology (PY 244), plus one upper level PY elective. This minor does not lead to state certification. Applications for the Human Development minor are available in the office of

Associate Professor Dalmar Fisher, Carroll School of Management, Fulton 426B. Applications should be submitted no later than September of a student's junior year.

Minor in Health Science

All CSOM majors (as well as all LSOE, SON and A&S majors) may minor in Health Science. See a detailed description of this minor at the end of the Minors section.

Minor in General Education

All CSOM majors (as well as all SON and A&S majors) may minor in General Education. See a detailed description of this minor at the end of the Minors section.

Minors for School of Nursing Majors

All SON majors may minor in Health Science or General Education. Details on these two minors are below.

Minors for LSOE, SON, A&S, and CSOM Majors

Minor in Health Science

This concentration is designed to acquaint all undergraduate students (LSOE, SON, A&S and CSOM) with alternatives for future careers in the health field. (Note: Human Development majors in the LSOE may declare the Health Science minor in addition to the required A&S minor.) It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

- BI 130 Anatomy and Physiology I
- BI 131 Anatomy and Physiology Laboratory I
- ED 274 Alcohol and Other Drugs
- ED 275 Human Sexuality
- ED 277 Nutrition, Physical Fitness and Weight Control (fall only)
- ED 278 Wellness and Health: Diagnosis and Planning (spring only)
- ED 279 Holistic Living

Minors for SON, A&S, and CSOM Majors

Minor in General Education

All undergraduate students in SON, A&S, and CSOM who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to LSOE students.) This program does not lead to state certification, but it does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education:

- PY 030 Child Growth and Development
- PY 031 Family, School and Society
- PY 032 Psychology of Learning
- ED 044 Working with Special Needs Students
- ED 060 Classroom Assessment
- Elective (optional)

FIFTH YEAR PROGRAMS

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a Master's degree in five years. The Master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the Master's program. None of the 38 courses required for the Bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs

the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the 38 three-credit courses that must be completed in order to fulfill the Bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Reading/Literacy Teaching
- Elementary, Early Childhood or Secondary Teaching
- Teacher of Students with Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Low Incidence Disabilities, including severe special needs, visually impaired, deaf/blindness, and multiple disabilities
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

At present, there is limited federal financial assistance for some graduate programs in Low Incidence Disabilities.

Students interested in a Fifth Year Program should consult with the Assistant Dean's Office(s) of Students and Outreach, Campion Hall 104, during the spring semester of their junior year. Without proper advisement, and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual Master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact them directly at: Office of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467, (617) 552-4024.

LYNCH GRADUATE SCHOOL OF EDUCATION

MISSION STATEMENT

The Lynch School of Education at Boston College, a Catholic and Jesuit university, endeavors to improve the human condition through education. We pursue this goal through excellence and ethics in teaching, research, and service. We prepare undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists and researchers. Through research, we seek to advance knowledge in our respective fields, to inform policy and improve practice. As teachers, scholars, and learners, we engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites our diverse work is the underlying aspiration to enhance the human condition, to expand the human imagination and to make the world more just.

INTRODUCTION

The faculty of the Lynch Graduate School of Education is committed to research and professional preparation that is based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes. In some areas of graduate study, although not in all areas, a student may complete a Master's degree in an academic year and a summer.

The Lynch School of Education is comprised of an undergraduate and a graduate school, and is organized into four departments: Teacher Education, Special Education and Curriculum &

Instruction (Marilyn Cochran-Smith, Chairperson); Educational Administration and Higher Education (Irwin Blumer, Chairperson); Counseling, Developmental and Educational Psychology (Maureen Kenny, Chairperson); and, Educational Research, Measurement, and Evaluation (Joseph Pedulla, Chairperson).

Policies and Procedures

Admission

Information about admission and an application that can be downloaded are available on the LGSOE web site: <http://www.bc.edu/education>. You may also write to the Office of Graduate Admissions, LGSOE, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, call the Office of Graduate Admissions, 617-552-4214, or e-mail us at grad.ed.info@bc.edu.

The Lynch Graduate School of Education at Boston College admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The school welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch Graduate School of Education (LGSOE) by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a non-degree or Special Student. Please consult the LGSOE admissions materials for complete information.

Official notification of admission is made by a written announcement from the LGSOE. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200 by the date stipulated in the Admission letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year. In order to qualify for deferral, the student must notify, in writing, the Office of Graduate Admissions. Deferred admission must be requested in writing and must be confirmed by the LGSOE administration. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, we require that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200. This will hold a space in the following year's class, and will be credited toward the first semester of study.

Because of the volume of applications received each year by the LGSOE, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an application that can be downloaded on the LGSOE web site: <http://www.bc.edu/education>. You may also write to the Office of Graduate Admissions, Lynch Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, call the Office of Graduate Admissions, 617-552-4214, or e-mail us at grad.ed.info@bc.edu. All foreign student applicants for whom English is not a first language must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch Graduate School of Education by the Educational Testing Service (Box 955, Princeton, New Jersey 08540 or 1947 Center Street, Berkeley,

California 94794). Ordinarily, the Lynch Graduate School of Education expects a minimum score of 550 on the written examination or 213 on the computer-based test. Exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the our web site (see URL above). Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch Graduate School of Education requires all applicants of doctoral programs to take the Graduate Record Examination (GRE).

Special Student (Non-degree status)

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Special Student. Many individuals choose Special Student status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those who are taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Special Student application, including official academic (graduate and undergraduate) transcripts, must be completed and sent to the Office of Graduate Admissions, Lynch Graduate School of Education, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

Although there is no limit on the number of courses a Special Student may take outside his or her degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the LGSOE. Courses taken as a Special Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Special Students. Due to space limitations, all courses may not be available to Special Students. Professional course work associated with teacher certification or counseling psychology licensure (including practicum course work) is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester in order to maintain class size. A listing of restricted courses is available in the Office of Graduate Admissions each semester.

Teachers and counselors who have been awarded course vouchers for service to Boston College are not required to apply as Special Students but should submit their vouchers with the Cooperating Professionals Form to the Office of Graduate Admissions.

Financial Aid

For a full description of available financial aid, please refer to the University section of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in Master's and Doctoral programs in the Lynch Graduate School of Education. Graduate assistantships, particularly for students pursuing Doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education. Upon acceptance into the LGSOE, a financial aid handbook detailing the current offerings at BC is mailed to the student.

The *M.A. program in Mental Health Counseling* provides a partial tuition scholarship.

The *Charles F. Donovan, S.J. Teaching Scholars Program in Urban Education* provides a half-tuition scholarship for students in any teacher certification program who are especially interested in teaching in urban settings. The program was created in honor of Rev. Charles F. Donovan, S.J., founding Dean of the Lynch School of Education, whose commitment to excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The *Educators Awards for Minorities (TEAM)* award is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African-American, Hispanic, Asian, and Native American (AHANA) school professionals in the nation.

Some Lynch Graduate School of Education students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in Doctoral programs.

The *Catholic School Leadership Program (CSLP)* provides partial tuition scholarship awards for educators who have a history of commitment to Catholic schools.

The *Administrative Fellows in Higher Education Program* provides financial assistance to qualified students, mainly at the Doctoral level, who are enrolled in Higher Education. These fellowships include a stipend and tuition remission, and the opportunity to work closely with a senior administrator at Boston College. Information is available to Higher Education Doctoral and Master's applicants from the Office of Graduate Admissions, Campion 103.

Financial aid is also available in some Special Education programs through paid experiences in schools or through federal grant support.

Applications mailed from the Graduate Admissions Office in the Lynch School of Education include a special application for graduate assistantships. This application should be returned with the admissions application and a resume, and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current Master's students seeking graduate assistantships should apply through the Assistant Dean's Office(s) of Students and Outreach, Campion 104. Doctoral students should apply through the Office of the Associate Dean, Campion 101. Current students must apply for graduate assistantships by March 15 of each year.

Students With Disabilities

It is the goal of the Lynch Graduate School of Education to successfully prepare for the receipt of a degree and state certification or licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the

program successfully and to seek certification or licensure, so long as such accommodation does not result in waiver of competencies required for graduation, certification, or licensure.

Certification, Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch Graduate School of Education have been designed to comply with current standards leading to professional certification for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate Certification Compact (ICC), a Program of Study preparing for educator certification in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for certification in most other states. Certification is granted by the state, and requirements for certification and licensure are subject to change by the state. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test. Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to certification in a given state. The Office of Professional Practicum Experiences, Campion 135 (617) 552-4206, can help with most teacher, administrator, and school counselor certification questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a Mental Health Counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for certification in School Counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure or certification. Counseling Psychology students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test. The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the Master's level.

Student Teaching Abroad

The Lynch Graduate School of Education's International/Domestic Practicum Placement Program offers classroom opportunities in a variety of foreign countries and domestic settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico. Domestic opportunities include student teaching on Arizona, Maine or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Domestic Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

Degree Programs

The Lynch Graduate School of Education offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., and Ph.D. degrees. Graduate programs serve a dual purpose: (1) research—preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and (2) practice—preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the GSOE in the following areas:

- Curriculum and Instruction
- Educational Administration
- Higher Education Administration
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement and Evaluation

Usually, students possess a Master's degree at the time of their admission to Doctoral studies. A formal Doctoral Program of Studies is defined as a *minimum* of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree (please see individual program descriptions for specific requirements). Up to 30 graduate course credits earned for the Master's degree may be applied toward this minimum of 84. No more than 6 graduate course credits beyond the Master's degree with grades of B or better, earned outside Boston College, and approved by the program director and Associate Dean, may be transferred and applied to the Ph.D.

Upon admission to a Doctoral program, the Doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by the student in consultation with his or her advisor during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor.

Doctoral students in the LGSOE, in addition to course work, complete comprehensive exams, are admitted to Doctoral candidacy, and complete a Doctoral dissertation.

Program of Studies

Students are responsible for filing a Program of Studies with their advisor during the first or second semester of their studies. Prior to graduation, the Program of Studies is compared with the student's transcript. The program must be completed in order for a degree to be conferred. A major field of concentration consisting of at least 54 graduate course credits must be included in the Program of Studies. Six credits of dissertation related course work are required and included within the 54 (customarily Dissertation Seminar and Dissertation Direction).

The "Research Sequence" on the Doctoral Program of Studies form lists the specific research requirements. The Program of Studies forms are available in the offices of all four departments.

Doctoral Handbook

Upon matriculation, all Doctoral students should consult the Doctoral Handbook, available online at http://www.bc.edu/bc_org/avp/soe/doctoral_handbook1.html. The Handbook contains essential information regarding all procedures to be followed within the Doctoral program. Students should also consult the specific program handbook available in the department offices.

Residence

The goal of the residency requirement is to ensure that a Doctoral student experiences total immersion in the scholarly community of the university. Residence is defined in the Doctoral Student Handbook, available online at http://www.bc.edu/bc_org/avp/soe/doctoral_handbook1.html. Doctoral students in Counseling Psychology are required to complete three years of full-time residency. A program of studies that meets the residency requirement

must be arranged by the student with the department. Students who hold graduate assistantships fulfill the residency requirement with two courses per semester for two consecutive semesters.

Comprehensive Examinations

Doctoral students are required to complete a comprehensive examination. The comprehensive examination is administered by the student's program faculty, and the student should consult with the faculty in each specific program regarding comprehensive examination requirements. Normally comprehensive examinations are taken following the completion of course requirements. During the semester in which the student is taking the comprehensive examination, he/she should register for Doctoral Comprehensives, ED/PY 998. No course credit is granted for Doctoral Comprehensives registration.

Student eligibility to take the Doctoral comprehensive examination is determined by program faculty and the Department Chairperson. The following grades are assigned to comprehensive examinations: Pass With Distinction (PwD), Pass (P), and Fail (F). One of these three grades is recorded on the student's transcript. Generally within two weeks following the scoring of the examination, the Office of the Associate Dean will send the results in writing to the Office of Student Services and to the individual student.

A student who fails the Doctoral comprehensive examination may take it once again, not sooner than the following semester, and at a time designated by the department. In the case of a second failure, no further attempt is allowed.

Admission to Candidacy

The student who has passed the comprehensive examination and satisfied all requirements except the dissertation attains the status of "Doctoral Candidate." Doctoral candidates are required to register each semester and to pay a Doctoral continuation fee until completion of the dissertation.

Ethical Research with Human Subjects Review

Students in the Lynch Graduate School of Education who are completing research, including their Doctoral dissertation, are required to complete a Human Subjects Research Review form, available online at http://www.bc.edu/bc_org/avp/soe/doctoral_handbook1.html. Students are required to submit this form with any research they conduct.

The form is reviewed by the Human Subjects Review Committee. Following a review, the student is sent a letter approving the research or delineating the changes that the student must make to conform with the ethical guidelines for research with human participants. Students should consult the Ethical Principles of the American Psychological Association and the American Educational Research Association before completing their research design.

Dissertation

Each Doctoral candidate is required to complete a dissertation that is the result of original and independent research and demonstrates advanced scholarly achievement. The subject of the dissertation and the members of the Doctoral dissertation committee must be approved by the Office of the Associate Dean and the faculty dissertation committee. The research is performed under the direction of a faculty member who serves as chairperson of the dissertation, as well as at least two readers. The dissertation manuscript must be prepared according to the style and requirements of the Lynch Graduate School of Education and must meet the ethical standards of the Lynch School of Education and the University. Information on these requirements is available in the department offices and the Office of

the Associate Dean. Please note: All doctoral dissertation seminars and dissertation direction courses in the Lynch Graduate School of Education are offered on a Pass/Fail basis only.

Acceptance of the Dissertation

Once a student has been admitted to candidacy, a dissertation committee, approved by the Associate Dean, judges the substantive merit of the dissertation. The dissertation committee includes the major faculty advisor as Chairperson, and at least two additional members of the Lynch Graduate School of Education or others qualified as readers.

The dissertation is defended by the candidate in a public oral examination. Official approval by the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Two signed copies of the dissertation, one original and one clear copy, should be filed in the Office of the Associate Dean. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Doctoral candidates should report to the Office of the Associate Dean by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures. Students should consult the University calendar for deadlines relevant to graduation.

Time Limit and Leave of Absence

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the Doctoral studies. Extension beyond this limit may be made only with the prior approval of the Office of the Associate Dean.

Students enrolled in a degree program who do not register for course work, Dissertation Direction, Doctoral Comprehensives, or Doctoral Continuation in any given semester must request a leave of absence for that semester. Leaves of absence are usually not granted for more than two semesters at a time.

For approval, students must obtain a Leave of Absence Form from the Office of the Associate Dean. Leave time normally is not considered a portion of the total time allotted for the degree completion. Students must file a Readmission Form with the Office of the Associate Dean at least six weeks prior to the semester in which they expect to reenroll.

Certificate of Advanced Educational Specialization (C.A.E.S.)

A Certificate of Advanced Educational Specialization (C.A.E.S.) is available in selected areas of study, providing students with opportunities to build on prior graduate work. The C.A.E.S. involves a planned Program of Studies consisting of at least 30 credit hours beyond the Master's degree.

Comprehensive examinations are required. Programs of study should be planned with appropriate program advisors and must be completed within five years. All C.A.E.S. students are supervised by the Assistant Dean's Office(s) of Students and Outreach, Campion 104.

Master's Degree Programs

Candidates for the Master's degree must be graduates of an accredited college or university. In very rare cases, based upon an applicant's academic record or test scores, acceptance may be conditional with the approval of the Assistant Dean's Office(s) of Students and Outreach. Students admitted conditionally are evaluated by the department and recommended to the Assistant Dean's Office(s) of Students and Outreach for approval after the first semester of course work, or after earning a minimum of six credits. Students who have

met their condition are notified of this in writing. Students who have not met their condition are not matriculated into the program. All Master's students are supervised by the Assistant Dean's Office(s) of Students and Outreach, Campion 104.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching*
- Secondary Teaching*
- Special Education Teaching**
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Administration
- Catholic School Leadership
- Educational Research, Measurement and Evaluation

*Middle School certification is available to Elementary and Secondary education students by application to the Department of Education via "alternative route." Students seeking this level of certification should consult the Office of Professional Practicum Experiences, Campion 135, (617) 552-4206.

**The M.Ed. program in Special Education Teaching includes the following areas of concentration: Special Needs, Grades Pre-K-9 and Grades 5-12; Severe Special Needs; Students with Visual Impairments; Students with Deaf-Blindness and Multiple Disabilities. Detailed information is included in the program descriptions listed under Teacher Education, Special Education and Curriculum & Instruction.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or certification. These degrees are coordinated with the appropriate Arts and Sciences department, require admission to both the Lynch School of Education and to the appropriate Arts and Sciences program, and require more coursework in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: Biology, Chemistry, Geology (Earth Science), Physics, English, Latin and Classical Humanities, History, Mathematics, French, and Spanish.

Programs are described under the section on programs in Teacher Education, Special Education, and Curriculum & Instruction.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education Administration
- Counseling Psychology
- Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A *minimum* of 30 graduate credits is required for a Master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Assistant Dean's Office(s) of Students and Outreach, will be accepted in transfer toward fulfillment of

course requirements. A transfer of credit must be formally applied for in the Assistant Dean's Office(s) of Students and Outreach, Campion 104.

In the first semester of matriculation, students must complete a Program of Studies in consultation with the student's advisor. Program of Studies forms are available from program advisors or in the Assistant Dean's Office(s) of Students and Outreach, Campion 104. These forms must be approved and filed in the Assistant Dean's Office(s) of Students and Outreach.

Master's Comprehensive Examination

A candidate for a Master's degree in the Lynch Graduate School of Education must pass a comprehensive examination. The nature and content of the examination are determined by the program faculty. Each candidate should consult with his or her major program faculty to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place in the Assistant Dean's Office(s) of Students and Outreach, Campion 104.

The following grading scale is used: Pass With Distinction (PwD), Pass (P), and Fail (F). Generally, within four weeks, notifications of examination results are sent to the Office of Student Services and the individual student. A candidate who fails the Master's comprehensive examination may take it only one more time.

Students who have completed their course work should register for ED/PY 888 Master's Comprehensives each semester until they complete their examination. Only the registration fee and the activity fee are charged during this period. No credit is granted. Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of education.

Time Limit and Leave of Absence for Master's Students

A student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with written approval of the Assistant Dean's Office(s) of Students and Outreach, Campion 104.

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year *but wish to remain active in the University system* must enroll in ED/PY 885 Interim Study. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Leaves of absence are not normally granted for more than two semesters at a time; however, all cases are reviewed individually. Students may obtain the Leave of Absence Form from the Assistant Dean's Office(s) of Students and Outreach. A leave of absence usually does not affect the total time limit for the attainment of the degree. Students must file the Readmission Form with the Assistant Dean's Office(s) of Students and Outreach at least six weeks prior to the semester in which they expect to reenroll.

Ethical Research with Human Subjects Review

Students conducting research with human subjects are required to fill out the form for Ethical Review of Human Subjects as described in the previous section under Doctoral Degree Programs.

Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a Bachelor's degree and a

Master's degree in five years. Please refer to the extended Fifth Year Program description in the Undergraduate LSOE section of the Catalog.

Academic Regulations

Academic Integrity

Students in the Lynch Graduate School of Education are expected to have the highest standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the Lynch Graduate School of Education. Cases involving departure from standards of academic integrity, ethical professional conduct, or ethical research shall be referred to the Associate Dean for adjudication. Students are expected to conform with the American Psychological Association's Ethical Principles and the Principles of the American Educational Research Association in their research and professional practice. Documents describing these principles are available in the Office of the Associate Dean.

Grades

In each graduate course in which a student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory. Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F.

A student who receives a grade of C in two courses (six semester hours) or a grade of F in an elective course (three semester hours) may be reviewed by the Academic Standards Committee and put on academic probation. A subsequent grade of C or F in an elective course may be grounds for dismissal from the School. A grade of F in a required course may be grounds for review by the Academic Standards Committee and possible dismissal from the Lynch Graduate School of Education.

Courses at the graduate level that are taken on a Pass/Fail basis are generally not applied to a graduate program. Application of Pass/Fail grades to a graduate program requires approval of the Associate Dean.

Deferred Grades

A faculty member may assign a grade of J for courses that continue beyond the normal semester period. Such courses may include Internship, Dissertation Direction, and Student Teaching.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for the course may, with adequate reason and the permission of the faculty member, receive an I (Incomplete). A grade of I standing for more than four months may jeopardize a student's financial aid. Students with graduate assistantships may not carry any incompletes.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request a transfer of credit of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better and which have not been applied to a prior degree will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer.

Doctoral students obtain Transfer of Credit forms from the Office of the Associate Dean (Campion 101), and return completed forms, along with an official transcript, back both to the Office of the Associate Dean as well as to their advisors for approval. Master's and C.A.E.S. students pick up Transfer of Credit forms from the Office(s) of Students and Outreach (Campion 104), and return completed forms, along with an official transcript, back both to the Assistant Dean's Office(s) of Students and Outreach as well as to their advisors for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Courses taken in the College of Advancing Studies at Boston College do not fulfill graduate degree requirements in the Lynch School of Education.

Graduation

Students should consult the Office of Student Services for information on graduation. Students must register for graduation and complete all requirements for the degree by the date established in the University calendar.

Research Centers

The Lynch Graduate School of Education at Boston College houses three Research Centers: The Center for the Study of Testing, Evaluation and Educational Policy (CSTEETP); the Center for International Higher Education; and the Center for Child, Family, and Community Partnerships. For more information on the Research Centers, please refer to "About Boston College."

Department of Teacher Education, Special Education, and Curriculum & Instruction

Department Chairperson: *Dr. Marilyn Cochran-Smith*

The Department of Teacher Education, Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and certification requirements.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, Master's and Doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. Boston College prepares outstanding teachers in both theoretical and practical dimensions of instruction. The Doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

Certification

Certification is a collaborative effort between the college supervisor and the cooperating teacher. Boston College offers programs designed to prepare students for teaching certification at the Master's and C.A.E.S. levels. A student seeking certification must be admitted as a degree candidate. Programs are approved by the Interstate

Certification Compact (ICC) and the National Council for the Accreditation of Teacher Education (NCATE), allowing students easier access to certification outside Massachusetts.

Beginning with the 2000-01 academic year, Boston College offers two strands for graduate students in Teacher Education. Both lead to Massachusetts certification, but at different levels. One is for experienced teachers who are already certified at the advanced provisional level and are now seeking standard certification. The second strand is for prospective teachers who are seeking initial or advanced provisional (initial) certification. These two strands apply to all students accepted after January 1, 2000. Each strand has different requirements for common knowledge-base courses, specific knowledge-base courses, and field experiences, and programs should be planned carefully with a faculty advisor.

The following is a list of certifications available from the state department of Massachusetts through completion of a BC program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, Foreign Language, Latin and Classical Humanities
- Teacher of Reading
- Teacher of Students with Special Needs (Pre K-9, 5-12)
- Teacher of Students with Intensive Special Needs (Pre K-12)
- Teacher of Students with Vision Impairments

Note: Students who plan to seek certification in states other than Massachusetts should check the certification requirements in those states. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

Practicum Experiences

Practicum experiences are an essential part of the curriculum in certification programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for certification in Teacher Education are offered at either advanced provisional or standard levels. Students seeking certification in Massachusetts also must pass the Massachusetts Educators Certification Test.

All field experiences for students enrolled in LGSOE degree programs are arranged through the Office of Professional Practicum Experiences (Campion 135). The Director of Professional Practicum Experiences may, for appropriate reasons, not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Professional Practicum Experiences
- Completion of 80% of the course work related to required Education courses, including methods courses in the content area and courses required for provisional certification
- Application in the Office of Professional Practicum Experiences

A full practicum is characterized by the seven Common Teaching Competencies as required (at press time) by the

Massachusetts Department of Education. Each student teacher must demonstrate these seven competencies during his or her practicum experience:

- Knowledge
- Communications
- Instructional Practice
- Problem Solving
- Evaluation
- Equity
- Professionalism

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Professional Practicum Experiences.

Placement sites for field experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged. In addition to the local field sites, a limited number of placements in teaching are available in international and domestic settings, including Switzerland, Ireland, England, France, Scotland, Germany, Spain and Mexico, as well as on Native American Reservations in Arizona, Maine or North Dakota, or in a school in Mississippi. For information regarding these programs and requirements, contact the Director for the International/Domestic Practicum Placement Program, Office of Professional Practicum Experiences, Lynch School of Education, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804, (617) 552-4206.

Application Deadlines for Programs in Teacher Education, Special Education and Curriculum & Instruction

All of the Master's programs in Teacher Education, Special Education, and Curriculum & Instruction, with two exceptions (noted here), have the same deadline for applications: February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission. The two exceptions to these deadlines are the M.A.T. program in English and the M.A.T. program in history, which accept applications only once per year: February 1 for a summer or fall deadline. M.A.T./M.S.T. candidates must file separate applications for, and be accepted by, both the LGSOE and the Graduate Arts and Sciences department of their specialization (more information can be found under "Master's Programs in Secondary Teaching," below).

Detailed admissions information on the dual degree program in Law and Education can be found under the description for the program, below.

The deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs or Curriculum and Instruction is February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Curriculum and Instruction is February 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LGSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Programs in Teacher Education, Special Education and Curriculum & Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

Advisors: *Dr. Martha Bronson and Dr. Beth Casey*

The Master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. It leads to standard certification as an early childhood teacher under the state certification regulations (Massachusetts certification, level 1, grades Pre K-3). This program is appropriate for students who wish to be prepared to teach normal and moderately handicapped children in regular settings, pre-kindergarten through third grade. Students can enter the program without teaching certification (selecting Advanced Provisional Masters Program). Prerequisite for either program is a college degree with an arts and sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the admissions director or the faculty advisors to confirm certification eligibility.

Master of Education (M.Ed.) in Elementary Teaching

Advisors: *Dr. Michael Schiro, Dr. Lillie R. Albert, Dr. John Savage, Dr. Nancy Zollers, Dr. Janice Jackson, Dr. Curt Dudley-Marling*

The Elementary Teaching program is designed for students who wish to teach in first through sixth grade. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a Bachelor's degree with an arts and sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and certification requirements are fulfilled.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Advisors: *Dr. Sara Freedman, Dr. Otherine Neisler, Dr. Lillie Albert, Dr. Audrey Friedman, Dr. George Ladd, Dr. Gerald Pine, Dr. Maria Brisk, and Dr. Thomas Keating*

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.) or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) certification in one of the following disciplines: English, History, Biology, Chemistry, Geology (Earth Science), Physics, Mathematics, French, Spanish, Latin, and Classical Humanities. The prerequisite for the program is a Bachelor's degree with a liberal arts major in the field of desired certification or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum.

In addition to required courses in the field of education, secondary education Master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of 2 graduate courses, and M.A.T./M.S.T. students take 5 graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the Master's programs leading to certification in secondary education include practicum experiences in addition to course work.

M.A.T./M.S.T. candidates must file separate applications to, and be accepted by, both their intended Master's program in the LGSOE and the Graduate Arts and Sciences department of their specialization. All LGSOE admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. Please contact the Graduate School of Arts and Sciences directly for further information: Admissions, GA&S, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467-3807, (617) 552-3265.

Middle School Certification

Middle School certification is available to Elementary and Secondary education students by application to the Department of Education via "alternate route." Students seeking this level of certification should consult the Office of Professional Practicum Experiences, Campion 135, (617) 552-4206.

Master of Education (M.Ed.) in Reading/Literacy Teaching

Advisors: *Dr. John Savage, Dr. Curt Dudley-Marling, Dr. Audrey Friedman, Dr. Maria Brisk*

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates to meet Massachusetts certification standards for Teacher of Reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and certification requirements are met.

Master of Education (M.Ed.) in Curriculum & Instruction

Advisors: *Dr. Michael Schiro, Dr. George Ladd, Dr. John Savage, Dr. Otherine Neisler*

The Master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Courses of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to certification, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Special Needs, Grades Pre-K-Grade 9, and Grades 5-12

Advisors: *Dr. Alec Peck, Dr. Jean Mooney, Dr. David Scanlon*

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special educa-

tion. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools. Entry into the program can be at one of four levels:

- Level I: Students with no previous background in education complete a sequence of courses leading to certification in Early Childhood, Elementary or Secondary Education prior to doing the program in Special Education.
- Level II: Students already certified in Early Childhood, Elementary or Secondary Education complete the requirements for Provisional and Standard certificates in Special Education. Full-time students can usually complete the program in two semesters and two summers.
- Level III: Students holding a Provisional certificate in regular and special education can complete a 30 credit hour program to obtain a Standard certificate. Programs are planned according to the student's experience and career goals.
- Level IV: This is a non-certification option for students who do not need teaching certification.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs

Advisors: *Dr. Nancy Zollers, Dr. Alec Peck, Dr. Philip DiMattia*

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts certification in Severe/Intensive Special Needs. Students may be enrolled on a full or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The Program of Studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Visual Impairments

Advisor: *Dr. Richard Jackson*

This program prepares teacher/consultants to work with, or on behalf of, blind or visually impaired children and youths with unique needs. Graduates provide support for the inclusion of learners with visual impairments in regular classrooms or other special educational settings. In some instances, direct instruction in Braille and/or use of adaptive technology is required. At other times, pre-teaching of instructional units to be covered in the regular classroom is necessary. Many times, co-teaching with regular education personnel is employed to demonstrate teaching techniques and instructional strategies that maximize the benefits of time spent with non-disabled peers. The program, which consists of specialty course work, advanced graduate course work, and multiple field experiences can be pursued on a full-time or part-time basis.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Deaf-Blindness and Multiple Disabilities

Advisors: *Dr. Barbara McLetchie, Ms. Patricia Mason*

Graduates of this program are serving individuals with deaf-blindness in a variety of roles throughout the United States and other countries. Practical experiences working with learners with multiple disabilities and deaf-blindness are important components of this specialty. Students may choose a particular focus (e.g., infant stimulation, adolescence, pre-vocational, young children, etc.). Most students enter the specialty at one of two levels:

- Level I: Students with no previous preparation in special education must complete a Program of Studies to complete the requirements for certification as a Teacher of Students with Intensive Special Needs.
- Level II: Students with undergraduate majors and certification in Intensive Special Needs can complete a 36-credit hour sequence for the M.Ed. degree.

Charles F. Donovan, S.J. Teaching Scholars Program in Urban Education

Coordinator: *Dr. Sara Freedman*

The Charles F. Donovan, S.J., Teaching Scholars Program in Urban Education is open to Master's students specifically interested in urban teaching. In order to qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Low Incidence Special Needs Teaching. A cohort of thirty students is selected each year from students applying to a M.Ed. teacher certification program and financially supported from the Donovan Scholars program, which carries tuition remission credits.

Dual Degree Program (J.D./M.Ed. or M.A.) in Law and Education

Coordinator: *Dr. Diana Pullin*

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. It reflects the University's mission to promote social justice and to prepare men and women for service to others. The program prepares students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the LGSOE and the Boston College law school. Any student seeking certification or education or human services licensure must meet all of the requirements in the Lynch Graduate School of Education for that certification/licensure. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

The deadline for application to either the M.Ed. program in Educational Administration or the M.A. program in Higher Education Administration is February 1 for summer or fall admission. All LGSOE admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. The BC Law School accepts applications from mid-September through March 1 for the following August's entering class. Please contact them directly for further information: Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, (617) 552-8550.

Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and seek a higher level of specialization or professional certification in administration. The core course requirements and certification requirements are similar to those in the Master's degree program. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, LGSOE, Boston College, Campion 103, Chestnut Hill, MA 02467-3813, (617) 552-4214.

Doctoral Program (Ph.D.) in Curriculum & Instruction

Coordinator: *Dr. Marilyn Cochran-Smith*

The Doctoral program in Curriculum & Instruction is for people who currently fill, or plan to assume, leadership roles in curriculum, instruction and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The Program of Studies requires a research core that will familiarize students with quantitative and qualitative research methodology, and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of Studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their Doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: Critical Pedagogy, Diversity and Social Justice; Curriculum, Policy, and School Reform; Language, Literacy, and Learning; Mathematics, Science, and Technology.

Department of Educational Administration and Higher Education

Department Chairperson: *Dr. Irwin Blumer*

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Administration

Certification, Pre-Practicum and Practicum Experiences for Students in Educational Administration Programs

Students in Educational Administration may seek state administrative certification and NCATE approval as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative certification work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty may, for appropriate reasons, not approve a student for the practicum. All field experiences in the LSOE are overseen by the Office of Professional Practicum Experiences (Campion 135). All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts certification are required to pass the Massachusetts Educators Certification Test.

Application Deadlines for Programs in Educational Administration

The deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration or in CSLP is February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission. Detailed admission information on the dual degree program in Law and Education can be found under the description for the program, below.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission. Applications to the PSAP program are due February 1 for fall admission (classes begin in the summer). PSAP admits students in alternate years.

All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Master of Education (M.Ed.) in Educational Administration

Coordinator: *Dr. Irwin Blumer*

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the Master's program in educational leadership. Most students who are admitted to the Master's program have teaching experience, but little or no prior graduate study in educational administration. To be *certified*, one must have at least three years of teaching experience.

Students seeking the M.Ed. are required to take 30 credits, including a core of courses in educational administration dealing with topics such as Curriculum Leadership, Instructional Supervision, Human Resource Administration, Finance and

Facilities Management, Ethics and Equity, and Education Law and Policy. For students seeking certification, there is a requirement of a course in the area of administrative specialization (e.g., The Principalship, Administration of Local School Systems or Special Education Administration), a one credit pre-practicum, a three-six credit practicum, and a three credit seminar accompanying the practicum. The total number of credits required for students seeking certification along with the Master's is 34 credits.

At the conclusion of their Program of Studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Master of Education (M.Ed.)—The Catholic School Leadership Program (CSLP)

Coordinator: *Dr. Robert J. Starratt*

The Catholic School Leadership Program (CSLP) provides a special option for students interested in education within the Catholic school setting. Students seeking degrees in Education Administration or other degrees within the School of Education who have experience in and a commitment to service in a Catholic school setting, either in the United States or abroad, are invited to join this special program.

The CSLP program has been designed in response to an expressed need to assist Catholic school educators in their unique role of bringing new vision to Catholic schools. The program allows students to complete the graduate degree of their choosing, to seek certification if they so desire, and to pursue elective and distribution course requirements that allow them to focus upon the unique mission, spirituality, and Christian message of Catholic schools.

Students are encouraged to take full advantage of the resources for Catholic education offered by Boston College through such programs as the Institute of Religious Education and Pastoral Ministry and the Theology Department. In addition, CSLP students are offered social, liturgical, and extracurricular opportunities to supplement their academic experiences on campus. Significant tuition support is offered to many students in the program.

Dual Degree Program (J.D./M.Ed. or M.A.) in Law and Education

Coordinator: *Dr. Diana Pullin*

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. It reflects the University's mission to promote social justice and to prepare men and women for service to others. The program prepares students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the LGSOE and the Boston College Law School. Any student seeking certification or human services

licensure must meet all of the requirements in the Lynch Graduate School of Education for that certification/licensure. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

The deadline for application to either the M.Ed. program in Educational Administration or the M.A. program in Higher Education Administration is February 1 for summer or fall admission. All LGSOE admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. The Boston College Law School accepts applications from mid-September through March 1 for the following August's entering class. Please contact them directly for further information: Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, (617) 552-8550.

Certificate of Advanced Educational Specialization Degree Programs (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a Master's degree and who do not plan to pursue a Doctoral degree but seek a higher level of specialization or professional certification in a particular field. For further information on C.A.E.S. programs in Educational Administration, contact the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214.

Doctoral Program (Ph.D.) in Educational Administration

Coordinator: *Dr. Irwin Blumer*

The Doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious and private elementary and secondary education. Educational leaders for the twenty-first century must be prepared to address the call for school reform and restructuring nationwide. Their leadership will be exercised in a world of uncertain futures in which the role of schools and the nature of education will be subject to continual and unpredictable change.

Doctoral students may seek state certification for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five to six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

Doctoral Program (Ph.D.)-Professional School Administrator (PSAP)

Coordinator: *Dr. Robert J. Starratt*

The Professional School Administrator Program (PSAP) was developed by the University more than three decades ago as a means of providing an opportunity for full-time practicing elementary and secondary school administrators to pursue Doctoral study. While both of BC's Doctoral programs in Educational Administration have as a goal the critical integration of theory and practice, PSAP offers a unique opportunity to link theory and practice in a student's permanent workplace.

Through participation in PSAP, full-time administrators join a cohort of peers in a three-year, year-round experience of seminars,

elective courses, and guided fieldwork assignments offered in a manner appropriate for experienced and mature working students. For those students seeking certification as principals, superintendents, or supervisor/director, an appropriate practicum experience are designed to prepare students for Massachusetts and NCATE certification requirements. PSAP offers courses in an alternative delivery format requiring intensive summer seminars and eight extended meetings each semester. PSAP cohorts are admitted every other year, and 15 spaces are available in each PSAP cohort. As is true with the regular Ph.D. program, Catholic school educators may concentrate on issues particular to the teaching and administrative leadership in their schools.

Programs in Higher Education

Application Deadlines for Programs in Higher Education

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is February 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Master of Arts (M.A.) in Higher Education

Coordinator: *Dr. Karen Arnold*

The Master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Finance and economics of higher education
- Organizational culture and change

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

Coordinator: *Dr. Karen Arnold*

The Doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including: administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; finance and economics of higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Boston College higher education program

with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provide a significant global focus to the higher education program.

The Doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a Core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental and Educational Psychology

Department Chairperson: *Dr. Maureen Kenny*

Details of the available graduate programs in this area are provided in the descriptions that follow and in the handbooks available in the Counseling, Developmental and Educational Psychology office. During their first year, all matriculated students should work with their advisors to complete a Program of Studies. Master's and Doctoral students must file their Program of Studies with their advisors.

Programs in Counseling Psychology

Programs in Counseling Psychology have as a mission the preparation of counselors at the Master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Application Deadlines for Programs in Counseling Psychology

The deadline for application to the M.A. program in Counseling Psychology is February 1 for fall admission.

Detailed admissions information on the dual degree program in Pastoral Ministry and Counseling Psychology can be found under the description for the program, below.

The deadline for application to the Ph.D. program in Counseling Psychology is January 1 for fall admission; all candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Master of Arts (M.A.) in Counseling

Coordinator, Mental Health Counseling: *Dr. Elizabeth Sparks*
Coordinator, School Counseling: *Dr. Mary Walsh*

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester hour program, and the

School Counselor sequence is a 36 semester hour program. A 48 hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the two-year time period.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students, and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their Master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester hour *Mental Health Counselor* sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental Health Counselor in the State of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The *School Counselor* sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), the National Council for Accreditation of Teacher Education (NCATE), and the Massachusetts Department of Education. This sequence is designed to meet the educational requirements for certification as a school counselor in the state of Massachusetts. Certification is granted by the State Department of Education and requirements are subject to change by the state. Students seeking certification in Massachusetts must pass the Massachusetts Educator Certification Test.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (Grades Pre-K-9) or the middle/high school track (Grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental and Educational Psychology office and on our website at http://www.bc.edu/bc_org/avp/soe/counselpsy/.

Dual Degree Program in Pastoral Ministry and Counseling (M.A./M.A.)

Coordinator: *Dr. Mary Walsh*

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the Institute of Religious Education and Pastoral Ministry (IREPM) and the Lynch Graduate School of Education. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving. It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the LGSOE Master's program in Counseling and the IREPM. Any student seeking mental health licensure or school counseling certification must meet all of the requirements in the Lynch School of Education for that licensure/certification. Students seeking certification in Massachusetts must pass the Massachusetts Educators Certification Test.

The deadline for application to the M.A. program in Counseling is February 1 for fall admission. All LGSOE admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. BC's IREPM encourages applying for the M.A. program no later than March 1. Please contact them directly for further information: Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, (617) 552-8440.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

Director of Training: *Dr. James Mahalik*

The Doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

Doctoral applicants are required to have a Master's degree in Counseling or a closely related field, with a completed core program commensurate to our Master's counseling sequence, including a minimum of 400 clock hours of supervised counseling practicum. The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-Doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts

and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-Doctoral supervised experience.

The entering Doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the Doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor.

Once admitted, Doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: Scientific and Professional Ethics and Standards, Research Design and Methodology, Statistical Methods, Psychological Measurement, History and Systems of Psychology, Biological Bases of Behavior, Cognitive-Affective Bases of Behavior, Social Bases of Behavior, Individual Differences, and Professional Specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and the successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above. The Doctoral handbook is available in the Counseling, Developmental and Educational Psychology office.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology, and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education, Special Education and Curriculum & Instruction descriptions for the certification in Early Childhood program.

Application Deadlines for Programs in Applied Developmental and Educational Psychology

The deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist M.A. program is February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Campion Hall 103, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Master's Programs (M.A.) in Developmental and Educational Psychology

Students in all Master's options must take the following courses as their core within the Program: PY 617 Learning and Cognition or PY 611 Learning and Development; PY 416 Child Psychology or PY 418 Applied Developmental Psychology; and ED/PY 460

Interpretation and Evaluation of Research. Students should check their respective program handbooks for specific information on course sequence.

Developmental and Educational Psychology (M.A.) Option

Coordinator: *Dr. William Kilpatrick and Dr. John Dacey*

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure or certification. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a Program of Study that should be completed in the first semester of matriculation. A student handbook is available in the Counseling, Developmental and Educational Psychology office.

Early Childhood Specialist (M.A.)

Coordinator: *Dr. Martha Bronson*

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally, as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus. Students who are interested in working with children in day-care centers and nursery schools should select at least two methods courses as part of their program (ED 316, 615, 520, or 542).

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multi-disciplinary teams in research, government, and hospital settings. This program does not lead to certification. Those interested in certification should choose Early Childhood Teaching. A list of required courses is available from the Counseling, Developmental and Educational Psychology office.

A description of the Early Childhood Teaching Program (Pre-Kindergarten through Grade 3) is listed under programs in Teacher Education, Special Education and Curriculum & Instruction.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

Coordinator: *Dr. Martha Bronson*

The Doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty are committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty bring four areas of specialization to these central themes: (1) early childhood with a focus on the development of social competency, self-regulation, and critical thinking skills; (2) cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; (3) ethical decision making and values and character formation; and (4) the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development, individual differences, cognition and learning, social policy, cultural context of development, research methods, and statistics.

Courses that satisfy these requirements are listed in the Doctoral handbook for Applied Developmental and Educational Psychology available in the Counseling, Developmental and Educational Psychology office.

Department of Educational Research, Measurement and Evaluation

Department Chairperson: *Dr. Joseph Pedulla*

Studies in Educational Research, Measurement and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Application Deadlines for Programs in Educational Research, Measurement and Evaluation

The deadline for application to the M.Ed. program in Educational Research, Measurement and Evaluation is February 1 for summer or fall admission, with July 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Research, Measurement and Evaluation is February 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, LGSOE, Boston College, Chestnut Hill, Massachusetts 02467-3813, (617) 552-4214. You may download the application from the LSOE web site at <http://www.bc.edu/education>, or email us at grad.ed.info@bc.edu. For further questions or to follow up on requests, the email address is gsoe@bc.edu.

Master of Education (M.Ed.) in Educational Research, Measurement and Evaluation

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Doctoral Program (Ph.D.) in Educational Research, Measurement and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Lynch Graduate School of Education Summary of Program and Degree Offerings

Department of Teacher Education, Special Education and Curriculum & Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading/Literacy Teaching: M.Ed., C.A.E.S.

Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.

Special Education (Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.

Special Education (Students with Visual Impairments): M.Ed.

Special Education (Students with Deaf-Blindness and Multiple Disabilities): M.Ed.

Department of Educational Administration and Higher Education

Educational Administration: M.Ed., C.A.E.S., Ph.D.

Catholic School Leadership: M.Ed., C.A.E.S.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Developmental & Educational Psychology: M.A., Ph.D.

Early Childhood Specialist: M.A.

Department of Educational Research, Measurement and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Faculty

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Pierre Lambert, *Professor Emeritus*; B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., D.Ed., Cornell University

- Edward J. Power**, *Professor Emeritus*; B.A., St. John's University; M.S.Ed., Ph.D., University of Notre Dame
- Charles F. Smith, Jr.**, *Professor Emeritus*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University
- John Travers**, *Professor Emeritus*; B.S., M.Ed., D.Ed., Boston College
- Irving Hurwitz**, *Associate Professor Emeritus*; A.B., Ph.D., Clark University
- Mary Griffin**, *Associate Professor Emeritus*; B.A., Mundelein College; M.A., Ph.D., University of Chicago
- Edward B. Smith**, *Associate Professor Emeritus*; A.B., M.A., Loyola University; Ph.D., University of Chicago
- Kenneth W. Wegner**, *Associate Professor Emeritus*; B.S., M.Ed., Ed.D., University of Kansas
- Peter W. Airasian**, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago
- Philip Altbach**, *Monan Professor*; A.B., A.M., Ph.D., University of Chicago
- Albert Beaton**, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University
- Irwin Blumer**, *Research Professor*; B.S., M.A., Northeastern University; D.Ed., Boston College
- Mary M. Brabeck**, *Professor and Dean*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota
- María Brisk**, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
- M. Beth Casey**, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University
- Marilyn Cochran-Smith**, *Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D. University of Pennsylvania
- John S. Dacey**, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University
- Curt Dudley-Marling**, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
- Walter M. Haney**, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University
- Janet Helms**, *Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- William K. Kilpatrick**, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University
- George T. Ladd**, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University
- Jacqueline Lerner**, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
- M. Brinton Lykes**, *Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College
- George F. Madaus**, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
- Ina Mullis**, *Professor*; B.A., Ph.D., University of Colorado
- Ronald L. Nuttall**, *Professor*; A.B., A.M., Ph.D., Harvard University
- Gerald J. Pine**, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University
- Rachel Pruchno**, *Research Professor*; B.A., Michigan State University; M.A., Oakland University; Ph.D., Pennsylvania State University
- Diana C. Pullin**, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
- John Savage**, *Professor*; A.B., Iona College; Ed.D., Boston University
- Arnold R. Shore**, *Research Professor*; B.A., Temple University; M.A., University of Minnesota at Minneapolis, Ph.D., Princeton University
- Robert Starratt**, *Professor*; B.A., Boston College; M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois
- Mary E. Walsh**, *Professor*; B.A., Catholic University; M.A., Ph.D., Clark University
- Etiony Aldarondo**, *Associate Professor*; B.A., Temple University; M.A., Ph.D., University of Massachusetts, Amherst
- Karen Arnold**, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- David Blustein**, *Associate Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
- Lillian Buckley**, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed.D., Boston University
- Martha Bronson**, *Associate Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University
- Penny Hauser-Cram**, *Associate Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- John A. Jensen**, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester
- Maureen E. Kenny**, *Associate Professor*; B.A., Brown University; Ph.D., University of Pennsylvania
- Larry Ludlow**, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago
- James R. Mahalik**, *Associate Professor*; B.S., M.A., Ph.D., University of Maryland
- Michael Martin**, *Associate Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
- Jan Mooney**, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
- Bernard A. O'Brien**, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America
- Joseph M. O'Keefe, S.J.**, *Associate Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
- Alec F. Peck**, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Michael Schiro**, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University
- Elizabeth Sparks**, *Associate Professor*; B.A., Wellesley College; M.Ed., Columbia University; Ph.D., Boston College
- Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
- Philip DiMattia**, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College
- Lillie Albert**, *Assistant Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana
- Ana M. Martinez Aleman**, *Assistant Professor*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

James J. Fleming, S.J., *Assistant Professor*; B.S., Fitchburg State College; M.A., Boston College; M.Div., Jesuit School of Theology; Ph.D., University of California, Berkeley

Sara Freedman, *Assistant Professor*; B.A., Brandeis University; M.S., Lesley College; Ed.D., University of Massachusetts, Amherst

Eugenio Gonzales, *Assistant Research Professor*; Lic. Psychology, Universidad Catolica Andres Bello; Ph.D., Boston College

Lisa Goodman, *Assistant Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

Thomas Keating, *Assistant Professor*; B.S., University of San Francisco; M.S., Moss Landing Marine Laboratories; Ph.D., Stanford University

Susana Ming Lowe, *Assistant Professor*; B.A., University of California, Berkeley; M.A., University of California, Santa Barbara; Ph.D., Boston University

Kathleen Mahoney, *Assistant Professor*; B.A., St. Michael's College, Toronto; M.A., University of Notre Dame; M.S., University of Rochester; Ph.D., University of Rochester

Otherine Neisler, *Assistant Professor*; B.A., Brandeis University; M.A., Fairfield University; Ph.D., Syracuse University

David Scanlon, *Assistant Professor*; B.A., University of New Hampshire; M.O.E., University of New Hampshire; Ph.D., University of Arizona

Nancy J. Zollers, *Assistant Professor*; B.S., M.S., Ph.D., Syracuse University

Janice Jackson, *Instructor*; B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D. (cand), Harvard University

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

PY 030 Child Growth and Development (Fall/Spring: 3)

This is the first part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. The first course (PY 030) is designed to acquaint students with multiple processes of child development including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Classic theories, contemporary issues, and key research in child development will be discussed and analyzed in view of their application to educational and other applied settings.

The Department

PY 031 Family, School, and Society (Spring: 3)

Prerequisite: PY 030

This is the second part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. The second course (PY 031) considers the social and cultural contexts that shape developmental and educational processes. The focus is on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasis is given to the special role of education in linking community resources for an integrated approach to serving children and families.

John Cawthorne

Jacqueline Lerner

The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

This course investigates the learning process with particular emphasis on the development of different theories of learning, including behavioral, cognitive, and information processing theories. Special attention will be given to studies of perception, memory, concept formation, and problem-solving. The impact of emotion and motivation on learning and the neurological basis of learning will be integrated throughout the course.

The Department

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)

This course emphasizes theories of learning and focuses on the translation of learning theories to instruction and curriculum practices at the elementary school levels (1-6). Current research on learning, effective teaching, curriculum models, and classroom management serve as a basis for study and reflection. Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.

Janice Jackson

The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

This course is an introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth.

John Dacey

William Kilpatrick

The Department

ED 044 Working with Special Needs Students (Fall/Spring: 3)

This course introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands that this diversity makes upon teachers. Beginning with an understanding of the special education services mandated by federal and state regulations, the course discusses the "Least Restrictive Environment" concept. It describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.

Richard Jackson

David Scanlon

ED 060 Classroom Assessment (Fall/Spring: 3)

This course stresses the assessment concerns of classroom teachers. The roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques are presented. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEP's) for students with special needs. The course distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.

Peter Airasian

Joseph Pedulla

ED 100 Professional Development Seminar for Freshmen (Fall: 1)

This class is designed as a continuation of orientation and is mandatory for all freshmen. Both faculty advisors and peer advisors

address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

John Cawthorne

ED 101 Teaching Reading and Language Arts (Fall/Spring: 3)

The course provides students with an understanding of how children develop language and literacy competency in a classroom setting. The focus is on models and theories of reading and writing instruction, approaches to teaching reading and language arts, and assessment of language and literacy learning.

John Savage

The Department

ED 105 Teaching the Social Sciences and the Arts (Fall: 3)

This course explores the major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, paying particular attention to the hidden curriculum aspects of most programs. This course will demonstrate the use of original sources, the development of critical thinking, and the use of inquiry learning.

The Department

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

This course presents methods and materials useful in teaching mathematics to elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

Lillie R. Albert

Michael Schiro

ED 109 Teaching About the Natural World (Fall: 3)

This course provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both within and outside of the classroom) and students will become actively involved in the following: selecting preferred strategies; working directly with students to demonstrate model application; and initiating self/group evaluations of implementation efforts.

George Ladd

PY 114 Teaching Process and Content in Early Education (Spring: 3)

Cross listed with ED 316

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be video-taped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

Beth Casey

The Department

ED 115 Curriculum and Models in Early Education (Fall: 3)

This course focuses both on models of early childhood education and on their implementation through the design of programs and materials. Models and methods useful for inclusion, early intervention, child care, and parent involvement are also reviewed and discussed. A general theme is the ways in which different models provide for the individual, social, and cultural differences that young

children bring to the learning environment. There is a specific curricular focus on science education and the presentation of science concepts in different models.

Martha Bronson

ED 116 Exploring Science and Social Studies through the Environment (Spring: 3)

This course provides students with the opportunity to review the nature of various instructional models and their potential application to the areas of science and the social sciences in order to encourage the development of learners and their ability to formulate meaning from their own experience. Students will be actively involved in real life situations where they will be selecting, demonstrating, and evaluating teaching strategies that they have chosen to apply.

George Ladd

ED 117 Language and Beginning Language Arts (Fall: 3)

This course examines young children's spoken and written language development. Materials and activities that support young children's (birth to grade 3) language and literacy development are described. This course offers a critical view of children's developing reading and writing abilities with special emphasis on developmentally appropriate programs. Topics include teaching phonemic awareness, systematic assessment of learning, and integrating literature.

Curt Dudley-Marling

ED 128 Technology Applications for Educators (Fall: 3)

Different types of computer programs will be examined to help educators learn how to evaluate and select computer software and instructional technology tools for the classroom. The software examined in this course will include drill and practice, tutorial simulations, education games, databases, spreadsheets, and data gathering programs. Classroom management techniques and various instructional technology tools including CD ROM technology, laser disk technology, and telecommunications will be examined. This is not a course in computer programming.

Marilyn Gardner

ED 140 Children's Literature I (Fall/Spring: 3)

Cross listed with EN 237

See course description in the English Department

Bonnie Rudner

PY 147 Early Childhood Development and Learning (Fall: 3)

This course focuses on the development and learning of the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

The Department

ED 151 Pre-Practicum for LSOE Students (Fall/Spring: 1)

Corequisites: ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

For LSOE undergraduate students only; graded as Pass/Fail

This course is a one-day-a-week practicum for LSOE sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

Carol Pelletier

PY 152 Human Development Practicum (Fall/Spring: 3)

Students volunteer for eight to ten hours per week at a site selected with the assistance of the instructor and meet in a weekly

seminar, keep a journal of their field experience, and complete readings and written assignments that integrate theory and practice. This course provides an introduction to various fields within human and community service.

The Department

ED 198 Readings and Research (Fall/Spring: 3)

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

John Cawthorne

ED 199 Independent Study in Education

(Fall/Spring/Summer: 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the course by the instructor, Department Chairperson, and the Assistant Dean.

John Cawthorne

ED 201 Classroom Management: Children With Special Needs

(Fall: 3)

This course focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. An important goal is to prepare teachers who are practiced in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Course content also considers theoretical models of discipline and classroom management strategies, and will require students to propose and develop a rationale for selection of specific techniques for a specific set of circumstances.

Philip DiMattia

ED 205 Learning and Behavior Disorders (Spring: 3)

This is a course about children who exhibit diverse learning and behavioral challenges in the classroom and in the broader school setting. It will examine ways that children learn best and study behavioral disorders that interfere with age appropriate development. Special education services provided to such children will be examined in the context of current reform movements that include the following: building based pre-referral teams, inclusion, teacher empowerment, untracking, cooperative learning and teaching models, and parental involvement.

Philip DiMattia

ED 208 Educational Strategies: Children with Special Needs

(Spring: 3)

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning. Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

The Department

ED 210 Introduction to Speech and Language Disorders

(Spring: 3)

This course presents an overview of communication disorders in children and adolescents. It covers the major problems of articulation, voice, fluency, and language. In addition, consideration is given to the impact of various types of communication disorders on

performance in school. Using a case study method, students explore issues of speech and language assessment and intervention as they relate to the design of classroom accommodations and curriculum modifications.

Jean Mooney

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

This course provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. The course focuses on the role of the teacher in secondary education reform. The major requirement of this project-based course is the development of a curriculum guide for a six-week interdisciplinary unit.

Otherine Johnson Neisler

PY 216 Research Methods and Analyses (Fall/Spring: 3)

This course is designed to prepare professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Students will be provided with the necessary strategies and techniques to read and evaluate research studies. They will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Throughout the course emphasis will be on understanding the basic concepts underlying different approaches to research design and analysis. Research examples from the fields of human development, human services, and education will be highlighted.

Larry Ludlow

The Department

PY 230 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PY 242

This course emphasizes the study of types of functional personality disorders with emphasis on diagnostic and dynamic aspects. It is designed to give students preparing to be counselors and other school personnel basic information for recognition and understanding of mental disturbance.

The Department

ED 231 Senior Seminar in Early Childhood Education

(Fall/Spring: 3)

This capstone seminar, taken concurrently with the Practicum, provides students with an opportunity to systematically reflect on their classroom experiences. Students identify a problem related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area. Students will experience the role of reflective practitioner, and, as a result, learn how to better address student needs. The class will discuss ways to help diverse students at different developmental levels learn and will explore how to better achieve social justice in the classroom, school, and community.

Nancy Zollers

The Department

ED 232 Senior Seminar in Elementary Education (Fall/Spring: 3)

See ED 231 for course description.

The Department

ED 233 Senior Seminar in Secondary Education (Fall/Spring: 3)

See ED 231 for course description.

Audrey Friedman

The Department

ED 234 Senior Seminar in Elementary and Moderate Special Needs (Fall/Spring: 3)

See ED 231 for course description.

The Department

ED 235 Senior Seminar in Elementary and Intensive Special Needs (Fall/Spring: 3)

See ED 231 for course description.

Nancy Zollers

The Department

PY 241 Family Dynamics and Interpersonal Relations (Fall/Spring: 3)

Prerequisite: PY 242

The course provides students with an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. It examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. The course gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. The concept of interpersonal relations is viewed from historical, multicultural, gender, and developmental perspectives.

John Dacey

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)

Prerequisites: PY 030, PY 031

This course provides an introduction to major theories of personality as developed by Western psychologists. It examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

The Department

PY 243 Counseling Theories (Fall/Spring: 3)

Prerequisites: PY 241, PY 242

Open to majors in Human Development only

This senior year course gives an introduction to the various theories of counseling.

Bernard O'Brien

James Mahalik

PY 244 Adult Psychology (Fall/Spring: 3)

Prerequisites: PY 030, PY 031, PY 041, or permission of the instructor

This course explores the theories and research on development across early, middle and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. It also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work in or with adult populations.

John Dacey

PY 245 Human Development Senior Practicum (Fall/Spring: 3)**Open only to seniors majoring in Human Development**

Students meet once a week to discuss their required field work (eight to ten hours per week) and to relate their field work to the theories, research and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

The Department

PY 248 Gender Roles (Spring: 3)

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

The Department

ED 250 Practicum for LSOE Students (Fall/Spring: 12)

Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisites: ED 231, ED 232, ED 233, ED 234 or ED 235

For LSOE undergraduate students only

This is a semester-long practicum experience (300+ clock hours), five full days per week, for LSOE seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

PY 250 Asian-American Gender Issues (Spring: 3)**Satisfies Cultural Diversity Core Requirement**

This four-part course examines relationships between Asian American women and men within interlocking systems of gender, race, sexuality, and economics. Part one explains how gender relations are constructed and impacted by U.S. social systems. Part two analyzes how media portrayals of Asian Americans reflect and perpetrate stereotypes, and examines the effects on Asian American identities, self-esteem, development, and relationships. Part three focuses on historical and cultural aspects of Asian Americans as a basis for understanding contemporary gender relationships. Part four surveys some important issues in Asian American communities: inter-racial relationships, gay and lesbian relationships, violence against Asians, and educational issues.

Susana M. Lowe

ED 254 Bilingual Practicum (Fall/Spring: 12)

This is a semester-long practicum experience (300+ clock hours), five full days per week, for seniors majoring in education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

ED 255 Seminar: National/International Program

(Fall/Spring: 3)

Prerequisite: Department permission

For students who have completed a semester of student teaching abroad. Students lead seminars on the culture of overseas and Native American reservation sites with students selected to participate in the National/International program for the following year.

Carol Pelletier

ED 256 Secondary Practicum for Arts and Sciences Students

(Fall/Spring: 9)

Corequisite: ED 233

For A&S Students only

This is a semester-long practicum experience (300+ clock hours), five full days per week, for A&S seniors minoring in Secondary Education. Placements are made in selected area, international, out-of-state schools, or non-school sites. Apply to the

Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

ED 258 Secondary Pre-Practicum for Arts and Sciences Students (Fall/Spring: 1)

Corequisites: ED 211, ED 323, and/or the subject methods course
For A&S Students only; graded as Pass/Fail

This is a one day a week pre-practicum experience for sophomores and juniors in A&S who are minoring in Secondary Education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements.

Carol Pelletier

ED 266 Elementary and Intensive Special Needs Practicum (Fall/Spring: 12)

Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisites: ED 231, ED 232, ED 233, ED 234, or ED 235

This is a semester-long practicum experience (300+ clock hours), five full days per week, for seniors majoring in education. Placements are made in selected Boston-area, international, or out-of-state Native American reservations. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

ED 269 Extended Practicum (Fall/Spring: 3)

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 274 Alcohol and Other Drugs (Fall/Spring: 3)

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concept of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

The Department

ED 275 Human Sexuality (Fall/Spring: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Current trends in sexual mores, the role of sex in relationships, and the role of sex in society will also be examined. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

The Department

ED 277 Nutrition, Physical Fitness, and Weight Control (Fall: 3)

Principles of nutrition, energy, body composition and physical activity, and their relationship to weight control and physiological conditioning will be examined.

The Department

ED 278 Wellness and Health: Diagnosis and Planning (Spring: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's lifestyle. Clinical, commu-

nity agencies and school health education models will be diagnosed to determine their effects upon the social, cultural, and psychological foundations of wellness/health.

The Department

ED 279 Holistic Living (Fall: 3)

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationship to the ego. Class presentations will be experiential as well as conceptual and analytical.

The Department

PY 281 Child in Society (Spring: 3)

Open to majors in Child and Society only

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary major in Child and Society. The course should be taken in the senior year. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives.

The Department

ED 286 Honors Thesis I (Fall: 3)

Boston College students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis. This course is open only to students who are candidates for Latin honors.

John Cawthorne

ED 290 Number Theory for Teachers (Fall: 3)

Cross listed with MT 290

See course description in the Mathematics Department.

Margaret Kenney

ED 291 Geometry for Teachers (Spring: 3)

Cross listed with MT 291

See course description in the Mathematics Department.

Margaret Kenney

ED 298 Honors Seminar: Philosophy of Education (Fall: 3)

This course is on the great books of education. It includes readings and discussion of such authors as Counts, Newman, Maritain, Plato, Whitehead, Locke, Rousseau, Dewey, Adler and others. The emphasis is on reading and critical writing. The goal is to promote original thought, difference of opinion, creative expression, and the formulation of one's own philosophy of education. Open only to students in the Honors Program.

Ana M. Martínez Alemán

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Corequisite: ED 258 or ED 429

This course provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities include reflection on current research: reform movements of AAAS, NRC, NSTA; inclusionary practices; interactions with experienced teachers; firsthand experience with instructional technology; and review and development of curriculum and related instructional materials.

George Ladd

ED 301 Secondary and Middle School History Methods (Fall: 3)

Corequisite: ED 258 or ED 429

This course will demonstrate methods for organizing instruction, using original sources, developing critical thinking, facilitating

inquiry learning, integrating social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work is also required.

Sara Freedman

ED 302 Secondary and Middle School English Methods (Fall: 3)

Corequisite: Secondary and Middle School English Methods

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Topics include—curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills.

Audrey Friedman

ED 303 Secondary and Middle School Language Methods

(Fall: 3)

Corequisite: ED 258 or ED 429

This course reviews recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audiovisual materials (overhead transparencies, tapes, films, and computer software) and learn how to integrate these ancillaries into their lesson plans.

The Department

ED 304 Secondary and Middle School Mathematics Methods

(Fall: 3)

Corequisite: ED 258 or ED 429

This course is designed to provide prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. This course will consider the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. It includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie R. Albert

ED 307 Teachers and Educational Reform (Spring: 3)

This course will examine the literature on reform of education, focusing on the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. Each student will be expected to take a particular issue related to school reform and research it in depth. Graduate students by permission only.

George Madaus

ED 316 Teaching Process and Content in Early Education

(Spring: 3)

Cross listed with PY 114

See course description under PY 114.

Beth Casey

The Department

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

This course includes a review of the principles and practices of developmental reading instruction and reading instruction for all learners, including at-risk learners at the middle and senior high school levels. There will be particular emphasis on teaching reading and using writing in content areas. May require field-based assignments.

Audrey Friedman

ED 343 Reform and Innovation in the Middle School

(Summer: 3)

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.

The Department

ED 346 Teaching Bilingual Students (Summer: 3)

This practical course deals with instruction of bilingual learners in bilingual, ESL, and mainstream classrooms. Literacy and content area instructional approaches will be reviewed and applied. Other topics include history and legislation related to ESL and bilingual education; influences of language and culture on students, instruction, curriculum and assessment.

María Brisk

ED 347 Honors Thesis II (Spring: 3)

Boston College students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for the writing of the thesis. This course is open only to students who are candidates for Latin honors.

John Cawthorne

PY 348 Culture, Community and Change (Fall: 3)

Offered Periodically

This course will discuss how human development is understood and enhanced through envisioning, enacting, and evaluating community-based programs aimed at the promotion of positive changes in the lives of individuals and families. It will discuss theoretical models that explain human development as deriving from systemic relationships between diverse individuals and their complex and changing cultural and ecological contexts. The course consider the role of outreach scholarship in building effective and sustainable community-based programs. Students will observe various outreach scholarship projects involving Boston College faculty and graduate students and their community partners.

The Department

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.

John Savage

The Department

ED 367 Restructuring the Classroom with Technology

(Spring: 3)

Prerequisites: ED 128, ED 628 or equivalent knowledge of instructional software

This course centers on the use of advanced technologies to explore different ways to design instructional materials. The focus of the course will be the development of broad-based and intensive projects that require familiarity with various system and software applications to the degree where unique end products will be generated (i.e., creating a presentation that contains text, audio, and video components). Students will develop a curriculum web site, use hypermedia authoring systems, graphic packages, and instructionally relevant software programs to create classroom-specific projects.

Marilyn Gardner

ED 374 Management of the Behavior of Students with Severe Special Needs (Fall/Summer: 3)

This course addresses the behavior management challenges presented by some students with special needs. Following discussion about the diagnosis and functional analysis of these behaviors, substantial emphasis is given to the practical application of applied behavior analysis techniques. Alternative and/or cooperative strategies for classroom use are also discussed.

Alec Peck

ED 380 Functional Implications of Vision Pathology (Fall: 3)

This course examines the educational implications of visual dysfunction. Structure and function of the visual system, including the neural pathways, are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course prepares students to interpret ophthalmic, optometric, and clinical low vision evaluation reports. Students are also prepared to design and carry out functional low vision assessment protocols. An overview of systems for vision stimulation, sight utilization, and visual skills training is included. This course contains a pre-practicum requirement (25 hours) in functional vision assessment.

The Department

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement. Pre-Practicum required (25 hours).

Nancy Zollers

ED 386 Introduction to Sign Language and Deafness (Fall/Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

The Department

ED 387 Intermediate Sign Language and Deafness (Spring: 3)

Prerequisite: ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.

The Department

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, student-centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the

individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course. Pre-Practicum required (25 hours).

Nancy Zollers

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

John Cawthorne

ED 398 Working with Families and Human Service Agencies (Fall: 3)

This course explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact that a child with special needs may have on a family, including the stages of acceptance and the roles which parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is locating these services in a local community. Pre-practicum required (25 hours).

Alec Peck

Graduate Course Offerings

ED 407 Secondary Curriculum and Instruction

(Fall/Spring/Summer: 3)

This course is designed to introduce prospective secondary teachers to the complexities of the work of secondary school teachers within specific, diverse communities; the historical development of the secondary schools and their curriculum, and the controversies that continue to affect their development; the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching throughout their teaching lives.

Sara Freedman

ED 411 Teaching Learning Strategies to Low Achieving Students (Summer: 3)

This course conducted as a one week summer institute is designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. The focus is on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving. The cognitive and metacognitive strategies are conceptually rooted in cognitive psychology and have been designed and field tested over the past 20 years at the University of Kansas, Center for Research on Learning.

Jean Mooney

ED 413 Models and Methods in Early Education (Fall: 3)

The major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models are presented and discussed in this course. Models and methods useful for inclusion, early intervention, child care, and parent involvement are also reviewed and discussed. The course focuses on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment. Students are encouraged to explore their own model of early childhood education. There is a specific curricular focus on science education and the presentation of science concepts in different models.

Martha Bronson

PY 415 The Psychology of Adolescence (Spring: 3)

This course provides an analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

William Kilpatrick

PY 416 Child Psychology (Fall: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological, and social environment. Typically, concentrating on the school-aged child is discussed within the framework of contemporary theories of child growth.

The Department

PY 417 Adult Psychology (Fall: 3)

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.

John Dacey

PY 418 Applied Developmental Psychology: Emphasis on Child (Fall/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

The Department

ED 420 Advanced Provisional Practicum (Fall/Spring: 6)

This is a semester-long provisional practicum, five full days per week, for graduate students in the following certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intensive/Severe Special Needs, Deaf-blindness and Multiple Disabilities, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard certification. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.

George Ladd

ED 422 Teacher Education Advanced Provisional Internship (Fall/Spring: 3)

Prerequisites: Successful completion of all required pre-practicum field assignments and courses

These are semester-long practicum experiences (300+ clock hours), five full days per week, for contract teachers currently

employed in a school district. Site choice must be pre-approved by Director of Practicum Experiences. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

Carol Pelletier

ED 434 Topics in Mathematics for Elementary School Teachers (Summer: 3)

Topics relevant to the National Council of Teachers of Mathematics Curriculum and Evaluation Standards K-6 are covered in a lecture, discussion, and workshop format. Includes meaningful use of manipulatives, visual representations of concepts and operations, teaching mathematics through children's literature, teacher-made games, and computers in elementary school mathematics.

Michael Schiro

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

This course will examine the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites. Major requirements for the course include creating a sociological portrait of a selected school site and developing an interdisciplinary curriculum unit/action project focusing on key issues facing the community and/or the school and its students.

The Department

ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)

This course asks teachers to analyze the philosophical underpinnings of educational practices. It also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. This course is designed for individuals advanced in their professional development.

Gerald Pine

Michael Schiro

ED 437 Clinical Seminar: Teacher As Researcher (Fall/Spring: 3)

In this course teachers will conduct systematic inquiry about experiences they encounter during their full practicum. It will help teachers learn how to be teacher researchers by introducing them to different types of research; helping them develop teacher research skills; and introducing them to ways of creating linkages to a larger group of colleagues. This course is designed for individuals participating in their full practicum experience.

Marilyn Cochran-Smith

Otherine Johnson Neisler

Gerald Pine

Nancy Zollers

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course is designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and aca-

democratic development. The course creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in Early Childhood, Elementary, and Secondary Education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

Richard Jackson

Jean Mooney

David Scanlon

Nancy Zollers

ED 439 The Psychology of Religious Development (Fall: 3)

Cross listed with TH 430

See course description under the Institute of Religious Education and Pastoral Ministry.

John McDargh

PY 440 Principles and Techniques of Counseling

(Fall/Summer: 3)

Only Counseling Psychology majors may take this course in the fall.

This course provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

James Mahalik

PY 441 Issues in Counseling Men (Summer: 3)

The course will examine issues related to counseling men by examining the influence of socially constructed roles on men, their families, and broader society. Specifically, the seminar will examine how men's roles impact on their personal development through the life span as well as impact on men's health, roles as partners and fathers, and how men approach mental health services. Issue specific to counseling men from access to services to creating therapeutic environments for men will be examined.

James Mahalik

PY 444 Comparative Personality Theories (Fall: 3)

This course will discuss the major theoretical orientations to the study of normal personality development. Psychoanalytic, self psychology and object relations theory, methodological and cognitive behaviorism, and humanistic and constructive-developmental theory are examined. Contributions of race, gender, and social class to personality are discussed. This course serves as a foundational course for Counseling Psychology students.

The Department

PY 445 Clinical Child Psychology (Fall: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will be considered.

Maureen Kenny

PY 446 Counseling Theory and Process (Spring: 3)

Prerequisite: PY 440 or equivalent

This course is an introduction to counseling orientations with an emphasis on the major models within the field. Specifically, theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change will be explored in each model.

James Mahalik

The Department

PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. It will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with adolescents.

The Department

ED 447 Literacy and Assessment in the Secondary School

(Fall: 3)

This course is designed to address the subject of teaching reading in the content areas of secondary schools. It demonstrates effective teaching strategies appropriate for all students, including those with special needs. The course focuses extensively on concepts, strategies and issues related to assessment, since tests of the content knowledge of high school students are essentially tests of reading comprehension.

The Department

PY 448 Career Counseling and Development (Fall/Spring: 3)

This course is an introduction to the psychology and sociology of work and career choice, and career development theory. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, people with disabilities and non-college youth. Class meetings include lecture and discussion components.

David Blustein

Susana M. Lowe

ED 450 Foundations of Educational Administration

(Fall/Summer: 3)

This course brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.

Irwin Blumer

Robert J. Starratt

ED 451 Human Resources Administration (Spring/Summer: 3)

This course addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. More specifically, the course situates human resource development within the larger agenda of increased quality of student learning and the democratization of the school environment.

Robert J. Starratt

ED/PY 460 Interpretation and Evaluation of Research

(Fall/Spring/Summer: 3)

This course is designed to improve the student's understanding of the research literature in education and psychology. The course concentrates on developing the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

John Jensen

Larry Ludlow

ED/PY 462 Assessment and Test Construction (Fall: 3)

This course addresses the major problems of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. The emphasis is on practical application to classroom use. Basic techniques of test construction, item writing, and analysis are included.

Joseph Pedulla

PY 464 Intellectual Assessment (Fall: 3)

For Doctoral and Master's students in Counseling Psychology. Others by permission only.

This course is a critical analysis of measures of intellectual functioning, with a focus on the Wechsler scales. This course is designed to develop proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals are addressed.

Maureen Kenny

PY 465 Psychological Testing (Fall/Spring: 3)

This is an introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments are included. Laboratory experience in administration, scoring, and interpretation of psychological tests will be gained as well.

The Department

ED 466 Models of Curriculum and Program Evaluation (Fall: 3)

This is an intensive study of the leading models of program and curriculum evaluation. Their strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.

George Madaus

ED 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

The Department

ED/PY 468 Introductory Statistics (Fall/Spring/Summer: 3)

This is an introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Computer instruction in the alpha operating system and SPSS statistical package are provided.

John Jensen

Larry Ludlow

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ED/PY 468 or its equivalent and computing skills

This course normally follows ED/PY 468 or its equivalent. Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.

John Jensen

Larry Ludlow

ED 471 Learning Dimensions: Theory and Practice (Summer: 3)

Classroom instructional practice and development of higher level thinking and learning skills are emphasized. Attention is given to learning styles and an in-depth application of learning theory for more effective communication with students and adults.

The Department

ED 473 Teaching Writing (Summer: 3)

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.

Bonnie Rudner

ED 480 Assistive Technology for Individuals with Disabilities (Summer: 3)

Provides an overview of the emerging field of assistive technology. Emphasizes an interdisciplinary perspective for the practical application of technology solutions to children and young adults with disabilities. Lectures, demonstrations, readings, and discussions examine a wide range of adaptive technologies for increasing both independence and personal productivity in home, school, and community settings.

Richard Jackson

ED 487 Blindness and Visual Impairment (Fall: 3)

This is a first course in the study of work with individuals who have visual disabilities. The first half examines the evolution of services in terms of quality and effectiveness. The second half of the course focuses on psychosocial development and adjustment. The intent of this course is to help the student develop a personal philosophy and professional style of service delivery.

Richard Jackson

ED 492 Organization and Administration of Services for Individuals Who Are Deaf-Blind or Multiply Disabled (Spring: 3)

The histories of deaf, blind, and deaf/blind services are presented. Various etiologies of deaf-blindness are discussed along with their implications for intervention with persons with deaf-blindness. Legislation and litigation relating to special services for individuals with deaf-blindness are overviewed. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

Barbara McLetchie

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.

The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course presents information on the reciprocal relationship between human development and disabilities. Beginning with conception, all of the major life stages are covered. The course also

addresses how disabling conditions can begin, become altered in their nature and manifestations, and in some instances end. Prevention of disabilities across life stages is yet another major theme.

The Department

ED 508 Pre-Practicum for Educational Administration Students (Fall/Spring: 1)

For Graduate Students in Educational Administration

This is a 75 hour pre-practicum experience for Educational Administration students who are seeking certification. Students work with the Practicum supervisor or faculty advisor to arrange their placements, which are made in selected educational sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.

Irwin Blumer

ED/PY 511 Alternative Strategies for Working with Children Affected by Organized Violence (Summer: 3)

This multicultural, interdisciplinary workshop will introduce its participants to theoretical and practical knowledge of techniques of play, dramatization, drawing, movement, and sound as resources for an alternative approach to mental health work with survivors of organized violence and oppression.

The Department

ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)

This course examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.

Marilyn Cochran-Smith

PY 518 Issues in Life Span Development (Fall/Spring/Summer: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

The Department

ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives. The course will include a laboratory experience each week.

Lillie R. Albert

Michael Schiro

ED 528 Understanding Learning Disabilities and Education (Summer: 3)

Prerequisites: ED 044 or ED 438, or waiver for equivalent experience

General and special educators are responsible for serving students with learning disabilities, only some of whom have an identified disability. Course topics include: theories and knowledge of what learning disabilities are, characteristics of students with LD across the life span and major approaches to service delivery and

instruction. Some teaching methods will be shared. Reading will be required. This course is appropriate for educators working at the elementary level and higher.

David Scanlon

PY 528 Multicultural Issues (Spring/Summer: 3)

This course is designed to assist Counseling Psychology students and those in related disciplines (such as higher education, developmental psychology, nursing) to become more effective in their work with ethnic minority and homosexual clients. The course is designed to increase students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. It will examine the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and will also present an overview of relevant research.

Susana M. Lowe

The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

PY 529 Psychology of Drug and Alcohol Abuse (Summer: 3)

This course is designed for the student who is interested in the study of both the theoretical and applied aspects of alcohol and substance abuse. The course will focus on the psychological, physiological, sociological, and economic aspects of addiction in society.

The Department

PY 540 Issues in School Counseling (Spring: 3)

An intensive analysis of philosophical, technical, and administrative issues contributing to the professional identity and function of the counselor in a public educational milieu. School Counseling majors only.

Mary Walsh

ED 542 Reading and Language Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course examines the nature of oral and written language learning and development (K-12) within a variety of instructional perspectives. Topics include approaches to beginning reading, reading strategies, writing processes, second language learners, interrelationships among language areas, assessment, and research that affects classroom reading and writing instruction.

Curt Dudley-Marling

John Savage

ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course introduces students to the theory and practice of instruction in science and health at the elementary school level. It focuses on the importance of science and health in the curriculum and in children's lives, and explores instructional techniques related to teaching about the natural world.

The Department

PY 549 Psychopathology (Fall/Spring: 3)

Prerequisite: PY 444 or equivalent

This course examines selected DSM-IV disorders and considers diagnostic issues, historical changes, theoretical perspectives, and

research. Through case examples, students will learn to conduct a mental status examination and interpret various forms of psychopathology.

Elizabeth Sparks
The Department

ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)

This seminar will examine policy issues related to educational testing and assessment.

Albert Beaton

ED/PY 561 Evaluation and Public Policy (Fall: 3)

Prerequisite: ED 466 or consent of instructor

Offered Periodically

This course will examine the conceptual and practical aspects of evaluating social interventions, with an emphasis on integrated service models.

George Madaus

ED/PY 565 Quantitative Data Collection Procedures: Theory and Practice (Fall/Spring: 3)

Offered Periodically

This course is designed to examine measurement concepts and data collection procedures in the context of large-scale assessment. The technical, operational, and political issues are considered in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Framework development, instrument development, sampling, data collection, analysis, and reporting are covered in relation to both standardized educational achievement tests and questionnaires.

The Department

ED 577 Elementary Internship (Fall/Spring: 3)

See ED 422 for course description.

Carol Pelletier

ED 579 Educational Assessment of Learning Problems (Fall: 3)

Not open to Special Students

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress. Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.

Jean Mooney

ED 583 Foundations of Orientation and Mobility for the Visually Impaired (Summer: 3)

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor, and pre-cane mobility.

Richard Jackson

ED 587 Teaching and Learning Strategies (Spring: 3)

Prerequisite: ED 579

Not open to Special Students

This course is oriented to the development of Individual Education Programs (IEP) for students with special needs. It

includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies.

Jean Mooney
David Scanlon

ED 588 Curriculum and Instructional Strategies for the Visually Impaired (Spring: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.

Richard Jackson

ED 592 Foundations of Language and Literacy Development (Fall: 3)

This course is an introduction and an overview of language and literacy development. Contents include the following: basic elements of language acquisition, current theories of normal language development, issues related to delayed or different language development, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.

The Department

ED 593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall: 3)

Prerequisite: ED 542 or equivalent

This course examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). The focus is on the needs of students from varied populations. The course content includes consulting skills and laws related to reading and literacy issues.

Curt Dudley-Marling

ED 601 Seminar in Statistical and Measurement Topics (Spring: 3)

Prerequisites: ED/PY 468 and ED/PY 469

This seminar will investigate various research topics using data from the Third International Mathematics and Science Study (TIMSS). These data will be used to demonstrate advanced and original statistical methods.

Albert Beaton

PY 605 Ethical and Legal Issues in Counseling Psychology (Summer: 3)

This course examines legal and ethical issues in the practice of mental health counseling. Topics include professional codes and ethical principles; laws governing mental health professions; confidentiality, privacy and record keeping; client rights and malpractice; issues in counselor education and supervision; impaired professionals; dual role relationships; psychological assessment; issues specific to ethnic and non-ethnic minorities, children and specialized treat-

ment modalities and techniques. Emphasis is on the preparation of mental health counselors and other mental health professionals. Students will develop ethical decision making skills that support the highest quality of care for their clients and patients within professional standards of practice.

The Department

ED 610 Clinical Experience (Fall/Spring: 6)

Prerequisites: Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience for advanced level students working in schools in a professional role. This clinical experience covers the following graduate certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intensive/Severe Special Needs, Deafblindness and Multiple Disabilities, and Vision. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.

Carol Pelletier

PY 611 Learning and Development: The Special Needs of Early Learners (Spring: 3)

This course will focus on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Individual differences and the effects of special needs on learning and development will be examined and program implications will be discussed.

Beth Casey

PY 615 Social and Affective Processes Across the Life Span (Spring: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

The Department

ED 617 The Principalship (Fall: 3)

This course will introduce students to the role and responsibilities of the principal. It will help students to understand the traits that make one a successful principal. Emphasis will be placed on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. The students will explore the complexities of effective leadership in theoretical and practical terms.

Irwin Blumer

PY 617 Learning and Cognition (Spring: 3)

This course focuses on understanding the principles of learning and cognition and their application to human services and education. Specific goals include: gaining a historical overview of the different approaches to the study of human learning and cognition, understanding theories and research in these areas of psychology and

their application to real world situations, and developing an understanding of individual differences in how people learn and process information, with applied examples across the life span.

Beth Casey

ED 618 Finance and Facilities Management (Spring: 3)

This course will provide basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes and relate them to educational planning.

The Department

ED 619 Ethics and Equity in Education (Fall: 3)

In this course, students are asked to consider not only what should be done to create equitable school communities, but why the effort should be undertaken in a democratic society. Students are asked to examine the historical and political backgrounds of the major cultural groups in school districts, especially those that have been marginalized (persons of color, the poor, immigrants, and women), and to explore the appropriateness of various curricular and instructional models for a wide range of children.

Robert J. Starratt

ED 620 Practicum in Supervision (Spring: 3)

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

Irwin Blumer

ED 622 Practicum in School Principalship (Spring: 3)

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

Irwin Blumer

ED 623 Practicum in Superintendency (Spring: 3)

A 150-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a university representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

Irwin Blumer

ED 626 Seminar in Educational Administration (Spring: 3)

Corequisites: ED 620, ED 622, ED 623, or ED 653

This seminar is designed to enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration, along with day-to-day school management issues.

Rev. Joseph O'Keefe

ED 628 Computer Applications for Educators (Fall/Summer: 3)

Using criteria related to effective instructional management and learning styles, educators will actively critique commercially available software designed for use in classrooms. Students will also develop programs, presentations, and web pages that are useful in their own classrooms, incorporating text, graphics and sound. Substantial lab time is included in the course and students are required to supplement this with personal lab time.

Marilyn Gardner

ED/PY 633 The Impact of Psychosocial Issues on Learning (Summer: 3)

An examination, from a holistic perspective, of the psychological and social issues (e.g., depression, violence, abuse) that affect learning in children and adolescents. The role of risk and protective factors in the development of vulnerability and resilience will be discussed. The course will highlight collaboration of educators with professionals involved in addressing psychological and social issues. Nine-hour field lab experience is included.

The Department

PY 638 Principles of Short Term Counseling (Spring/Summer: 3)

This course will examine the theoretical foundations and empirical status of behavior therapy. The efficacy of these models and other integrative approaches will be analyzed through clinical application.

The Department

PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring: 3)

Prerequisite: Consent of instructor. Advance sign up in Counseling Psychology Office required.

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research. Limited to 20 students.

David Blustein

Bernard O'Brien

PY 642 Introduction to Play Therapy (Summer: 3)

An examination of various theoretical approaches to play therapy as a treatment modality for school age and preschool children. Techniques, methods, and processes of play therapy will be discussed, as well as strengths and limitations of this treatment approach.

The Department

PY 643 Practicum in School Counseling Pre-K-9 (Fall/Spring: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Counseling degree students seeking certification in school guidance counseling grades Pre-K-9

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

The Department

PY 644 Practicum in School Counseling, 5-12 (Fall/Spring: 3)

Prerequisites: Consent of Practicum Coordinator, Dr. Sandra Morse

Open only to Counseling degree students seeking certification in school guidance counseling grades 5-12

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.

The Department

PY 646 Internship-Counseling I (Fall: 3)

Prerequisites: Consent of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.

The Department

PY 648 Practicum in Counseling (Fall/Spring: 3)

Open only to Counseling Psychology students

Pre-internship, supervised curricular experience that provides for the development of counseling and group work skills under supervision. Training consists of peer role plays and laboratory experiences with individual and group supervision.

Sandra Morse

ED 652 Practicum in Special Education Administration

(Spring: 3)

Corequisite: ED 626

A semester-long, field based experience in the role of a special education administrator. The practicum is supervised by a university faculty member.

The Department

ED 656 Administration of Local School Systems (Spring: 3)

Offered Periodically

This course examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent (or other central office administrators including supervisors and directors) provide effective leadership to a school system? What are the issues he/she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

Irwin Blumer

ED/PY 667 General Linear Models (Fall: 3)

Prerequisite: ED/PY 468 and ED/PY 469

This course addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; step-up versus step-down procedures; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.

Larry Ludlow

ED/PY 669 Psychometric Theory (Spring: 3)

Prerequisite: ED/PY 468 and ED/PY 469

This course presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory, and item response theory. Specific topics include Rasch model one-parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.

Larry Ludlow

ED 673 Fostering Faith Across the Life Cycle (Fall: 3)

Cross listed with TH 593

See course description under the Institute of Religious Education and Pastoral Ministry.

ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Summer: 3)

This course examines the complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. The major areas that will be examined are the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

Lillie R. Albert

ED 675 Consultation and Collaboration in Education (Spring: 3)

This course is designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. In addition to competence in their disciplinary areas, educators now need to be able to interact effectively with other adults in problem solving and decision making capacities. The course will present conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults.

Alec Peck

The Department

ED 676 Catholic Schools in the 2000s (Summer: 3)

Prerequisite: By arrangement

This course focuses on the financing and restructuring of Catholic education. Course content includes case studies, approved readings, and participation in the Selected Programs for Improving Catholic Education (SPICE) conference, held annually at Boston College. SPICE highlights and recognizes outstanding K-12 Catholic school programs throughout the nation.

Rev. Joseph O'Keefe, S.J.

ED 678 Advanced Classroom Research: Experienced Teacher as Researcher (Fall/Spring: 3)

Open to certified teachers only

Designed for certified teachers who are continuing their education at the Master's level, this course draws on the work of K-12, school-based teacher researchers as well as university-based teachers and researchers who work collaboratively with teachers. It is intended to help experienced teachers document their own practice and its impact on other educational professionals in communities of inquiry.

The Department

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary

evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

The Department

ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

Barbara McLetchie

ED 705 Education Law and Public Policy (Fall: 3)

This course addresses the political and legal aspects of the role of education in our democratic society. It provides an introductory survey of public policy issues and laws governing public preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Diana Pullin

ED 708 Issues in Contemporary Higher Education

(Fall/Spring/Summer: 3)

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the preregistration period.

Ted I.K. Youn

The Department

ED 709 Research on Teaching (Fall: 3)

This course is designed to introduce Ph.D. students to conceptual and empirical teachers and teaching as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development.

Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum

(Spring: 3)

This course will introduce Ph.D. students in Curriculum and Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. The course will focus on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic and social contexts that have marked their conceptualization and change inside and outside of schools.

Sara Freedman

The Department

ED/PY 712 Principles and Methods of Outreach Scholarship (Spring: 3)

This course discusses the theoretical, methodological, and pragmatic issues involved in outreach scholarship, that is, the generation, transmission, preservation, or application of knowledge, through university-community collaborations, to address community-defined issues pertinent to the enhancement of the life chances of children and families. Several modes of outreach scholarship are discussed (e.g., technical assistance, policy engagement and analysis, demonstration projects, consultation, needs assessment, program design and evaluation, training, continuing education, and community-collaborative action research). Students develop knowledge through participating in a community-based project involving one of these modes of outreach scholarship.

The Department

PY 714 Advanced Research Methods in Counseling, Developmental and Educational Psychology (Spring: 3)

This course is intended to be taken in conjunction with PY 667 and parallels a discussion of research design along with material from the statistics course. Students design research projects, analyze data, and apply learned statistical concepts. Focus is on methods involved in the identification and measurement of change (i.e., resulting from interventions, as a consequence of ontogenetic development across the life-span, or in relation to institutional influences deriving from schools). Topics discussed include: multivariate versus univariate analyses of change; the nature of developmentally-sensitive research designs; classical versus developmental issues in test theory; techniques pertinent to establishing measurement equivalence.

The Department

ED 720 Curriculum Leadership (Spring: 3)

This is an advanced-level course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, styles of curriculum evaluation, and theories of the curriculum change process. For persons with teaching or curriculum experience.

Michael Schiro

ED 729 Controversies in Curriculum and Instruction (Fall: 3)

This course examines selected major curriculum issues from the contrasting perspectives of two ideological frameworks: the neo-conservative model that has been politically dominant over the past decade, and the dissenting paradigms of critical theorists and other anti-establishment intellectuals. After an early consideration of frameworks, specific curriculum issues will be addressed. Students may focus the major paper on their particular research interests.

Otherine Johnson Neisler

PY 740 Psychology of Women (Fall/Spring: 3)

An examination of major theories and research topics in the field of the psychology of women: gender differences; theory and research on women's social, affective, and cognitive development; discussion of social context; race and ethnicity of women; women's issues and implications for counseling; and methodological issues in conducting research in the above areas.

The Department

PY 741 Advanced Seminar in Psychopathology (Spring: 3)

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.

Mary Walsh

PY 743 Counseling Families (Fall/Spring: 3)

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

Etiony Aldarondo

Mary Walsh

PY 744 Psychology of Aging (Spring: 3)

Offered Periodically

This course is open to master's and doctoral level students who plan to work with an elderly population. A developmental approach to adult transitions from youth to middle and old age will be stressed. Topics will include developmental crises of physical change, pre-retirement, post-retirement issues, alienation, loneliness, grief, depression, and approaching death. Theories of coping and adjustment will be approached from a preventative health care perspective.

Michael Smyer

PY 746 Internship-Counseling II (Spring: 3)

Prerequisites: PY 646 and consent of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

PY 748 Practicum in Counseling II (Spring: 3)

This course is a continuation of PY 648 (see that course for description).

Sandra Morse

ED 755 Theories of Leadership (Fall: 3)

This course explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Models and processes of institutional restructuring and inter-professional collaboration are highlighted. This course is recommended for doctoral students.

The Department

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the 20th century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Philip Altbach

ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)

This course focuses on how the American university is organized and governed. It examines the basic elements as well as structure and process of the American university. Such topics as models of governance, locus of control, leadership, and strategic environments for the American university are considered.

Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Karen Arnold

ED 773 Teaching and Learning in Higher Education (Spring: 3)

Planning, organizing, delivering, and evaluating learning experiences for college students will be examined with special emphasis on research findings and new technologies.

The Department

ED 774 The Community-Junior College (Spring: 3)

This course is an examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

The Department

ED/PY 778 College Student Development (Fall/Spring: 3)

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ED 779 Global and Comparative Systems in Higher Education (Spring: 3)

Colleges and universities are part of an international system of post-secondary education. This course offers a perspective on the organization and structure of higher education worldwide, as well as an analysis of central issues affecting academe internationally. Examples from other countries are related to the American context. Among the topics considered are global trends in the expansion and organization of higher education, international study and its impact, the political role of universities, student activism, the role and status of the academic profession, styles of academic leadership in other countries, and others.

Philip Altbach

ED 801 Clinical Experience and Seminar in Administration (Fall/Spring: 3)

This year-long, field-based seminar is offered for students seeking full certification in educational administration. The course is designed to assist experienced school administrators in dealing effectively with day-to-day school management issues, and to link theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particular attention is given to methods of evaluation and supervision of adult members of the school community.

Robert J. Starratt

ED 807 The Academic Profession (Spring: 3)

The academic profession is examined from a sociological, cultural, and international perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession.

Philip Altbach

ED 808 Public Policy, Politics, and Higher Education (Fall/Spring: 3)

This course will examine how policy design, policy contexts, and dynamic processes in higher education work. It focuses on several contemporary public policy issues in higher education such as unequal access to higher education, affirmative action in higher education, federal funding of scientific research, and others.

Ted I.K. Youn

PY 817 Applied Adolescent and Adult Development: Theories and Research (Spring: 3)

Limited to 15 students

This seminar is designed to provide an in-depth examination of developmental aspects of adolescence and early, middle and late adulthood. Variables considered in the course include cognitive, personality, physiological, social, and moral development, as well as learning, peer relations, marriage and the family, work, and growth-promoting situations. Critical issues are debated, research designs are discussed, and applications of theory and research to actual life circumstances are included. Students will participate in a limited practicum experience in a setting with adolescents or adults as part of this course.

John Dacey

ED/PY 829 Design of Research (Fall/Spring: 3)

This course examines different approaches to the design of qualitative and quantitative research. The epistemology underlying these broad traditions of research designs will be discussed, as will the nature of research problems that different designs may be used to investigate. The manner in which different designs and methods may be used to complement one another also will be treated.

Walter Haney

Joseph Pedulla

ED 830 Directed Research in Religious Education (Fall/Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Harold (Bud) Horell, Coordinator

PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)

Prerequisite: Consent of Director of Training

Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.

The Department

PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3)

Doctoral students in Counseling Psychology only

This seminar examines the counseling psychology literature emphasizing psychotherapy and counseling treatment research. The seminar format is designed for students to participate actively in

class discussions and individual and small group presentations. Students are expected to review critically and discuss the current literature, to present and critique research exemplifying particular topics and designs, and to propose empirical studies that could advance the counseling psychology research agenda. Sign up in the Counseling Psychology Office in advance.

James Mahalik

PY 842 Seminar in Counseling Theory (Spring: 3)

Doctoral students in Counseling Psychology only

The purpose of this course is threefold: first, to examine critically certain basic issues and concepts that must be handled by any theory of counseling; second, to outline cultural factors mediating between reality and theory; and third, to apply those concepts in the analysis of contemporary theories of counseling and psychotherapy. During the semester, nine main issues are dealt with including: (1) the concept of the person; (2) the logic of explanation in counseling theory; (3) the purpose of living; (4) the self; (5) emotion; (6) rationality; (7) freedom and determinism; (8) values and morals; and (9) therapeutic change.

Etiony Aldarondo

PY 843 Seminar in Career Development (Fall: 3)

Prerequisite: PY 448 or equivalent

Offered Periodically

This course is an advanced seminar on career development theory and research. Special attention will be devoted to issues specific to persons of color, women, gays, lesbians, people with disabilities, and non-college youth. The overall course objective is to review and critique the existing literature as it relates to the assumptions underlying various theoretical approaches to career behavior and development, the empirical support for theoretical constructs, and the empirical efforts related to career interventions. Psychological, sociological, and sociopolitical perspectives are used in accomplishing course goals.

James Mahalik

PY 844 Seminar in Counseling Supervision (Spring: 3)

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator. Sign up in the Counseling Psychology Office in advance.

The Department

PY 846 Advanced Pre-internship Counseling Practicum

(Fall/Spring: 1)

Prerequisites: Advanced Pre-internship Counseling Practicum

2 credits in the spring semester

Pre-internship placement in mental health setting accompanied by biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

Mary Walsh

PY 849 Doctoral Internship in Counseling Psychology

(Fall/Spring: 1)

Prerequisites: Consent of Director of Training; minimum of 400 clock hours of counseling practicum (e.g. PY 646, 746, 846)

Doctoral candidates in Counseling Psychology only

Internships cover a calendar year and students must complete the equivalent of one full year (40 hours/week) either for four semesters (1 credit hour per semester) or for two semesters (2 credit hours per semester). Applications should be submitted in November of the

preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities. By arrangement.

Elizabeth Sparks

Mary Walsh

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

Students will be introduced to the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. The course requires a research project involving participant observation and/or interviewing.

The Department

ED 859 Readings and Research In Curriculum and Instruction

(Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. By arrangement.

Marilyn Cochran-Smith

ED/PY 861 Construction of Attitude and Opinion

Questionnaires (Fall: 3)

This course is usually taken with ED/PY 860 the second semester as the first of a two-course sequence. Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed.

Ronald Nuttall

ED 873 Curriculum Development and Design in Higher

Education (Fall: 3)

This course focuses on the evolution of the undergraduate curriculum in American higher education by tracing major social and cultural forces that have influenced the nature and purpose of undergraduate education. It will also examine the ways to assess the effectiveness of undergraduate teaching and learning in contemporary institutions.

Ted I.K. Youn

ED 876 Financial Management in Higher Education (Spring: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, endowment management, and specific techniques used in financial analysis.

Frank Campanella

PY 879 Introduction to Psychoanalysis (Fall: 3)

Cross listed with UN 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

W.W. Meissner, S.J., M.D.

The Department

ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year (e.g., fall and spring). Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.

Dennis Shirley

ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.

Dennis Shirley

ED 901 Urban Catholic Teacher Corps (Fall/Spring/Summer: 0) Open only to teachers participating in the Urban Catholic Teacher Corps Program

See UCTC program brochure for details, or contact the Program office at (617) 552-0602.

Madeleine Gervais

ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. By arrangement.

The Department

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study. By arrangement.

Maureen Kenny

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development, across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

The Department

PY 920 Seminar on Current Issues in Applied Developmental and Educational Psychology (Spring: 3)

This course will be offered one a year and will be taught by faculty on a rotating basis. The faculty member teaching it will emphasize his or her own research area, highlighting the relevant theoretical, conceptual, and methodological issues. This will allow students to become familiar with the research of the faculty in an in-depth way. It will also provide a useful avenue for students' own research participation.

The Department

ED 921 Readings and Research in Higher Education Administration (Fall/Spring/Summer: 3)

Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study. By arrangement.

Robert J. Starratt

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Spring: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Ronald Nuttall

PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Spring: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Jim Mahalik

ED 951 Dissertation Seminar in Curriculum and Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

ED 953 Instructional Supervision (Spring: 3)

This course introduces students to many of the contested issues in the field of supervision such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral activity, as a community nested activity, as an artistic activity, as a motivating activity, and as a collaborative activity. Throughout the course we will stress the need for a restructuring of supervision as an institutional process.

Robert J. Starratt

ED 956 Advanced Seminar: Law and Elementary and Secondary Education (Spring: 3)

Prerequisite: ED 705 or consent of instructor

This seminar focuses on legal, policy, and ethical issues that affect preschool, elementary, secondary, and special education in the United States. The primary focus will be upon contemporary legal issues confronting educators, including such issues as access to education reform laws and their impact on curriculum and instruction;

charter schools; equal educational opportunity; curriculum control; school finance; high-stakes testing programs; and student, teacher, administrator, and parental rights.

Diana Pullin

ED 960 Seminar in Educational Measurement and Research

(Spring: 3)

Offered Periodically

This course is an examination of theoretical and procedural developments in measurement, evaluation, and research methodology.

The Department

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisite: ED/PY 771 and Doctoral Standing

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products. Prior consultation with the faculty member regarding research interest is encouraged.

Karen Arnold

**ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)
Restricted to M.A. and Ph.D. students in Higher Education, with special section for Administrative Fellows in Higher Education**

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.

Karen Arnold

Ted I.K. Youn

ED 982 Dissertation Seminar in Higher Education (Fall: 3)

Prerequisite: Advanced Statistics and Research Design. Permission of instructor

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

Diana Pullin

ED/PY 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

ED/PY 998 Doctoral Comprehensives (Fall/Spring: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.

Dennis Shirley

ED/PY 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal peti-

tion for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Law School

INTRODUCTION

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical and professional development while fostering a unique spirit of community among its students, faculty and staff. In 1996, the Law School opened a new multimedia law library. In 1999, construction was completed on a new classroom and faculty office wing, which includes five state-of-the-art lecture halls with data connections to every seat for use of computers in the classroom. New, too, is the administrative suite for Career Services which benefits the needs of a leading professional school. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

PRE-LEGAL STUDIES

Boston College Law School does not designate a particular undergraduate program or course of study as the best preparation for the study of law. Since law spans virtually all of the social, economic and political processes of our society, every undergraduate major will include areas of study that can relate to subsequent legal education.

ADMISSION REQUIREMENTS

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a bachelor's degree from an accredited college or university. In addition, the applicant must take the Law School Admission Test (LSAT) and register with the Law School Data Assembly Service (LSDAS). The Law School has no minimum cutoff for either GPA or LSAT. Every application is read by the Director of Admissions and/or a member of the Admissions Committee. Boston College Law School strongly encourages applications from qualified minorities, disabled candidates or other students who have been socially, economically, or culturally disadvantaged.

APPLICATION PROCEDURES

Application must be made upon the official forms, and, as noted therein:

- Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- Two letters of recommendations may be submitted through the LSDAS letter of recommendation service.
- Decisions made by the Committee on Admissions will be mailed to applicants beginning in December. The application fee is not refundable.
- Acceptance Deposit: To hold a place in the class an accepted applicant must send an initial deposit of \$200 to Boston College Law School by the date specified in the letter of acceptance. The deposit will be credited toward tuition for the first semester. A second deposit of \$400 is due on June 1. If notice of withdrawal is given to the school by July 1, \$400 of the acceptance deposits are refundable.

First semester tuition and charges must be fully paid by August 10, or the date set in the tuition bills, in order to retain a place in the entering class.

REGISTRATION FOR BAR EXAMINATION

You may be required to register with the Board of Bar Examiners of certain states prior to or shortly after beginning law

school if you intend to practice in those states. For further information, you should contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Dean for Students Office also has bar examination information available.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Normally, four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, a copy of the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

FINANCIAL AID PROGRAMS

All financial aid is processed through the University's Office of Student Services and the Law School Admissions Office. Awards are made on the basis of need and may include tuition remission scholarships as well as low-interest loan funds. The Law School has also developed a Loan Repayment Assistance program providing financial assistance to graduates taking traditionally lower-paying positions in government, non-profit corporations, and legal services programs. All applicants for financial aid must file the FAFSA (Free Application for Federal Student Aid) and either the Need Access or Profile form. Processed forms should be received by March 15.

DUAL DEGREE PROGRAM IN BUSINESS ADMINISTRATION AND LAW

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN SOCIAL WORK AND LAW

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups and communities. Students may obtain the two degrees in four years, rather than the usual five

years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN EDUCATION AND LAW

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degrees in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification or education or human services licensure must meet all of the requirements in the Lynch Graduate School of Education for that certification/licensure.

OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to Confirmation of Registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices, and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions, Boston College Law School, 885 Centre Street, Newton, MA 02459. Course descriptions and scheduling information are also available at the BCLS web site: <http://www.bc.edu/lawschool>.

Faculty

Arthur L. Berney, *Professor Emeritus*; A.B., LL.B., University of Virginia
Richard G. Huber, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University
Francis J. Nicholson, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University
Emil Slizewski, *Professor Emeritus*; A.B., L.B., Boston College.
Hugh J. Ault, *Professor*; A.B., LL.B., Harvard University
Charles H. Baron, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University
Robert C. Berry, *Professor*; A.B., University of Missouri; LL.B., Harvard University
Robert M. Bloom, *Professor*; B.S., Northeastern University; J.D., Boston College
Mark S. Brodin, *Professor*; B.A., J.D., Columbia University
George D. Brown, *Professor*; A.B., LL.B., Harvard University
Daniel R. Coquillette, *Monan Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University
Peter A. Donovan, *Professor*; A.B., LL.B., Boston College; LL.M., Georgetown University; LL.M., Harvard University
Scott T. FitzGibbon, *Professor*; A.B., Antioch College; J.D., Harvard University
John M. Flackett, *Professor*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania
Sanford J. Fox, *Professor*; A.B., University of Illinois; LL.B., Harvard University
Phyllis Goldfarb, *Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University
Ruth-Arlene W. Howe, *Professor*; A.B., Wellesley College; S.M., Simmons College; J.D., Boston College
Sanford N. Katz, *Professor*; A.B., Boston University; J.D., University of Chicago
Thomas C. Kohler, *Professor*; A.B., Michigan State University; J.D., Wayne State University
Cynthia C. Lichtenstein, *Professor*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago
Zygmunt J. B. Plater, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., University of Michigan
James R. Repetti, *Professor*; B.A., Harvard University; M.B.A., J.D., Boston College
James S. Rogers, *Professor*; A.B., University of Pennsylvania; J.D., Harvard University
Aviam Soifer, *Professor*; B.A., M. Urban Studies; J.D., Yale University
Mark R. Spiegel, *Professor*; A.B., University of Michigan; J.D., University of Chicago
Catherine Wells, *Professor*; B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
David A. Wirth, *Professor*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
Alfred C.C. Yen, *Professor*; B.S., M.A., Stanford University; J.D., Harvard University
Michael Ansaldi, *Associate Professor*; A.B., Columbia University; J.D., Yale University
Mary S. Bilder, *Associate Professor*; B.A. University of Wisconsin, Madison; A.M., J.D., Ph.D. (cand.), Harvard University

Kent Greenfield, *Associate Professor*; A.B., Brown University; J.D., University of California Law School

Dean M. Hashimoto, *Associate Professor*; A.B., Stanford University; M.S., University of California (Berkeley); M.P.H., Harvard University; M.D., University of California (San Francisco); J.D., Yale University

Frank R. Herrmann, S.J., *Associate Professor*; A.B. Fordham University; M.Div., Woodstock College; J.D., Boston College

Ingrid Hillinger, *Associate Professor*; A.B., Barnard College; J.D., College of William & Mary

Ray Madoff, *Associate Professor*; A.B. Brown University; J.D., LL.M., New York University

Judith A. McMorrow, *Associate Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame

Sharon Hamby O'Connor, *Associate Professor and Law Librarian*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University

Judith B. Tracy, *Associate Professor of Legal Reasoning, Research and Writing*; B.A., University of Michigan; J.D., University of Chicago

Sharon Beckman, *Assistant Professor*; A.B., Harvard University; J.D., University of Michigan Law School

Mary Ann Chirba-Martin, *Assistant Professor of Legal Reasoning, Research and Writing*; B.A., Colgate University; J.D., Boston College

Anthony Farley, *Assistant Professor*; B.A., University of Virginia; J.D., Harvard University

Pamela Smith, *Assistant Professor*; B.S., Devry Institute of Technology; M.B.A., St. Thomas University; J.D., Tulane University Law School

Paul Tremblay, *Adjunct Professor*; B.A., Boston College; J.D., University of California at Los Angeles

Joan Blum, *Adjunct Associate Professor*; A.B., Radcliffe College; J.D., Columbia University

Leslie Espinoza, *Adjunct Associate Professor*; B.A., University of Redlands; J.D., Harvard University

Jane K. Gionfriddo, *Adjunct Associate Professor*; B.A., Wesleyan University; J.D., Boston University

Alan Minuskin, *Adjunct Associate Professor*; B.A., University of Miami; J.D., New England School of Law

Francine T. Sherman, *Adjunct Associate Professor*; B.A., University of Missouri; J.D., Boston College

Daniel Barnett, *Adjunct Assistant Professor*; B.A., J.D., University of the Pacific

Elisabeth Keller, *Adjunct Assistant Professor*; B.A., Brandeis University; M.A., J.D., Ohio State University

Daniel Kanstroom, *Adjunct Assistant Professor*; B.A., State University of New York, Binghamton; J.D. Northeastern University

Evangeline Sarda, *Adjunct Assistant Professor*; B.A., Yale University; J.D., Columbia University

Wallace E. Carroll School of Management

UNDERGRADUATE WALLACE E. CARROLL SCHOOL OF MANAGEMENT

MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

REQUIREMENTS FOR THE DEGREE

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses (and one, one credit course; see below) that are distributed over eight semesters of four academic years. Students must complete these

courses with a cumulative average of at least 1.5. Within this complement of courses is the University Core curriculum (courses in the liberal arts and sciences, required of all students), the Management Core courses, a Management concentration of at least four courses, and electives. The one credit course, referred to above, is *Introduction to Ethics* and it is taken during Freshman year.

The courses required for graduation are listed below. The course number given is that of the course most commonly taken to fulfill the requirement. For most requirements there are other courses (for example, Honors sections with different course numbers) that also fulfill the requirements. You should consult this Catalog, your faculty advisor, the Director of the Honors Program or the Office of the Associate Dean in CSOM (e-mail:richard.keeley@bc.edu) if you have questions. In parentheses after each requirement is the year in which it is recommended that the course be taken; where no year is specified, a student may choose to fulfill the requirement at any time during his or her career.

Please note that all of the information concerning degree requirements for CSOM students is also available on a web site: <http://www.bc.edu/csomadvice.html>

Information for First Year Students

In most ways, the first year in The Carroll School of Management resembles the first year in The College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University section); the study of courses required in the Management core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the university's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced place-

ment, transfer or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Arts and Sciences Courses

The following courses comprise the University Core curriculum and are required for all students entering the Carroll School of Management at Boston College.

- 1 course in Writing (to be taken freshman year)
- 1 course in Literature (to be chosen from among the literature offerings in the following departments: Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages) (to be taken freshman year)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in Mathematics (one, which must be MT 100, or higher, is taken during the first year; the second is a sophomore year course, MT 235, and requires Statistics as a prerequisite.)
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (fulfilled by Principles of Economics I and II within Management Core for CSOM students)
- 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics) (laboratory recommended)
- 2 courses in Theology
- 1 course in Cultural Diversity

The Cultural Diversity requirement may be fulfilled by an appropriate course taken to fulfill another Core requirement, a major requirement or an elective.

Up to 4 courses in a foreign language may be needed to satisfy CSOM requirements (see Foreign Language Requirement below).

Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MC 021 Computers for Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Management and Operations (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

Foreign Language Requirement

CSOM students must demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by (1) achieving a 500 on a College Entrance Examination Board Foreign Language (CEEB) Achievement Exam or, (2) receiving a 3 or better on an Advanced Placement exam or, (3) passing an exam administered by a language department at Boston College or, (4) successful completion of two semesters of course work at the intermediate level or, (5) by passing four years of high school languages (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement) or, (6) if a student enters Boston College with three years of a foreign language, she or he may fulfill the requirement by taking one year of a new language or by completing two semesters of an intermediate level language.

Fulfillment of the proficiency requirement by examination does not confer course credit. Language courses will count as Arts and Sciences electives. Students born and raised in countries where English is not the native language usually fulfill the proficiency requirement with information on their high school transcripts and by passing their Core English courses. Students with documented learning disabilities may be exempt from the foreign language requirement and should request this exemption from the CSOM Associate Dean.

Concentrations

Students must complete a concentration in one of the following areas: Accounting, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Strategic Management. Students declare a concentration second semester sophomore year or during the junior year. Most concentrations require four courses beyond the Core. However, Computer Science requires five courses; Accounting requires six. Students in these concentrations have fewer free electives. It is possible for students to complete more than one concentration, although this is not advised except in unusual situations.

Arts and Sciences Majors

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

Minors/Integrated Concentration

Any minor provided by the College of Arts and Sciences—see the Minors section under the College of Arts and Sciences—is so designated on CSOM student transcripts. There is a minor in Human Development, coordinated by Prof. Dalmar Fisher in the Department of Organization Studies in conjunction with the Lynch School of Education, that is available to CSOM students who have interests in developmental or educational psychology or in the social service professions. The Carroll School of Management also offers its undergraduates an integrated concentration in Management and Psychology. Students interested in this concentration should contact the coordinator, Prof. Jean Bartunek, Department of Organization Studies. Students selecting this integrated concentration complete this course cluster in addition to one of the CSOM concentrations listed above.

CSOM students only may pursue an International Studies for Management Minor. Students choose a country, or an area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five (5) international courses. Two courses must be taken, one each from two of the following groups: (1) international political systems and political economy (PO 501 or PO 525); (2) international trade and finance (EC 371 or EC 372); (3) international or comparative cultures (SC 491 or PS 145). In addition, one language course beyond the intermediate level is required. The other two courses should relate to the current cultural, political, economic or business environment of the chosen country and would normally be taken abroad. Full details are available from the Associate Dean's Office. Students should submit an International Minor Proposal Form to the Associate Dean for approval by the end of the registration period in the semester preceding the study abroad.

International Study

Studying and living in another country enable students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America and Eastern Europe, among others. See elsewhere in this catalog for a full listing. The Director of International Programs is Prof. Marian St. Onge, McGuinn 503.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from Prof. David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 average.

ACADEMIC REGULATIONS

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of 1.5 as the minimally satisfactory standard of scholarship, and have passed at least nine courses by the beginning of the second year, nineteen courses by the beginning of the third year and twenty-nine courses by the beginning of the fourth year.

Academic Dismissal

At the end of each semester, students who do not meet the academic standards of the Carroll School of Management are dismissed. Possible grounds for academic dismissal include the following:

- Passing fewer than three courses in a semester
- Passing fewer than eight courses in an academic year (except senior year)
- Passing fewer than 18 courses by the end of sophomore year
Passing fewer than 28 courses by the end of junior year
- A cumulative grade point average of below 1.5

Students with any combination of 7 withdrawals and/or failures may be permanently dismissed.

External Courses

After admission to the Carroll School of Management, the only courses that a student may apply towards a degree will be those offered at Boston College (through the Carroll School of

Management, College of Arts and Sciences, Lynch School of Education, and School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved in writing by the Associate Dean before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the International Study program, certain special study programs at other universities, courses in the College of Advancing Studies, and summer school courses. Courses that are used to fulfill specific requirements in the University Core, Management Core, and Management Concentration must also be approved by the Chairperson of the relevant department, as must all courses taken through the College of Advancing Studies and Summer School. Courses not available at Boston College may be taken at certain other local universities with the permission of the Associate Dean.

A student must earn a grade of C or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request that the Registrar at the host university forward an official transcript to the Office of Student Services at Boston College.

Summer Courses

Summer courses are considered external courses, as indicated above. Students may be permitted to take summer courses to make up for a past failure, withdrawal, or underload or to accommodate extraordinary circumstances (e.g., the loss of a semester due to illness).

Summer school courses must have prior approval from the appropriate department Chairperson and from the Associate Dean. A student who wishes to attend summer school should consult with the Associate Dean.

Final Examinations

The final examination schedule for most courses is set before classes begin; it is available to the public and students are responsible for consulting it. No student should make travel arrangements to return home which are at odds with his or her examination schedule. Students who schedule departure without so clearing their schedules risk failure in the final examination. Courses with multiple sections may have common departmental final examinations at a date and time determined by the Office of Student Services during the semester. Students with three final examinations scheduled for the same day are entitled to take a makeup exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

Pass/Fail

Generally, University Core and Carroll School of Management courses may not be taken by any student on a Pass/Fail basis. The only courses that are acceptable for Pass/Fail are electives taken in the College of Arts and Sciences, Lynch School of Education, or School of Nursing. Carroll School of Management students may declare a course Pass/Fail on-line anytime during the registration period.

Absence from Classes

In cases of prolonged absence due to illness, injury, or other significant reasons, a student or a member of his or her family should communicate with the Dean for Student Development and the Associate Dean of the Carroll School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the Carroll School of Management as soon as the student's health and other circumstances permit.

Course Load

The usual program for freshmen, sophomores, and juniors is five courses each semester; for seniors, four or five courses. (As noted elsewhere, freshmen take Introduction to Ethics, a one-credit, ten week offering as a sixth course during one semester of freshman year.) Students must be registered for at least four courses per semester to be considered full time.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Associate Dean of the Carroll School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0, and they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge.

Leave of Absence

A student in good standing who desires to interrupt the usual progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not typically be granted to students who expect to do full-time academic work at another institution and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Cheating, plagiarism and collusion are serious violations of these standards and their commission subjects students to disciplinary action by a professor and possible further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) that are referred by either students or faculty. After reviewing a case, the Board makes a recommendation to the Associate Dean who can then take disciplinary action that may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: Summa cum Laude, with Highest Honors, will be awarded to the top 4.5% of the graduating class, Magna cum Laude to the next 9.5%, and Cum Laude to the next 15%. Juniors in the top 7% of their class and seniors in the top 10% of their class are eligible for election to the national business honorary society, Beta Gamma Sigma.

SPECIAL PROGRAMS**Management Honors Program**

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associ-

ated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

Honors students enroll in Honors sections of Management core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

Pre-Professional Studies for Law

Pre-law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the liberal arts core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

The Ethics Initiative

Regular Carroll School of Management courses integrate ethical issues in business and management. The one-credit course described below is required for CSOM freshmen.

MH 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

THE WALLACE E. CARROLL GRADUATE SCHOOL OF MANAGEMENT**INTRODUCTION**

The Boston College Graduate School of Management is recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in four highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a Concentration in Finance and the Ph.D. in Management with a Concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Boston College Graduate School of Management has developed many exciting options that enable students to individualize their management education. Among these are 15 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

MASTER OF BUSINESS ADMINISTRATION PROGRAM

The full-time and evening Master of Business Administration (M.B.A.) programs at Boston College help position students for career success by offering the management skills and perspectives most needed in today's increasingly global and technology-based business environment. The programs are distinguished by their stimulating mix of classroom and "real-world" learning, which provides students with abundant opportunities to apply their knowledge to solve actual business problems. The full-time and evening programs are each composed of 55 credit hours.

The full-time program is a two-year program. Students in the evening program generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Eighteen credits are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Concentrations are offered in the following areas: Accounting, Consulting, Economics, Finance, General Management, Management of Information Technology, Marketing, Organization Studies, Operations Management, and Strategic Management. In addition, cross-functional "Specialty Concentrations" are available in Entrepreneurship, International Management, Leadership for Change (evening program only), and the Management of Financial Institutions. New "Techno Concentrations" are now available in the following areas: Management of Technology, Information Technology Venturing, Managing Information-Intensive Change, Technology Based Marketing, and Technology Strategy.

M.B.A. Curriculum

Full-Time Program

Management Practice Courses

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MM 740 Management Practice III: Managing Strategically (3 credits)
- MM 750 Management Practice IV: Managing in a Changing World (3 credits)

Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)
- MM 725 Managing in the Global Environment (1 credit)

Core Electives

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resource Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Current Topics in Financial Management
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing
- Electives: 6 Electives (3 credits each)

Evening Program

Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MM 702 Management Practice II: Leadership Workshop (3 credits)
- MM 710 Management Practice III: Strategic Management (3 credits)
- MM 711 Management Practice IV: Social Issues in Management (3 credits)

Core Courses

- MA 701 Accounting (3 credits)

- MB 709 Managing People and Organizations (3 credits)
- MC/MD 703 Computer Information Systems (3 credits)
- MD 700 Economics (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)
- MM 708 Managing in the Global Environment (3 credits)

Dual Degree Programs

In response to the growing interest in combining management education with study in non-business fields, The Graduate School of Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

Students interested in dual degree programs must apply and be admitted to both the Graduate School of Management and the participating school within the University. Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the dual degree programs:

- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S. in Nursing)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in French Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)

Other Study Options

Certificate in Manufacturing Engineering

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Graduate School of Management offers numerous opportunities for first-hand study of managerial decision making in global organizations and environments.

International Management Experience

Offered annually at the end of the spring semester, this elective affords an opportunity to visit and study a major economic region of the world and observe first-hand how business is conducted at some of the world's leading corporations. Students have the choice of three exciting IME options: Europe, Asia, and Latin America.

Semester in China

Boston College M.B.A. students may also study at the Beijing International Management Center, located on the scenic campus of China's oldest and most prestigious institution of higher learning, Peking University. Created by a consortium of U.S. business schools, the International Management Center is part of an exciting new effort to increase opportunities for management education in China. M.B.A.s from Boston College and other consortium members spend a semester at the Center attending classes taught in English by American and Chinese faculty.

Other Study Abroad Opportunities

The Boston College Graduate School of Management links students with top management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- France-ESC Brest, ESC Bordeaux and ESC Clermont (with possible internships at French companies)
- Ireland-Smurfit Graduate School of Business, University College Dublin
- Spain-ESADE in Barcelona
- Mexico-ITESM in Monterrey
- The Netherlands-MSM in Maastricht

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Thesis Option

The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice. The thesis, administered through MM 891 and MM 892, offers six credits.

Independent Study Project

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Graduate Dean.

Research Teams

On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.

MASTER OF SCIENCE IN FINANCE

Boston College's Master of Science in Finance (M.S. in Finance) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools

and concepts in finance provides students with a foundation for advanced work in corporate finance, investments and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

M.S. in Finance Curriculum

- MF 801 Investments: The Valuation of Financial Instruments
- MF 807 Corporate Finance
- MF 808 Financial Policy
- MF 820 Management of Financial Institutions
- MF 852 Quantitative Methods in Finance
- MF 860 M.S. Seminar: Derivatives and Risk Management
- MF 880 Capital Market Theory
- MF 881 Theory of Corporate Finance
- Two Electives

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a Concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper due at the end of the student's first summer in the program begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

Ph.D. in Management with a Concentration in Finance Curriculum

- MF 820 Management of Financial Institutions
- MF 861 Ph.D. Seminar: Information and Financial Markets
- MF 863 Ph.D. Seminar: Investments
- MF 880 Capital Market Theory
- MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets
- MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance
- MF 892 Teaching Workshop
- EC 730 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 741 Microeconomic Theory II
- EC 760 Econometrics I
- EC 761 Econometrics II
- EC 827 Econometric Theory I
- EC 828 Econometric Theory II
- Four Electives (At least one of the electives should be in econometrics/advanced methods, such as EC 821 Time Series Econometrics or EC 822 Microeconometrics.)
- Dissertation

**PH.D. IN MANAGEMENT WITH A
CONCENTRATION IN ORGANIZATION STUDIES**

The Ph.D. in Management with a Concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

**Ph.D. in Management with a Concentration in
Organization Studies Curriculum**

- MB 850 Micro-Organizational Theory
- MB 851 Macro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 853 Organizational Change and Transformation
- SC 702 Introduction to Statistics and Data Analysis
- SC 703 Multivariate Statistics
- MB 870 Qualitative Research Methods
- MB 871 Quantitative Research Methods
- MB 872, 873 Research Seminar I and II
- MB 880 Consulting Practice, Theory and Research
- MB 881 Teaching Practicum
- MB 898, 899 Independent Research I and II
- Four Electives
- Dissertation

Admission Information

Master of Business Administration

The Carroll Graduate School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, the Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the Carroll Graduate School of Management's M.B.A. program. However, students are expected to be proficient in English and mathematics. In addition, all applicants are expected to take the GMAT.

In M.B.A. candidates, the Admissions Committee looks for evidence of academic and management potential. Work experience and prior academic performance are significant criteria in their evaluation. In general, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Advanced Standing and Equivalency for Graduate Degrees

Undergraduate Course Work

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses required to complete the M.B.A. degree. Typically, if a student has an undergraduate major in a core course area or has taken two undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit. In unusual circumstances, a student will be given the opportunity to demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

Graduate and Professional Course Work

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of twelve semester credit hours. Students must have a minimum grade of B in all completed course work. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be allowed to substitute an elective for a core course.

Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the Graduate School of Management offers a dual degree, concentration or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, certain linguistics, sociology and engineering). Advanced standing for graduate degrees is granted only to accepted students with master's or doctorates from nationally accredited, established programs in the U.S.

Transfer Policy

Admission to the full-time program does not guarantee admission to the evening program. Conversely, admission to the evening program does not guarantee admission to the full-time program. For example, the full-time program accepts approximately ten percent of the class directly from the undergraduate school; the evening program, however, is designed for working professionals and does not accept applicants directly from undergraduate school. An applicant who has applied to one program who wishes to be considered for the other program must make a request in writing to the Admissions Committee.

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program may not comparably meet the needs of the other. Interested students should consult with the Graduate Dean's Office to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Because the class size of the full-time program is limited, there are a finite number of spaces for students transferring from the evening program to the first year of the full-time program. These spaces are given out on a first-come, first-served basis beginning in January for the following September. Requests for transfer must be made in writing to the M.B.A. Admissions Office no later than May 1.

Master of Science in Finance

Most students enter the M.S. in Finance program with a background in business or management. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

Dual Degree: Master of Business Administration/ Master of Science in Finance

Students must be admitted to both the M.B.A. and M.S. in Finance programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

Ph.D. in Finance

Admission to the Ph.D. program is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received an M.B.A. or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). The requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum score on the TOEFL is 600. An official score report should be sent to the Graduate School of Management, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. program, and one year for the M.S. in Finance program. Prospective international students with particular questions may wish to contact: Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467 USA; telephone: 617-552-8005; fax: 617-552-3473.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a significant program of graduate assistantships and scholarships to full-time M.B.A., M.S. in Finance and dual M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards. Awardees

usually have two or more years of full-time work experience, 630 or above on the GMAT, 3.2 or above grade point average and a strong set of application materials. NOTE: Interested applicants must submit with their application a current resume and a cover letter describing their skills and areas of interest. These materials must be submitted to the M.B.A. program by March 1 and to the M.S. in Finance program by October 15, for January admission, or April 1, for September admission.

Graduate assistantships involve research or administrative duties in exchange for tuition remission. Students are generally appointed to 8 hours per in the M.B.A. Program and 12, or 16-hour per week assistantships in the M.S. in Finance Program. There are a limited number of assistantships available to both domestic and international applicants.

Eight-hour and twelve-hour per week assistantship awards are equal to 12 and 18 credit hours of tuition assistance per academic year, respectively. A sixteen-hour assistantship award is equal to 24 credit hours of tuition for M.S. in Finance. A portion of assistantship awards is subject to tax.

Scholarships are awarded on the basis of merit and vary in amount. Decisions regarding assistantships and scholarships are made in April and May, and in October for January admission. Students who receive a scholarship or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

Ph.D. candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or a teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll Graduate School of Management, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

CAREER SERVICES AND PLACEMENT

The Office of Career Services supports students in achieving their career goals through placement initiatives, career coaching, on-campus recruiting and other services. At the same time, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: Recruiting Program, Resume Books, Corporate Outreach, Alumni Advisory Network, Career Fairs, and Career Advising and Resources.

ACCREDITATION

The Boston College Wallace E. Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business. The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

FOR MORE INFORMATION

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Management Bulletin. Information is also available on the World Wide Web at <http://www.bc.edu/csom>.

Prospective students should direct inquiries to the specific program in which they are interested:

M.B.A.: M.B.A. Office of Admissions, The Graduate School of the Wallace E. Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078. World Wide Web: <http://www.bc.edu/mba>.

M.S. in Finance and Ph.D. in Finance: Graduate Finance Programs, The Graduate School of the Wallace E. Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-4488; fax: 617-552-8078; World Wide Web: <http://www.bc.edu/msf.html>.

Ph.D. in Organization Studies: Department of Organization Studies, The Graduate School of the Wallace E. Carroll School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02467-3808; telephone: 617-552-0450; World Wide Web: http://www.bc.edu/bc_org/avp/csom/OB/PHD/Phd.html.

Graduate Management Practice/International Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MM 708 Managing in the Global Environment (Fall/Spring: 2)

In this course, students will identify and analyze those factors that create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities. Specifically, the first part of this course deals with the environment of international business. The second part of the course will deal with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

The Department

MM 720 Management Practice I: Leading Organizations (Fall: 6) Module 1: Management Intensive

The Management Practice sequence begins with a one-week "intensive" that introduces students to the roles, functions and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy and its global environment. Module 1 also introduces a series of workshops which continues throughout the semester. During these workshops students explore such topics as leadership, team building, diversity, ethics and business law.

Module 2: Leadership and Business Development

This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship and business planning; and (2) developing the diagnostic, analytical and problem solving skills necessary in successful modern organizations.

The Department

MM 725 Managing in the Global Environment (Spring: 1)

In this course, students will identify and analyze those factors that create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities. Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures and the problems of developing

countries will be explored. The second part of the course will deal with entry into international business and with international investment strategy. Then, the focus will turn to unique organizational issues in the international firm.

The Department

MM 730 Management Practice II: Acting in Organizations (Spring: 5)

Module 1: The Consulting Project

The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses.

Module 2: The Consulting Project (continued)

The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

The Department

MM 740 Management Practice III: Managing Strategically (Fall: 3)

Strategic Management

The role of the strategist is to think creatively about future opportunities and position the organization, its resources and its people to be successful in the context of those opportunities, while avoiding external competitive, social or political threats. Emphasis is on case and field-based analysis and integration of technology issues and applications with strategic decision making. Managing Information Systems Increasingly, information technology (IT) is being recognized as a "strategic asset" by contemporary business leaders. In this section, managerial techniques for planning, designing, implementing and controlling the technological assets of modern business enterprises are examined. Topics include: the use of IT as a basis for strategy formulation and implementation; organizational structure and IT; and, issues of capacity, connectivity and data flow within traditional networks, intranets and the World Wide Web.

The Department

MM 750 Management Practice IV: Managing in a Changing World (Spring: 3)

Cross listed with MD 750

Social Issues in Management

Social Issues in Management emphasizes strategic management of the enterprise in the broadest possible context, that of the social, political, ecological and ethical environments. These broad external environments are viewed from several perspectives: as a complex set of interrelated economic, cultural, legal, social, political and ecological influences facing the organization as it operates in domestic and global contexts; as a powerful and dynamic set of constituencies or stakeholders (e.g., interest groups, unions, stockholders, politicians, governments, communities, employees) affecting the enterprise; and as a set of issues to which the organization must respond (e.g., environmental concerns, discrimination, consumerism, human rights).

Global Competitiveness

Global Competitiveness is designed to provide a forward-looking perspective on the "dominant" trends and issues that will shape the competitive environment in a rapidly changing global economy. The objective is to allow future decision makers to consider the implications of uncertainty and change in global business conditions and the utility of managerial tools and insights in crafting strategic actions and solutions.

The Department

MM 805 International Management Experience (Summer: 3)

Prerequisite: MM 708 or MM 725 Managing in the Global Environment

A global perspective is imperative for success in today's competitive marketplace. Organizations, both large and small, must compete in a global business environment. The International Management Experience provides students with an international immersion opportunity in either Asia or Europe. While in-country, students will meet and discuss business practices with senior executives of international companies and overseas subsidiaries of U.S. corporations. There students will observe firsthand the companies and places discussed in classes and experience the exciting challenges that managers in global corporations face. A third International Management Experience involving NAFTA participant countries and Latin America is planned for the near future.

The Department

Accounting**Faculty**

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., Florida Atlantic University; M.S., Florida Atlantic University; M.S., Carnegie Mellon University; Ph.D., Carnegie Mellon University

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis S. Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Theresa Hammond, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.P.A.

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Billy Soo, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Associate Professor*; Chairperson of the Department; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A.; C.M.A.

J. Daniel Daly, S.J., *Assistant Professor*; B.S., Regis University; M. Div., Th.M., Weston School of Theology; Ph.D., University of Michigan

Elaine M. Harwood, *Assistant Professor*; B.S., M.B.A., California State Polytechnic University; Ph.D., University of Southern California; C.P.A.

Jennifer R. Joe, *Assistant Professor*; B.B.A., Bernard Baruch College CUNY; Ph.D., University of Pittsburgh

Andreas A. Roberts, *Assistant Professor*; B.S., Tucson State University; Ph.D., George Washington University

Susan Z. Shu, *Assistant Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Louise E. Single, *Assistant Professor*; B.S., Georgetown; M.T.X., Georgia State; Ph.D., University of Florida; C.P.A.

Vincent O'Reilly, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.B.A., Bentley College

Departmental Notes

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/Accounting/default.html

Undergraduate Program Description

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations or government. The program of study emphasizes the conceptual foundations of accounting, methods and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

Concentration in Accounting

(For Class of 2000 and 2001)

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)
- MA 309 Audit, Analysis and Accounting Information Systems (may be taken in senior year)

Senior Year

- MA 309 Audit, Analysis and Accounting Information Systems (may be taken in spring, Junior Year)
- MA 402 Theory and Contemporary Issues in Accounting
- MA 405 Federal Taxation

Electives

- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 615 Advanced Federal Taxation (may not be offered every year)

The following courses are the requirements for the Class of 2002 and beyond. The Class of 2001 has the option of the old or new curriculum.

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)

Senior Year

- MA 405 Federal Taxation
- MA 320 Accounting Information Systems (may be taken in junior year)

Electives

- MA 309 Audit, Analysis and Accounting Information Systems
- MA 351 Financial Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 402 Theory and Contemporary Issues in Accounting
- MA 408 Financial Auditing

C.P.A. Recommendations

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation

at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page for more details.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and of the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the internet to conduct a financial statement analysis project.

The Department

MA 022 Managerial Accounting (Fall/Spring: 3)

Prerequisite: MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

The Department

MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

Prerequisite: MA 022

This first course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

Lou Corsini

Billy Soo

Gregory Trompeter

MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)

Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Gil Manzon

Billy Soo

MA 307 Managerial Cost Analysis (Fall/Spring: 3)

Prerequisite: MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

Jeffrey Cohen

Dan Daly

MA 309 Audit, Analysis and Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 301, MC 021, EC 151

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Arnold Wright

Jennifer Joe

MA 320 Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 022, MC 021

Accountants are increasingly involved in the evaluation, design, analysis and implementation of computer systems. This course will review the strategies, goals and methodologies for designing, installing, and evaluating appropriate internal controls and audit trails in computerized accounting systems.

Theresa Hammond

Ganesh Krishnamoorthy

MA 351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisite: MA021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Gil Manzon

Billy Soo

Gregory Trompeter

MA 399 Research Seminar (Fall/Spring: 3)

Prerequisite: Permission of instructor

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

Jeffrey Cohen

MA 401 Financial Accounting Standards and Theory III (Fall/Spring: 3)

Prerequisite: MA 302

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered. Ethical issues related to various reporting choices are considered through several case studies.

Ronald Pawliczek

Ed Taylor

MA 402 Theory and Contemporary Issues in Accounting (Fall/Spring: 3)

Prerequisite: MA 302

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process. The method of teaching is designed to develop and to improve the student's communication and interactive skills, as well as increase the student's understanding of technical material.

Elaine Harwood

MA 405 Federal Taxation (Fall/Spring: 3)

Prerequisite: MA 301

The primary goal of this course is to develop an understanding of the basic provisions of the federal income tax laws. All taxable and tax-reporting entities are discussed, with emphasis on the tax treatment of individuals, corporations, and partnerships. The course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Louise Single

Edward Taylor

Graduate Course Offerings**MA 701 Accounting (Fall/Spring: 3)**

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

Ron Pawliczek

Ken Schwartz

Susan Shu

MA 713 Accounting (Fall: 2)

Technologies and changes in the business environment during recent years have caused investors and managers to look anew at the function of accounting. This course will be concerned with the use of accounting information to evaluate the financial and operating performance of business enterprises. The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions and managerial issues to be considered in expansion and contraction decisions.

The Department

Peter Wilson

MA 726 Accounting Tools for Managers (Spring: 2)

The usefulness of accounting information in the areas of analysis, planning and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

Pete Wilson

MA 804 Financial Statement Analysis (Fall/Spring: 3)

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Gil Manzon

Billy Soo

MA 811 Assurance and Consulting Services (Fall: 3)

Prerequisite: MA 701

With the advent of the "information age", there is a strong need to ensure that information is credible and meets decision needs.

Assurance and related consulting services are intended to meet this demand. This class is not a technical accounting course but rather is designed for students interested in careers in consulting, professional services, auditing, and/or management information systems. The course examines three broad areas: assurance/consulting services; external auditing; and engagements to enhance efficiency and effectiveness.

Arnold Wright

MA 830 Reporting and Management Control Issues for International Business (Fall/Spring: 3)

Provides a broad understanding of the issues facing companies engaged in international trade as well as the role of accounting in various countries. Students will be exposed to the differences in accounting practices between countries, the development of international accounting standards, and planning and control issues for a multinational company. The impact of cultural differences on financial reporting and control systems will be considered throughout the course.

Vincent O'Reilly

MA 895 Advanced Topics/Financial and Accounting Issues for High-Tech Ventures (Fall/Spring: 3)

Prerequisite: MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

Daniel Archabal

George Neble

MA 897 Directed Study in Accounting (Fall/Spring: 3)

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

The Department

MA 899 Directed Research in Accounting (Fall/Spring: 3)

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

The Department

Business Law**Faculty**

Frank J. Parker, S.J., *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Christine O'Brien, *Professor*; Chairperson of the Department; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

The Department of Business Law does not offer any complete program for a degree. The courses taught by the Department of Business Law are designated to give students the basics of Legal Procedures or prepare students for further study in Law School. The students in Wallace E. Carroll School of Management are required to take an introductory course in law, other courses are offered to students who have special interest in the field of law and legal procedures or are planning to enroll in a law school in the future.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MJ 021 Law I-Introduction to Law and Legal Process (Fall/Spring: 3)

This course is an introduction to law, legal institutions, and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area.

The Department

MJ 022 Law II-Business Law (Fall/Spring: 3)

Prerequisite: MJ 021

Recommended for Accounting and Marketing Students and for Pre-Law students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements the Introduction to Law course, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of: personal and intellectual property; bailments; agency; various forms of business organizations including general and limited partnerships, corporations, and LLCs; bankruptcy, wills, trusts and estates, and accountants' liability are discussed.

Christine N. O'Brien

MJ 031 Introduction to Law-Honors (Fall: 3)

This course is a more rigorous version of MJ 021 designed for students in the honors program. The same material will be covered, but additional work in the form of a second research paper and additional current cases will be assigned.

Stephanie Greene

MJ 147 Constitutional Law (Fall: 3)

The study of the United States Constitution, the history, nature and power of the United States Supreme Court, the power of the respective branches of government and the role of the United States Supreme Court in shaping social, economic and political policy. Subjects to be covered in-depth include the following: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

Angela Lowell

MJ 148 International Law (Fall: 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Union, GATT, and NAFTA. The course also focuses on issues involving the international sale of goods.

The Department

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the

Railway Labor Act and the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law.

David P. Twomey

MJ 154 Insurance (Spring: 3)

The course is designed to acquaint the student with the fundamental legal, actuarial, and financial principles of insurance as applied to modern business requirements involving a study of life, property and casualty insurance. Legal aspects of the insurance contract as the principal instrument of risk management are analyzed thoroughly. The role of the federal and state governments with respect to social security, unemployment, and worker's compensation and insurance regulations is examined carefully.

The Department

MJ 156 Real Estate (Fall/Spring: 3)

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use.

Frank J. Parker, S. J.

Richard J. Monahan

MJ 600 Topics/Business Law: Bermuda Law and Practice (Fall: 3)

This course examines the law and business practices in the largest remaining British colony. Because the island is ninety miles from the American shore it has close involvement with American corporations in the real estate and insurance fields especially with the communications revolution. This means American corporations are likely to use Bermuda as an off-shore haven to assist their domestic American businesses.

Frank J. Parker, S.J.

MJ 601 Topics: Cyberlaw (Spring: 3)

This course in business law examines the legal issues and challenges created by the rapid emergence of the Internet. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Guest speakers from industry will be utilized. Topics discussed in this dynamic area include: business and government functions that have migrated to the Internet; contracting; privacy; information security; copyrights; trademarks, patents; obscenity; defamation; crime; international law; securities offerings; jurisdiction; and tax issues.

The Department

Undergraduate and Graduate Course Offerings**MJ 631 African Business (Fall: 3)**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

MJ 674 Topics/Business Law: Entertainment and Sports Law (Spring: 3)

This course will examine the legal aspects of four major components of the American leisure time industry: entertainment, sports, tourism, and gambling. Among the subjects to be discussed are business issues in the entertainment field; protecting creative

works through copyrights and trademarks; copyright defamation and privacy; principles of recording contracts; film and TV contracts; managers, agents, and producers; liability and legislation in sports; the regulation of organized sports; rights of players and owners; racial and gender discrimination in sports; US hotel law and legislation; US tourism industry law and legislation; gambling law and legislation, lotteries, Indian gaming.

Frank J. Parker S.J.

Graduate Course Offerings

MJ 727 Managing the Legal Environment of Business (Spring: 2) Core Elective

This course is designed to provide students with both a broad and detailed understanding of how the legal environment affects business. Consequently, the course covers not only legal institutions and essential law topics such as torts, contracts, and sales, but also examines subjects that affect internal and external business decisions. Such topics include regulation of employment, securities, mechanisms of international finance, and aspects of intellectual property. The course also involves classroom exercises in which students participate in the dispute resolution process.

Stephanie Greene

MJ 807 Advanced Topics: Cyberlaw (Fall: 3)

This graduate course in business law examines the legal issues and challenges created by the rapid emergence of the Internet. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Guest speakers from industry will be utilized. Topics discussed in this dynamic area include: business and government functions that have migrated to the Internet; contracting; privacy; information security; copyrights; trademarks, patents; obscenity; defamation; crime; international law; securities offerings; jurisdiction; and tax issues.

Scott F. McDermott

Margo E. K. Reder

MJ 810 Federal Securities Law (Spring: 3)

Involves an intensive examination of the Securities Act of 1933, the Securities and Exchange Act of 1934, the Investment Company Act of 1940, the Investment Advisers Act of 1940, the regulations emanating from the Commission and the court cases deciding relevant legal issues. The purpose is to provide those engaged in investments and professional careers with a thorough understanding of the legal principles governing the securities industry.

Joseph Lakatos

MJ 856 Real Estate Principles (Fall: 3)

Examines theory and practice of real estate. Topics include interests in land, title transfer, mortgage financing and law, real estate investment, patterns and priorities in residential housing, and federal housing programs. Provides the business manager with the necessary background to make informed judgments in all business decisions relating to property.

Frank J. Parker, S.J.

Computer Science

Faculty

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

James Gips, *Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; Chairperson of the Department; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Margrit Betke, *Assistant Professor*; V. Dip., University of Bonn; S.M., Ph.D., Massachusetts Institute of Technology

Elizabeth Borowsky, *Assistant Professor*; B.A., Williams College; M.S., Ph.D., University of California, Los Angeles

Robert Muller, *Assistant Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

Departmental Notes

- Department Secretary: Barbara Burdick, 617-552-3975, barbara.burdick@bc.edu
- World Wide Web: <http://www.cs.bc.edu>

Program Description

The Computer Science Department offers two concentration programs for the students in the Carroll School of Management, Information Systems and Computer Science. The requirements for these programs are described below.

Students in the Carroll School of Management are also able to fulfill either a major or a minor in Computer Science through the College of Arts and Sciences. For information on these programs, refer to Computer Science in the Arts and Sciences section of this Catalog. The College of Arts and Sciences also offers a minor in Cognitive Science, which involves some course work in Computer Science; information may be found under "Minors" in the Arts and Sciences section.

The Information Systems Concentration

The CSOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for CSOM students or as a second concentration for students whose primary concentration is in another CSOM field such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC 021, including three required courses and an elective:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any other Computer Science course numbered 100 and above, or MD 240, or MD 253

The Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science.

The CS concentration consists of five courses beyond MC 021, including three required courses and two electives:

- MC 140 Computer Science I
- MC 141 Computer Science II
- MC 160 Computer Organization and Assembly Language
- Any two Computer Science courses numbered 300 and above

Course Credit Information

All Computer Science courses are prefixed by the letters MC. However, because the department serves both the Carroll School of Management and the College of Arts and Sciences, some courses are primarily management-oriented and are considered to be CSOM courses, whereas others are considered to be Arts and Science courses. However, all MC courses taken by students in CSOM are CSOM-credit courses and all MC courses taken by students in Arts&Sciences are A&S-credit courses.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MC 021 Computers in Management (Fall/Spring: 3)

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use spreadsheet, database and internet-browsing applications. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. The course is currently taught using Microsoft Office on Windows-based machines. Credit will not be given for both MC 021 and MC 074.

The Department

MC 031 Computers in Management-Honors (Fall: 3)

This course is a more rigorous version of MC 021 designed for Honors students.

James Gips

MC 074 Introductory Topics in Computer Science (Fall/Spring: 3)

This is a gentle survey of computer science, intended for those students who know little to nothing about computing. Topics are chosen from: common computer applications, an introduction to programming, the world wide web, and a look at some state-of-the-art trends in computer science. This is a hands-on course, with weekly exercises on a computer. This is an excellent course both for becoming more computer literate and for determining whether you would like to continue to study in this exciting field. Credit will not be given for both MC 021 and MC 074.

Peter Kugel

Robert Signorile

MC 140 Computer Science I (Fall/Spring: 3)

Prerequisites: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the C programming language. Good program design methodology will be stressed throughout. There also will be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 141 Computer Science II (Fall/Spring: 3)

Prerequisite: MC 140

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular, the use of linked storage and recursive subprograms. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists,

stacks, queues, trees, etc), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures.

The Department

MC 160 Computer Organization and Assembly Language (Fall/Spring: 3)

Prerequisite: MC 141

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

The Department

MC 240 Management Information Systems (Fall/Spring: 3)

Cross listed with MD 240

See course description under MD 240.

The Department

MC 248 Discrete Mathematics (Fall: 3)

Prerequisite: One year of college mathematics

This course, intended for computer science majors, introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

The Department

MC 252 Systems Analysis (Fall/Spring: 3)

Prerequisite: MC 140

The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The lifecycle of computer systems will be studied. The student will learn about the major methods and tools used in the systems development process. Students will work in groups to analyze a real-life problem and implement a solution.

Peter Olivieri

MC 253 Electronic Commerce (Fall: 3)

Cross listed with MD 253

See course description under MD 253

The Department

MC 254 Business Systems (Fall/Spring: 3)

Prerequisites: MC 021, MC 140

Business is the major user of computer systems today. This course covers advanced topics in the design and use of spreadsheets and databases. Topics include macros, Visual Basic, generating summary reports, user interface controls, multi-table databases, SQL and client-server computing. The goal of the course is to turn users into "power users"; people who have the knowledge and skills to use the computer to their advantage in any business situation.

Edward Sciore

MC 274 Topics in Information Systems (Fall/Spring: 3)

This course covers topics of interest for Information Systems concentrators. This course is offered occasionally and topics may change.

The Department

MC 359 Artificial Intelligence (Fall: 3)

Prerequisite: MC 140

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence. Topics include game playing (like chess or checkers), problem solving, natural language understanding, and vision.

Peter Kugel

MC 363 Computer Networks (Fall/Spring: 3)

Prerequisite: MC 141

This course studies problems encountered in designing data communication networks, and techniques for solving them. Topics include: computer communication network structure, resource sharing, computer traffic characteristics, network delay and analysis, network design methodologies, routing and flow control, network measurements, capacity assignments, and network simulation. Coursework involves a significant amount of C programming.

Robert Signorile

MC 366 Principles of Programming Languages (Fall/Spring: 3)

Prerequisite: MC 141

The course will focus on the essential concepts that are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding the concepts and their implementations in the different languages, the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required.

Robert Muller

MC 374 Topics in Computer Science (Fall/Spring: 3)

Prerequisite: Varies

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum.

The Department

MC 383 Algorithms (Fall: 3)

Prerequisite: MC 141 and either MT 445 or MT 245

This course is a study of algorithms for, among other things, sorting, searching, pattern matching and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

The Department

MC 385 Theory of Computation (Spring: 3)

Prerequisite: MC 141 and either MT 445 or MT 245

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems and computational complexity.

Peter Clote

MC 397 Honors Thesis (Fall/Spring: 3)

Independent study project for students who want departmental honors. A written thesis and an oral presentation of the results is required. Arrangements with a faculty supervisor and the permission of the department are required for registration.

The Department

MC 399 Readings in Computer Science (Fall/Spring: 3)

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangements with a faculty supervisor and the permission of the department are required for registration.

The Department

Undergraduate and Graduate Course Offerings**MC 611 Digital Systems Lab (Spring: 3)**

Prerequisite: MC 160 or a course in physics

A laboratory-based study of computer hardware in which the students design and build simple digital circuits. Topics include the following: combinational and sequential circuits, input/output circuits, microprocessor interfacing and system design.

William Ames

MC 633 Computer Graphics (Fall: 3)

Prerequisite: MC 141

An introduction to the algorithms and techniques involved in representing 2-dimensional and 3-dimensional objects on a computer screen. The course will involve significant programming in C or C++.

William Ames

MC 670 Technology and Culture (Fall: 3)

Cross listed with PL 670/SC 670

An investigation into the effects of computer technology on society.

William Griffith

MC 697 Object-Oriented Programming (Fall/Spring: 3)

Prerequisite: MC 141

Features of object-oriented languages will be studied that differentiate them from traditional procedural languages; such as classes, inheritance and polymorphism. Students will program in either Java or C++.

The Department

Graduate Course Offerings**MC 699 Topics in Computer Science (Spring: 3)**

This course will not be offered to A&S Computer Science majors and minors or CSOM Computer Science and Information Systems concentrators.

Prerequisites: No formal prerequisite, but some experience with computers is helpful.

This course is a rigorous introduction to programming with the Java programming language and the features of the Java platform that make it suitable for client/server development. A rapid introduction to Java as an object-oriented language will provide a foundation for developing programs that implement graphical user interfaces, event handling, database connectivity and client/server architecture.

Steven Valin

MC 812 Information Systems Development (Spring: 3)

Cross listed with MD 812

This course prepares students to work with or become an information systems analyst, either internal to a corporation or as a consultant and to manage systems development projects. The course covers concepts of methodologies and techniques used for systems analysis and design and technologies used during the development of information systems. The course will take an applied approach. Students will follow the process of systems development from inception of a project through the specification of what the system is to do (i.e., functional specifications or system requirements), through design and implementation.

John Spang

MC 823 International Perspectives IS (Fall: 3)

Cross listed with MD 823

See course description under MD 823.

The Department

MC 833 Telecommunications Management (Fall: 3)

This course seeks to give students an overview of telecommunications from a management perspective by exploring the technologies, applications and market forces of this dynamic industry. The focus will be on the concepts central to understanding today's voice, data, image, video and facsimile communications. Projects, assignments and examinations will require applying these concepts in the role of technology decision-maker.

The Department

MC 853 Electronic Commerce (Spring: 3)

Cross listed with MD 853

See course description under MD 853.

The Department

MC 854 Database Systems (Fall: 3)

An introduction to relational database systems. Topics include relational database principles, the SQL query language, application development using forms, database design and implementation issues. There will be extensive use of an actual database package; such as Microsoft Access or Oracle.

John Spang

Economics

Undergraduate Program Description

The major in Economics provides a critical examination of how the economic system works in a Western mixed economy. Required courses in micro and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, and public policy analysis. The major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro theory are offered both semesters and may be taken in either order.

Junior Year

- *First Semester:* Microeconomic Theory 201 or 401
- *Second Semester:* Macroeconomic Theory 202 or 402

Senior Year

- *First Semester:* Economics Elective
- *Second Semester:* Economics Elective

Finance

Faculty

Francis B. Campanella, *Professor and Executive Vice President*; B.S. Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Drucker Professor*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Alan Marcus, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Elizabeth Stroock Bagnani, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Perluigi Balduzzi, *Associate Professor*; B.A., Universita L. Bocconi; Ph.D., University of California

Thomas Chemmanur, *Associate Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

Edith Hotchkiss, *Associate Professor*; B.A., Dartmouth; Ph.D., New York University

William J. Wilhelm, *Associate Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University

Eric Jacquier, *Assistant Professor*; Ingenieur Supelec Ecole Superieur d' Electricite, Paris; M.B.A., U.C.L.A.; Ph.D., University of Chicago

Pegaret Pichler, *Assistant Professor*; B.S., Cornell University; M.S., Ph.D., Stanford University

Michael Barry, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Boston College

Departmental Notes

- Department Secretary: Sandra Howe, 617-552-2205, sandra.howe.2@bc.edu
- Department Secretary: Kristine Leone, 617-552-4647, kristine.leone@bc.edu
- World Wide Web
http://www.bc.edu/bc_org/avp/csom/Finance/default.html

Undergraduate Program Description

Financial management involves the efficient management of funds within the economic entities listed in the four categories below. Such management includes methods for the provision of funds and the allocating or investing of these funds on a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business firms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role. Because of the Carroll School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, investments, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, and they encompass all industrial groups ranging from line management functions to advisory staff positions. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself/herself.

Financial Institutions: They include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.

Manufacturing Firms: They include privately held and publicly owned firms large and small that sell goods ranging from standardized products to high technology systems.

Service Firms: They include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas that incorporate finance as a necessary function of their operations, e.g., retailing, tourism, or entertainment.

Not-for-Profit or Government Firms/Agencies: They include entities providing services in health care, education, social services, the arts, etc.

These sectors all share the skills, tasks and functions that are involved in a financial management position. Students are encouraged to talk to people active in specific areas of interest in order to understand the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system that supplements faculty advisement.

Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

- MF 021 Basic Finance
 - MF 127 Corporate Finance (*Prerequisite:* MF 021)
 - MF 151 Investments (*Prerequisite:* MF 021)
 - MF 225 Financial Policy (*Prerequisite:* MF 127)
 - Student-selected departmental elective.
- Students may select one of the following courses:
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
 - MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
 - MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
 - MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
 - MF 207 Real Estate Finance (*Prerequisite:* MF 021)
 - MF 230 International Finance (*Prerequisite:* MF 021)
 - MF 235 Investment Banking (*Prerequisite:* MF 021)
 - MF 299 Individual Directed Study (*Prerequisites:* MF 021, Senior status, permission of faculty member and Department Chairperson)
 - MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of Senior status only)
 - MF 364 Monetary and Fiscal Policy (*Prerequisite:* MF 021)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses to be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a period-ic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MF 021 Basic Finance (Fall/Spring/Summer: 3)

Prerequisite: Management Core MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

The Department

MF 031 Basic Finance-Honors (Fall: 3)

Prerequisite: MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

The Department

MF 127 Corporate Finance (Fall/Spring: 3)

Prerequisite: Management Core MF 021

This course was formerly titled Financial Analysis and Management. Course title change effective 1/99.

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

The Department

MF 132 Money and Capital Markets (Fall/Spring: 3)

Prerequisite: MF 021

This course is designed to teach students about the nature, role and function of financial markets and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

The Department

MF 151 Investments (Fall/Spring/Summer: 3)

Prerequisite: Management Core MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

The Department

MF 158 Commercial Bank Management (Fall: 3)

Prerequisite: MF 021

This course includes a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

The Department

MF 205 Small Business Finance (Fall/Spring: 3)

Prerequisite: MF 127 and MF 151

This course applies the tools and concepts covered in MF 127 Corporate Finance to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

The Department

MF 207 Real Estate Finance (Fall/Spring: 3)

Prerequisite: MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

The Department

MF 225 Financial Policy (Fall/Spring: 3)

Prerequisite: MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; (5) show the relationship between finance and other management functions.

The Department

MF 230 International Finance (Fall/Spring: 3)

Prerequisite: MF 021

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics including the source and use of funds, capital management, and capital budgeting are discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions and differential government. The environments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

The Department

MF 299 Individual Directed Study (Fall/Spring/Summer: 3)

Permission of the faculty member and the Department Chairperson must be given to a student of Senior status in the Carroll School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated (1) an extremely strong interest in some particular area of Finance, and (2) a strong self-motivation and self-

discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

MF 364 Monetary and Fiscal Policy (Fall/Spring: 3)

Prerequisite: MF 021

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanisms through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years. The discussion will cover reasons for the large budget deficits during the 1980s and their effect on the economy. The course will conclude with the outlook for entitlement spending and tax reform.

The Department

Undergraduate and Graduate Course Offerings

MF 614 Management of Mutual Funds (Spring: 3)

Prerequisite: MF 021

This course will focus on the management of the mutual fund as a business. Topics considered may include the regulation of funds, portfolio management for funds, marketing issues, brokerage transactions, servicing fund shareholders, and the role of retirement plans in the mutual fund business.

The Department

MF 616 Investment Banking (Fall/Spring: 3)

Prerequisite: MF 021 Basic Finance (MF 151 or MF 801 is recommended.)

This course was originally listed as MF 235. Course number change effective 1/99.

This course will (1) provide students with an economic perspective on the investment banking industry, (2) help them develop "tools of the trade," particularly methods of financial engineering and, (3) provide a framework for managing (attracting, developing, and retaining) human capital.

The Department

MF 625 Small Business Finance (Fall/Spring: 3)

Prerequisite: MF 127 Corporate Finance

This course was formerly listed as MF 205 Small Business Finance.

Small Business Finance is intended to provide a hands-on application of the theories, concepts, and underlying methodology of contemporary financial decision-making within the framework of the small business enterprise. The course will focus on developing a comprehensive understanding of the problems unique to the entrepreneur of a small enterprise, viewed through lectures, actual case studies, articles, and research projects relevant to the financial decision-making process of the young, emerging, and mature company.

The Department

MF 660 Corporate Financial Planning (Fall/Spring: 3)

Prerequisite: MF 127 Corporate Finance

Corporate Financial planning is the process by which the enterprise evaluates its alternative investment and financing strategies in order to achieve its objectives. Within the context of financial planning, the firm's costs and expenses will be examined to establish behavioral patterns, to be employed within the framework of cash planning and profit planning. In addition, the financial planning process will be viewed from the perspective of long-term or strategic

planning in guiding the firm in its short-term operating strategy and working capital policy. Consideration will be also be given to the firm's growth capacity within the framework of internally and externally imposed constraints, ultimately leading to the development of pro forma financials and working budgets, utilizing various financial modeling techniques.

The Department

Graduate Course Offerings

MF 704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite: Introduction to Accounting

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

The Department

MF 722 Financial Management (Spring: 3)

Prerequisite: MA 713

This is a First Year M.B.A. Core course in Finance. The course will deal with an organization's investment and financing decisions and its interactions with the capital markets. Topics include valuation and risk assessment, capital budgeting, financial decisions and working capital management. Investors' valuation of securities is linked to both the net present value rule for corporate decisions and possible sources of value creation.

The Department

MF 727 Special Topics, MBA Core (Spring: 3)

This course was formerly titled *Global Financial System*. Course title change effective 1/99.

The contents of this course will vary semester to semester depending on the interests and expertise of the instructor.

The Department

MF 801 Investments (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course was formerly titled *Investments: The Valuation of Financial Instruments*. Course title change effective 1/99.

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

The Department

MF 802 Venture Capital (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722 (MF 801 and MK 705 or MK 721 also strongly recommended)

Students will learn about the various dimensions of venture capital and gain a preliminary working knowledge of the venture capital process and the challenges of capital within the entrepreneurial setting. The course will help students understand the steps necessary to create a fund, to attract and to analyze venture capital investments, to create value within the portfolio companies, and to coordinate exit strategy. This course will help those interested in small business to better understand this popular source of capital, and help those interested in a career in an entrepreneurial company or in venture capital to better understand the venture business.

The Department

MF 803 Portfolio Theory (Spring/Summer: 3)

Prerequisite: MF 704 (MF 801 is recommended.)

This course has three broad objectives: (1) to examine relevant theories and empirical evidence pertaining to the construction, management, and evaluation of securities portfolios, (2) to provide exposure to the practical aspects of portfolio management, and (3) to help the student apply course concepts in a research project.

The Department

MF 807 Corporate Finance (Fall/Spring: 3)

Prerequisite: MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MF 808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisite: MF 801 and MF 807 (M.S. in Finance students must complete at least six courses prior to MF 808.)

This course applies financial theories, techniques and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course, and present the study to the class.

The Department

MF 818 Financial Markets and Instruments (Spring: 3)

Prerequisite: MF 704 or MF 722

The course focuses on the general functions of money and capital markets as well as the role of financial institutions as intermediaries within the system. The course also examines the important characteristics of the different financial instruments available in these markets, the flow of funds process and the concept of financial intermediation.

The Department

MF 820 Commercial Banks and Other Financial Institutions (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course was formerly titled *Management of Financial Institutions*. Course title change effective 1/99.

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MF 825 Ph.D. Seminar: Information Theory and Game Theory in Finance (Fall: 3)

Prerequisite: A basic understanding of information theory and game theory, such as is taught in EC 741.

This course will intersect with a number of areas of finance, in particular Corporate Finance, Financial Intermediation and Market Microstructure. The primary objective of the course is to learn how to develop, solve and interpret theoretical models of strategic behavior in financial markets.

The Department

MF 831 International Financial Management (Fall/Spring: 3)*Prerequisite:* MF 704 or MF 722

This course introduces students to the financial management problems of a firm operating in an international environment. Explores the impact of foreign exchange risk on the management of a firm's funds, including hedging strategies, managing funds flow and the positioning of assets on a global basis. Studies the complexities of a multinational environment, with emphasis on money and capital market opportunities not normally available to a domestic firm.

*The Department***MF 852 Quantitative Methods in Finance (Fall/Spring: 3)***Prerequisite:* Introductory Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

*The Department***MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)***Prerequisite:* MF 801

This course was formerly titled **M.S. in Finance Seminar: Derivatives and Risk Management**. Course title change effective 1/99.

This course is reserved for special topics, offering advanced coursework in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging and dynamic hedging. Applications from commodity, equity, bond and mortgage-backed markets are considered.

*The Department***MF 863 Ph.D. Seminar: Investments (Spring: 3)**

This doctoral seminar will study recent developments in investment theory and management. Possible topics include pricing theory applications, option pricing theory and strategies, improved event study methodology, portfolio theory incorporating futures and options, specifications generating process, portfolio selection under alternative criteria, small firm and end-of-year effects, the effects of dividends and unexpected earnings on common stock prices and commodities.

*The Department***MF 868 Bankruptcy and Financial Distress (Spring: 3)***Prerequisite:* MF 807

This course was formerly titled **M.S. in Finance Seminar: Bankruptcy and Financial Distress**. Course title change effective 1/99.

This course focuses on evaluating and predicting the financial health of the firm, as well as managing companies before, during, and after bankruptcy. It treats restructuring, reorganization, and liquidation. The course also considers troubled companies as investment opportunities and develops valuation concepts from the perspective of an outside auditor.

*The Department***MF 869 Fundamental Analysis (Fall/Spring: 3)**

This course was formerly titled **M.S. in Finance Seminar: Fundamental Analysis**. Course title change effective 1/99.

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis and "the art of the management interview."

*The Department***MF 880 Fixed Income (Fall/Spring: 3)***Prerequisite:* MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

*The Department***MF 881 Theory of Corporate Finance (Fall/Spring: 3)***Prerequisite:* MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm; includes a discussion of the effects of taxes, bankruptcy costs and agency costs on these decisions. Also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging and payout policies.

*The Department***MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)**

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stochastic differential equations and optimal control.

*The Department***MF 891 Ph.D. Seminar: Advanced Topics in Corporate Finance (Spring: 3)**

The primary purpose of this course is to expose doctoral students to recent developments in the theory of corporate finance. The course will focus on theory and evidence in corporate finance. Possible topics include new theoretical frameworks, signaling theory, the economics of information, agency theory, new issues of securities, recapitalizations, stock repurchases and the market for corporate control.

*The Department***MF 892 Ph.D. Seminar: Teaching Workshop (Spring: 3)***The Department***MF 893 Ph.D. Seminar: Capital Markets II (Spring: 3)***Prerequisite:* MF 890

The first part of this course will extend the materials treated in MF 890, covering continuous time finance literature published in the last five years. Applications of the continuous time machinery to corporate finance will be emphasized. In the second part, students will present recently published papers using the continuous time methodology.

*Visiting Professor Yaacov Bergman***MF 897 Directed Readings (Fall/Spring/Summer: 3)**

By arrangement

The Department

MF 898 Directed Research (Fall/Spring/Summer: 3)

By arrangement

The Department

MF 899 Directed Study (Fall/Spring/Summer: 3)

Prerequisites: Upper-level M.S. in Finance status, consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MF 999 Doctoral Continuation (Fall/Spring: 0)

The Department

General Management

Undergraduate Program Description

The General Management concentration provides an avenue for the pursuit of cross-disciplinary studies of management, in the context of an integrated and rigorous curriculum.

Students choose to concentrate in this area for many reasons but it is especially attractive to those students who desire to pursue a cross-disciplinary approach to management or who are preparing for the management of a family business.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

The concentration may be completed in one of two ways:

Accounting

Required Courses:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II

Computer Science

Required Course:

- MC 140 Computer Science I
- MC 141 Computer Science II
- MC 252 Systems Analysis
- MC 254 Business Systems
- MC 452 Assembly Language

Finance

Required Courses:

- MF 127 Corporate Finance
- MF 151 Investments

Marketing

Required Course:

- MK 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 155 Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Direct Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 253 Marketing Research or MK 256 Applied Marketing Management

Organization Studies/Human Resources Management

Required Course:

- MB 110 Human Resources Management
- MB 111 Organization Ethics and Employment Law
- MB 116 Labor-Management Relations
- MB 119 Interpersonal Communication in Organization

- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Personnel and Organizational Research
- MB 364 Collective Bargaining
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology

Operations and Strategic Management

Required Course:

- MD 375 Operations and Competition
- MD 225 Strategy Development: An Interactive Approach
- MD 240 Management Information Systems
- MD 260 Social Issues in Management
- MD 384 Applied Statistics
- MD 603 Decision Analysis
- MD 604 Management Science
- MD 605 Simulation Methods
- MD 606 Forecasting Techniques

Students considering these options should discuss particular course selections with appropriate department faculty.

Management Honors Program

Undergraduate Program Description

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and have a desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program, a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Management Communication Skills, and MH 199 the Senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MH 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas. This is a one-credit sixth course taken during one semester of the freshman year taught by professors in the CSOM.

CSOM Professors

MH 126 Business and Professional Speaking (Fall/Spring: 3) Honors Program

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of

clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, learning ways to analyze and evaluate the oral presentations of others. This course is restricted to students in the CSOM Honors Program.

The Department

MH 199 Senior Honors Thesis (Fall: 3)

Prerequisites: The Senior Honors Thesis is a requirement of all School of Management Honors Program Seniors, or by permission of the Dean and Director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work are that it be of high academic excellence and that it be of importance and interest to the student.

Director, CSOM Honors Program

Marketing

Faculty

Victoria L. Crittenden, *Associate Professor*; Chairperson of the Department; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Michael P. Peters, *Associate Professor*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Michael Brady, *Assistant Professor*; B.S., Florida State University; M.B.A., Jacksonville University; Ph.D., Florida State University

John E. Hogan, *Assistant Professor*; B.S., Auburn University; M.B.A., Indiana University; Ph.D., University of North Carolina, Chapel Hill

Charles Noble, *Assistant Professor*; B.S., Boston College; M.B.A., Babson College; Ph.D., Arizona State University

Maria Sannella, *Lecturer*; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Deborah Utter, *Lecturer*; B.A., Skidmore College; M.B.A., University of Chicago

Departmental Notes

- Department Secretary: Elizabeth Shanley, 617-552-0420, elizabeth.shanley@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/Marketing/default.html

Undergraduate Program Description

According to the American Marketing Association, marketing is “the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.”

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today’s marketing manager.

Concentration in Marketing

Beyond the required Core course (Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 155 Sales Management
- MK 157 Professional Selling
- MK 158 Product Planning and Strategy
- MK 161 Direct Marketing
- MK 168 International Marketing
- MK 170 Entrepreneurship: Innovation and Marketing in a New Venture
- MK 172 Marketing Ethics and Creative Thinking
- MK 180 Marketing Topics
- MK 299 Individual Study

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MK 021 Marketing Principles (Fall/Spring: 3)

This course will explore the basic concepts, principles and activities that are involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics.

The Department

MK 148 Service Marketing (Fall/Spring: 3)

Prerequisite: MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied: TV and radio stations, hospitals and HMO’s, hotels, theaters, music groups and airlines; service providers: accountants, lawyers, doctors, and dentists.

Michael Brady

MK 152 Consumer Behavior (Fall/Spring: 3)

Prerequisite: MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, per-

sonality and attitudes, (2) group influences such as family, culture, social class and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

Maria Sannella

MK 154 Communication and Promotion (Fall: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

The Department

MK 155 Sales Management (Spring: 3)

Prerequisite: MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

The Department

MK 157 Professional Selling (Fall/Spring: 3)

Prerequisite: MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople need greater expertise. Methods that were successful in the past are giving way to new and demanding disciplines. This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.

The Department

MK 158 Product Planning and Strategy (Fall/Spring: 3)

Prerequisite: MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

Michael Peters

MK 161 Direct Marketing (Spring: 3)

Prerequisite: MK 021

Direct Marketing is an important and highly visible form of marketing which costs businesses several billion dollars each year. The study of direct marketing includes the following: marketing strategy, offer planning and positioning, list selection and segmentation, databases, fulfillment, developing and testing campaigns, catalog marketing, telephone marketing, direct response marketing,

business-to-business marketing, and more. This comprehensive look at the world of direct marketing will provide students with a foundation and an understanding of the process, as well as the ability to critically analyze campaigns. Students will also be given the opportunity to develop a direct marketing campaign in a project that will be completed over the course of the semester.

Sandra Bravo

MK 168 International Marketing (Spring: 3)

Prerequisite: MK 021

As more and more U.S. companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. The international marketer needs to understand how the people in different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

Victoria Crittenden

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall/Spring: 3)

Prerequisites: MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management and marketing of the new venture.

Michael Peters

MK 253 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeable the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Michael Brady

Kim Schatzel

MK 256 Applied Marketing Management (Fall/Spring: 3)

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

John Hogan

MK 299 Individual Study (Fall/Spring: 3)

This is an individualized course that is developed by a student and a faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is

not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.
The Department

Graduate Course Offerings

MK 705 Marketing (Fall/Spring: 3)

This course focuses on the managerial skills, tools and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

The Department

MK 719 Key Strategies in Marketing (Spring: 2)

Building on the knowledge gained in the core marketing class, this course pursues key strategic marketing issues in-depth. With market orientation as the central focus, areas examined include: growth strategies, target market strategies, marketing relationships, marketing program development, organizing the marketing function, implementation and marketing performance assessment.

The Department

MK 721 Marketing (Fall: 2)

This course focuses on the managerial skills, tools and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

The Department

MK 801 Marketing Research (Fall: 3)

Prerequisite: MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis and the applications of research to the task of managing the marketing effort. Case projects developed.

Michael Brady

MK 807 International Marketing Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

Victoria Crittenden

MK 810 Advanced Topics in Marketing (Fall/Spring: 3)

Advanced elective courses based on student interest and faculty availability. Topics include industrial marketing and services marketing.

The Department

MK 813 Financial Services Marketing (Spring: 3)

Prerequisites: MK 705 or MK 721. MK 801 is also recommended.

Success in financial services requires a dedicated focus on the customer, providing them with superior service, through assessing the firm's effectiveness in terms of customer attraction and loyalty. Financial services managers must adopt a customer orientation, and be able to apply a number of strategic marketing tools. In addition, they must acquire and analyze market information to enhance their marketing understanding and develop the most effective strategies. This course will thus focus on marketing tools, techniques, and strategies necessary for managing financial institutions, as well as the strategic use of market information.

The Department

MK 814 Pricing Policy/Strategy (Fall: 3)

Prerequisites: MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting.

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing and research methods for assessing price sensitivity.

Gerald Smith

Operations and Strategic Management

Faculty

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Charles E. Downing, *Associate Professor*; B.A., M.S., Ph.D., Northwestern University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Hassell McClellan, *Associate Professor and Dean of the Graduate School*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; Chairperson of the Department; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Richard A. Spinello, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Robert G. Fichman, *Assistant Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

Joy Field, *Assistant Professor*; M.S., M.B.A., Ph.D., University of Minnesota

John Gallagher, *Assistant Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Marta Geletkanycz, *Assistant Professor*; B.S. Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

Martin K. Konan, *Visiting Assistant Professor*; B.A., Boston College; M.A., Tufts University; Ph.D., Boston College

Larry C. Meile, *Visiting Assistant Professor*; B.S., M.B.A. University of Wisconsin; Ph.D., Texas Tech University

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

Departmental Notes

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- World Wide Web: http://www.bc.edu/bc_org/avp/csom/departments

Program Description

Management education needs to link the strategic decisions that firms make regarding product and service choice, investment in technology, people, plant and equipment, and resource allocation with the daily operational decisions made in the production of the firm's goods and services. Management education needs to prepare managers to add value to their organization, that is, to increase the value of the firm's products or services and to measurably add to profit and social well being. Future managers must be prepared to supervise and work with technical and operational specialists, and they must be increasingly sensitive to both environmental and ethical issues.

How is all this to be done? What skills do future managers need? What kind of thinking, analysis, and managerial action will be necessary to keep the United States economy competitive in the long run? What kind of management education will best prepare future managers? All managers must have a thorough understanding of the functional areas of management. In addition, future managers must learn to focus on and link decision-making at two levels of analysis: (1) the strategic level, where managers identify the economic, social, political, and ethical issues with which their organizations must contend in the long and short term, and for which they must formulate and implement strategic plans; and (2) the operational level, where managers focus on the supply side of what every organization does, the transformation of human, physical, and technical resources into goods and services.

Objectives of the Undergraduate Concentration

The objectives of the undergraduate concentration in Operations and Strategic Management are to develop managers who can:

- exercise managerial judgment
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- have a global perspective, have a broad view of the role of general managers, and possess a thorough understanding of the operations function
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques
- understand and use computer technology

Careers in Operations and Strategic Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. In a manufacturing firm the senior executive would likely have the title of Vice President of Manufacturing, whereas the corresponding title in a service industry, such as banking or health care, would be Vice President or Director of Operations. At lower levels in the firm are positions such as Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and a comprehensive corporate strategy. Salaries for majors in operations and strategic management are and will likely remain competitive with all other concentrations in management.

Courses Required for the Concentration

The following two courses are required for the concentration:

- MD 240 Management Information Systems
- MD 375 Operations and Competition

The student must also take at least one of the following electives:

- MD 384 Applied Statistics
- MD 603 Decision Analysis
- MD 604 Management Science
- MD 605 Simulation Methods

The student must also take at least one additional course from the following electives:

- MD 225 Strategy Development: An Interactive Approach
- MD 253 Electronic Commerce
- MD 260 Social Issues in Management
- MD 299 Independent Study
- MD 384 Applied Statistics
- MD 603 Decision Analysis
- MD 604 Management Science
- MD 605 Simulation Methods
- MD 606 Forecasting Techniques
- MD 607 Management of Service Operations

In addition, other courses recommended by the department include the following:

- MA 307 Managerial Cost Analysis
- MB 110 Human Resource Management
- MB 116 Labor-Management Relations
- MF 127 Corporate Finance
- MF 151 Investments
- MJ 152 Labor and Employment Law
- MK 158 Product Planning and Strategy
- MK 253 Marketing Research

Study Abroad

Students concentrating in Operations and Strategic Management who are interested in studying abroad are encouraged to consider Lancaster University. Lancaster was the first British university to establish a department of Operational Research and Operations Management and they maintain a strong reputation in this field. At Lancaster students can take courses that will count directly towards their requirements for the concentration in Operations and Strategic Management.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a period-ic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MD 021 Management and Operations (Fall/Spring: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, MC 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

MD 031 Management and Operations—Honors (Fall: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, MC 021 and MT 235

Operations management focuses on the planning, implementation and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making. The course is taught in an interactive setting and requires class participation. This is a core course for the CSOM Honors Program.

The Department

MD 099 Strategy and Policy (Fall/Spring: 3)

Prerequisite: Successful completion of the CSOM Core Requirements

Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021, which must then be taken with MD 099.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

The Department

MD 100 Competitive Strategy—Honors (Fall: 3)

Prerequisites: MD 100 substitutes for MD 099 in the CSOM Core Requirements; hence, it has the same prerequisites as MD 099.

This 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 compet-

itive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

The Department

MD 240 Management Information Systems (Fall/Spring: 3)

Cross listed with MC 240

Prerequisite: MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, from the division level, and from the enterprise level.

The Department

MD 253 Electronic Commerce (Fall/Spring: 3)

Cross listed with MC 253

Electronic commerce is more than just a buzz word—business on the Internet has altered the competitive landscape for large and small corporations alike and it is still in its early stages. Electronic commerce is reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. All managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about its impact on the future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

The Department

MD 260 Social Issues in Management (Fall/Spring: 3)

This course provides a broad base for understanding the strategic importance of linkages that exist between businesses and the rest of society. It focuses on managing in the complex and dynamic political-legal, socio-cultural, ecological, and ethical environments with which businesses necessarily must contend. Emphasizing the primacy of positive relationships with a broad range of critical stakeholders, including owners, employees, customers, communities, government, activists, and nations, especially for companies operating globally, the course provides a broad strategic lens for understanding management in the societal context. The case method, experiential exercises, and interactive learning are emphasized as teaching methods.

Lawrence Halpern

MD 299 Independent Study (Fall/Spring: 3)

Prerequisites: Senior standing, consent of Department Chairperson

The student works under the direction of an individual professor. By arrangement.

The Department

MD 375 Operations and Competition (Spring: 3)

Prerequisite: MD 021

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and an understanding of the tangible link between operations practices and competitive success. Topics to be covered include an overview of manufacturing and operations strategy, process analysis and design, productivity and performance, worker management, quality management, process improvement and learning, new technology choice, and new product and process introduction. This course is required for the Operations and Strategic Management concentration.

The Department

MD 384 Applied Statistics (Spring: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite, and an acquaintance with linear algebra and the ability to use a computer are desirable.

David R. McKenna

Undergraduate and Graduate Course Offerings**MD 604 Management Science (Fall: 3)**

Prerequisites: MD 021, MD 707 or MD 723

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory and decision trees. Strongly recommended for students interested in operations management.

The Department

MD 606 Forecasting Techniques (Fall: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

David R. McKenna

MD 607 Management of Service Operations (Fall: 3)

Prerequisites: MD 021, MD 707 or MD 723

The ever increasing contribution of the service sector to the growth of GNP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics included: focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues. A good deal of emphasis is placed on case studies and the analysis of real-world scenarios.

M. Hossein Safizadeh

Graduate Course Offerings**MD 700-701 Economics (Fall/Spring: 3)**

This course covers both microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored, with Hicks' general equilibrium providing an elegant synthesis. Lastly, the focus shifts outside the domestic economy to examine international trade, exchange rates, and balance of payments.

The Department

MD 703 Computer Information Systems (Fall/Spring: 3)

A major challenge facing management is the effective reaction and use of information and the systems that capture, structure and convey such information. This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning and performance issues involving information systems.

The Department

MD 705 Statistics (Fall/Spring: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

MD 707 Operations Management (Fall/Spring: 3)

Prerequisite: MD 705

This course covers the concepts, processes and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing both the strengths, limitations and usefulness of management science approaches.

The Department

MD 710 Management Practice III: Strategic Management (Fall/Spring: 3)

Prerequisite: Management Practice I & II and M.B.A. Core

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment.

The Department

MD 711 Management Practice IV: Social Issues in Management (Fall/Spring: 3)

Prerequisites: MM 703, MM 702, MD 710 and all core courses

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological and cultural influences upon the organization; as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization; or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

The Department

MD 714 Statistics (Fall: 2)

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject

matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

The Department

MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing and operations management.

The Department

MD 723 Operations Management (Spring: 2)

Prerequisite: MD 714

This course covers the concepts, techniques and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions and business examples.

The Department

MD 729 Managing Operations for Competitive Advantage (Spring: 2)

This course covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT and scheduling systems are covered. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussion and business examples.

The Department

MD 740 Management Practice III: Managing Strategically (Fall/Spring: 3)

Prerequisite: Management Practice I and II and M.B.A. Core

MP III is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success.

It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information systems (IS). Information systems can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

John M. Gallagher

MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)

Cross listed with MM 750

See course description in the Graduate Management Practice/International department.

The Department

MD 803 Management Decision Making (Fall: 3)

Prerequisites: MD 710 or MD 740, or consent of instructor

Uses a general management simulation to clarify the relationships among the functional departments. Students prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition.

The Department

MD 804 Management of Quality (Spring: 3)

Prerequisite: MD 705 or MD 714

This course presents a series of topics which are essential to a company's ability to remain competitive by developing and delivering products and services of superior quality. The course presents a wide range of topics in the management and control of quality in both manufacturing and services. Topics include product design, Taguchi methods of improving product design, product reliability, statistical process control, process capability, total quality management, continuous improvement, empowerment, benchmarking, customer focus, and service recovery.

Samuel Graves

MD 815 Management of Technology and Innovation (Spring: 3)

Prerequisite: MD 710 or MD 740 (can be concurrent) or permission of the instructor

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy; identify promising technical opportunities; evaluate and select among competing technologies; nurture the innovative capabilities of the firm; and manage new product development and R&D. Case examples will focus primarily on high technology and service industries.

The Department

MD 823 International Perspectives on Information Management (Fall: 3)

This course traces the evolution of national and regional communications infrastructures, including the shift from monopoly, state-owned systems to privatization and competition, the role of standards, and the emergence of the Internet as a global network. Within this context, it will provide a more detailed analysis of the communications developments in different regions of the world with particular emphasis on the implications for information management and connectivity requirements in traditional multinational corporations and the emergence of an international electronic marketplace on the Web.

Mary Cronin

MD 831 Advanced Topics in Operations Management (Fall/Spring: 3)

Prerequisite: MD 707 or MD 723 and any requirement of a particular topic

In-depth treatment of an area not covered in the regular curriculum. Topics drawn from faculty research and professional interests, theoretical and applied developments in the field, and graduate student interests.

The Department

MD 841 Advanced Topics in Strategic Management
(Fall/Spring: 3)

Prerequisites: MD 710 or MD 740 strongly recommended, or consent of the instructor

Deals with the strategy formulation and implementation problems that face all organizations. Analyzes how strategy permeates and is implemented by policy, organization and control. Emphasizes the organization's integration and adaptation to its dynamic internal and external environment.

The Department

MD 853 Electronic Commerce (Spring: 3)

Analyst groups predict that by the year 2000 business transactions transmitted over the Internet will top \$200 billion. This course provides a framework for students to analyze three important and interrelated components of this wave of Electronic Commerce. The first is the network and security infrastructure required for business to flourish on the Web. With this structure in mind, discussion will turn to how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. Not all industries are adopting the Internet at the same pace or in the same style, however. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

MD 898 Directed Research I (Fall/Spring: 3)

Prerequisite: Consent of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MD 899 Directed Research II (Fall/Spring: 3)

Prerequisite: Consent of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Organizational Studies—Human Resources Management**Faculty**

Donald J. White, *Dean Emeritus and Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor*; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Richard P. Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Stephen Borgatti, *Associate Professor*; B.A., Cornell University; Ph.D., University of California, Irvine

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Dalmar Fisher, *Associate Professor*; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith R. Gordon, *Associate Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Candace Jones, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

John W. Lewis, III, *Associate Professor*; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

William Stevenson, *Associate Professor*; Chairperson of the Department; B.S., University of Maryland; M.A., Ph.D., University of California

W.E. Douglas Creed, *Assistant Professor*; B.A., M.A., Yale Divinity School; Ph.D., University of California, Berkeley

Departmental Notes

- Department Secretary: Jean Passavant, 617-552-0450, jean.passavant@bc.edu
- World Wide Web
http://www.bc.edu/bc_org/avp/csom/OB/default.html

Undergraduate Program Description

Human Resources Management is an evolving, applied field within Organizational Behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more important than it has been in the past.

In addition to an understanding of what makes the people-side of organizations effective or ineffective, the HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions. Increasingly human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organizational development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources management and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and non-profit organizations.

The Curriculum

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology is also available to a few students each year and may be of special interest to concentrators in OS/HRM. Information regarding this concentration is available from Professor Jean Bartunek. A minor in Human Development is also available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Information on this minor is available from Professor Dalmar Fisher.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:

- MB 111 Organization Ethics and Employee Law
- MB 116 Labor-Management Relations
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Managing Change
- MB 135 Career and Human Resources Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 299 Independent Study (by permission of instructor)
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organization Studies and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

MB 021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MB 031 Organizational Behavior—Honors (Spring: 3)

Satisfies the School of Management core requirement in organizational behavior

Counts as an intensive course in the School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

John W. Lewis III

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Human Resource Management has emerged as a major strategic concern for generalist managers, the most enlightened of whom acknowledge that competency in this area is closely linked with the attainment of short- and longer-range goals of an organization and with its core ethical values. This course will examine the professional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional, and organization member.

Judith R. Gordon

Candace Jones

MB 119 Interpersonal Communication in Organization (Fall: 3)

This course focuses on how interpersonal communication among organizational members (and non-members) relates to the structure and functioning of the organization. Some of the topics include social networks, recruitment, promotion and turnover, stakeholder satisfaction, decision making, organizational change, leadership, and power. In addition, the course will examine the challenges to communication posed by diversity, organizational culture, and organizational structure. The course is not intended as a workshop for improving students' interpersonal skills, although a small portion of the course is devoted to this area.

Stephen Borgatti

MB 123 Negotiation (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

Jean Bartunek

MB 127 Leadership (Fall: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Students in this course will learn about effective leadership and acquire some techniques for becoming a more effective leader. This course assists students in these two areas by requiring them to explore ways to recognize leadership opportunities that exist for an individual as well as identify each person's potential for leadership growth. The nature of leadership is introduced, techniques for improving the quality of leadership in organizations are presented, and students are challenged to develop these skills in their personal repertoire.

Richard Nielsen

MB 130 Managing Change (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

This course is intended to introduce students to major large-scale change initiatives being undertaken in organizations within the context of change management. It will have two primary thrusts. First, it will address the current trends in large-scale system change; at this time this means an emphasis on total quality management, reengineering in organizations, and the nature of learning organizations. Second, it will focus on the process of change and the role of executives, mid-level managers, and non-managerial employees in the change.

Judith R. Gordon

MB 137 Management of Multicultural Diversity and Differences (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor
Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

MB 145 Environmental Management (Fall: 3)

Fulfills an elective requirement in public policy for Environmental Studies minors

Fulfills an elective requirement for Human Resource concentrators
Fulfills a general elective requirement for Carroll School of Management undergraduates

In this course we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management.

William Stevenson

MB 299 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

The Department

MB 313 Personnel and Organizational Research (Fall: 3)

Prerequisites: MB 021 or MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.

Stephen Borgatti

Graduate Course Offerings**MB 709 Managing People and Organizations (Fall/Spring: 3)**

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

W.E. Douglas Creed

William Stevenson

MB 712 Managing People and Organizations (Fall: 3)

Among the major facets of an organization's existence, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels.

Dalmar Fisher

MB 728 Current Topics in Human Resource Management (Spring: 2)

Prerequisites: MB 709 or 712, or consent of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the 21st century, managing "knowledge" workers, managing cross culturally and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

Candace Jones

MB 801 Interpersonal Effectiveness (Fall: 3)

Prerequisites: MB 709, MB 712, or consent of instructor

Offered Periodically

Improving one's effectiveness in interaction with others in an organizational setting is the focus. Class members develop their skill at diagnosing communication problems in organizations and practice ways of improving their own interpersonal communication. Topics include assertion, influence, reflective listening, action inquiry, understanding another's perspective, effective use of language, group process diagnosis, and team building.

Dalmar Fisher

MB 802 Management of Organizational Change (Spring: 3)

Prerequisites: MB 709, MB 712 or consent of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions and downsizing. Discusses such change strategies as: envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development and other action tools.

Jean Bartunek

MB 805 Consulting: Practice and Theory (Fall: 3)

Prerequisite: Completion of M.B.A. core curriculum; permission of instructor

This course examines individual, interpersonal, and organizational theories of development and of intervention effectiveness. It

requires students to examine, critique and experiment with their own practices. It includes discussion, role plays and analysis of recordings.

William Torbert

MB 812 Negotiating (Spring: 3)

Prerequisites: MB 709, MB 712, or consent of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

Richard Nielsen

Donald White

MB 850 Micro-Organizational Theory (Fall: 3)

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, attribution, learning, motivation, decision making, communication, group dynamics, leadership, conflict and power. Students read the classics of organizational behavior, trace the development of thought and evaluate current research in each area.

Judith Gordon

MB 851 Macro-Organizational Theory (Spring: 3)

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture and interpretivist perspectives.

W.E. Douglas Creed

MB 852 Perspectives on Individual and Organizational Change (Fall: 3)

This course introduces topics relating to individual and organizational change and development. Topics include approaches to personal, career and managerial development, and organizational-level change issues, such as the early formation and development of organizations, organizational life cycles, organizational transformations and organizational decline and death.

Jean Bartunek

MB 853 Organizational Change and Transformation (Fall: 3)

This course explores fundamental, qualitative changes that occur in organizations that influence their effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment and ethical change and transformation.

Richard Nielsen

MB 870 Qualitative Research Methods (Fall: 3)

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies and conduct practical exploratory research themselves. Topics include action research, clinical approaches and ethnographic and linguistic research.

Stephen Borgatti

MB 871 Quantitative Research Methods (Spring: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design and meta-analysis.

William Stevenson

MB 872 Research Seminar I (Fall: 3)

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

Jean Bartunek

MB 873 Research Seminar II (Fall: 3)

Students participate with department faculty and visiting scholars as colleagues in a weekly seminar on current research in organization studies. The seminar focuses on current research topics and approaches and develops research and presentation skills.

Jean Bartunek

MB 880 Consulting Practice, Theory, and Research (Spring: 3)

This course examines three interwoven purposes of consulting: (1) transferring substantive expertise; (2) increasing a system's control of its own processes; and (3) increasing a system's capacity to reframe and realign its mission, culture, strategy, structure, operations, and outcomes. Close readings are made of a variety of interventionist styles addressed to different types of clients. The seminar will include practical experience with the consulting process.

William Torbert

MB 881 Teaching Practicum (Spring: 3)

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

John W. Lewis III

MB 897 Directed Readings (Fall/Spring: 3)

Prerequisite: Consent of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

The Department

MB 898 Independent Study I and II (Fall/Spring: 3)

Prerequisite: Consent of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MB 899 Independent Study II (Fall/Spring: 3)

Prerequisite: Consent of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MB 999 Doctoral Continuation (Fall/Spring: 0)

The Department

School of Nursing

UNDERGRADUATE SCHOOL OF NURSING

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing.

Within the Jesuit tradition, the School of Nursing educates individuals to think critically and to incorporate values in nursing service to others. The curricula develop student's diagnostic, therapeutic, and ethical reasoning in nursing practice. The school promotes leadership in improving and extending health care to individuals, family, and communities of diverse cultures. The School of Nursing advances nursing as an academic and practice discipline through philosophical inquiry and research.

The School of Nursing undergraduate students take courses that have both classroom and laboratory components. The curriculum is designed for students to take courses in a specific sequence. If a course is failed, the student makes up the deficiency before proceeding to the next course in the sequence.

The School of Nursing requires 121 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the Nursing major courses; and electives. The following courses comprise the Core curriculum and are required for all students entering Boston College and scheduled to graduate in Nursing in May 2000 or thereafter.

- 1 course in Writing
- 1 course in Literature (Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages)
- 1 course in the Arts (Fine Arts, Music, Theatre)
- 2 courses in History (Modern History I and II)
- 2 courses in Philosophy
- 2 courses in Social Sciences (Psychology and Sociology)
- 4 courses in Natural Science (Anatomy and Physiology I and II, Life Science Chemistry, Microbiology)
- 2 courses in Theology
- 1 course in Mathematics

Students are encouraged to complete their Core courses as early as possible. Core courses that are sequential for two semesters (History, Writing/Literature, Philosophy) should be taken in the freshman and sophomore years. The Core provides a base for nursing as well as further learning in other fields. Sociology and a course in psychology are required for nursing students as part of the Social Science Core. These should be taken before enrolling in NU 120 or NU 121. It is recommended that students in the Nursing major take a special two-semester Theology Core course that features content important to health care. Courses in the Nursing major are offered in six semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in a variety of clinical settings. Theory and clinical courses are provided in the care of children, childbearing families, adults, and the elderly in both wellness and illness situations.

The Nursing major uses the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with

individual's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan for their class as they plan for registration. Nursing electives available each semester, as well as non-nursing electives, should be carefully reviewed with advisors.

Special Opportunities

Study Abroad

Students may study abroad during spring semester of the junior year and may take nursing, core, or elective courses. Up to ten senior students who are fluent in Spanish may fulfill the Community Health Clinical course requirements with an intensive program in Ecuador.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about interests and goals in such study.

Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

PLAN OF STUDY

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- Core
- Core
- Core

Sophomore Year

Semester I

- BI 220, 221 Microbiology
- Core
- Core
- Core
- Core

Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical
- Laboratory

- NU 080 Pathophysiology
- Core
- Core

Junior Year*Semester I*

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- Core
- Elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Elective

Senior Year*Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Elective

Semester II

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory
- Elective

The School of Nursing reserves the right to alter any program or policy outlined.

Information for First Year Students

University Core Requirements and the Plan of Study for first year students have been listed previously. During Orientation students will meet with faculty members who will assist them with registration for the fall. In September students will be assigned advisors who will guide them through the Nursing program.

Academic Honors*The Dean's List*

The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to cumulative semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); and Third Honors (3.300-3.499).

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science in Nursing are awarded in three grades: Summa cum Laude is awarded to the top 4.5% of the graduating class; Magna cum Laude is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's 8-semester cumulative average.

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In freshman and sophomore year, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in Theology, Philosophy and English. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the twentieth century. Primary emphasis is on the texts. This is not a survey course. Each section enrolls approximately 15 students and is conducted as a seminar.

In the junior and senior years, the typical nursing course sequence will be followed. In the junior year a research project will be identified and discussed with the honors advisor. During their senior year, honor students complete a research project for which they earn three credits each semester. These will be registered as independent study courses. Nursing students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Alternate Honors Program

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

Graduate Courses

Selected undergraduate students may take up to 2 master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College School of Nursing.

Academic Regulations

Students are required to maintain an overall cumulative average of 1.667 or higher and a cumulative grade point average of 2.0 or higher in nursing courses. A student whose overall or nursing average falls below minimum requirements is placed on academic warning and will be notified by the Associate Dean of the Undergraduate Program.

In order to remain in the School of Nursing, the nursing curriculum must be followed and an academic warning removed within one semester. Students who are on warning may not overload to eliminate a course deficiency. Students must achieve a grade of C- or higher in nursing courses. If the student does not meet the minimum requirement of a C-, the student will be required to retake the course. This may mean that the student will be unable to progress in the curriculum. It may also change the student's projected graduation date. A nursing course that has been failed may be repeated once. At that time the minimum acceptable grade must be achieved.

Students are required to pass at least the equivalent of 9 courses by the end of the first year, the equivalent of 19 courses by the end of the second year, and the equivalent of 29 courses by the end of the third year. To remain registered in the School of Nursing, continuous registration in the designated nursing curriculum plan is required.

School of Nursing students may declare a non-Core or non-major course Pass/Fail on-line anytime during the registration period.

Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late for or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Associate Dean of the School of Nursing so that academic and other necessary arrangements can be made.

Integrity and Professional Conduct

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Health Requirements

All undergraduate students in the School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre, two MMR vaccines prior to August 15 of the year in which they are admitted and must have begun the immunization series against Hepatitis B. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing requires that all students complete immunization against Hepatitis B before beginning clinical courses.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to have this certification renewed each year.

General Information**Cooperating Hospitals and Health Agencies**

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include the following:

- Beth Israel Deaconess Hospital
- Brigham and Women's Hospital
- Children's Hospital
- Community School Systems
- Massachusetts General Hospital
- Managed Health Care Ambulatory Centers
- Massachusetts Mental Health Center
- McLean Hospital
- Newton-Wellesley Hospital
- St. Elizabeth's Hospital
- New England Medical Center
- Newell Home Health Services

Transfers into the School of Nursing

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below. Enrolled students earn a minimum of 61 credits at Boston College.

Internal Transfer

Boston College students who are enrolled in the College of Arts and Sciences, Carroll School of Management, and the Lynch School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic potential for successfully completing the required nursing curriculum.

College Credit

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

Registered Nurses

Graduates of, or students in the final year of diploma or associate degree-granting, state-approved nursing programs should apply through the transfer admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are May 1 for September admission and November 1 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the Associate Dean of the Undergraduate Program in the School of Nursing.

Before beginning clinical practice, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance.

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Fees

School of Nursing students pay the same tuition, fees, and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Exemption examination for R.N. students \$30.00-60.00
- Standardized examination (NCLEX Assessment Test) \$35.00
- Laboratory Fee \$175.00 (Payable for certain clinical nursing courses)

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities.

GRADUATE SCHOOL OF NURSING

Introduction

In its quest for excellence and influence, the School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program With A Major in Nursing

The Ph.D. Program in Nursing is a post-Master's research-oriented degree. The focus of this program is on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student-faculty ratios and a research mentorship permit students to complete the program in the normative amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in

the four year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Program of Study

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), and programs of research (uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Relevant cognate courses are required for each chosen area of research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing: 3 credits
 - NU 702 Strategies for Knowledge Development: 3 credits
 - PL 593 Philosophy of Science: 3 credits
 - NU 710 Themes of Inquiry: Clinical Topics: 3 credits
 - NU 711 Themes of Inquiry: Clinical Judgment: 3 credits
 - NU 820 Expanding Paradigms for Nursing Research: 3 credits
 - NU 821 Nursing Research and Health Policy Formulation: 3 credits
 - Quantitative/Qualitative Methods of Research: 6 credits
 - Statistics/Computer Application and Analysis of Data: 3 credits
 - Measurement in Nursing: 3 credits
 - Advanced Qualitative/Quantitative Methods: 3 credits
 - NU 810 Research Practicum I: 1 credit
 - NU 811 Research Practicum II: 1 credit
 - NU 812 Research Practicum III: 1 credit
 - NU 813 Research Practicum IV: 1 credit
 - Cognate: 3 credits
 - NU 998 Doctoral Comprehensives: 0 credits
 - NU 901 Dissertation Advisement: 3 credits
 - NU 902 Dissertation Advisement: 3 credits
 - NU 999 Doctoral Continuation: 0 credits
- TOTAL: 46 credits**

Cognates are related to research concentration/methods. The required number of credits in cognates is based on need and prior educational background and course work.

Ph.D. Colloquium

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs accredited by the National League for Nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (4 pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- Three-credit introductory graduate level statistics course taken within five years
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores taken within five years
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty. Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is January 31 of the year of application to the program.

Application materials may be requested from the Graduate School of Nursing, 617-552-4250.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Grades

Effective September, 1998, students must maintain a grade point average (G.P.A.) of B (3.0) or better. A grade of C or lower in any course is cause for academic review.

Comprehensive Examinations

A student in good academic standing (no incompletes in required courses) may take the comprehensive exam during or after the last semester of courses. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F); one of these three grades will be recorded on the student's transcript. Within two weeks, the department will send the results in writing to the Office of Student Services and to the individual student. A student who fails the doctoral comprehensive examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Students should register for NU 998 Doctoral Comprehensives in the semester they will be taking the exam. No credit is granted.

Language Requirement

Students must demonstrate proficiency in at least one language other than English or demonstrate computer literacy.

Admission to Candidacy

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Dissertation

Each doctoral candidate is required to complete a dissertation that embodies original and independent research and demonstrates advanced scholarly achievement. As soon as possible after a student's admission to candidacy, and during or before enrollment in NU 901 and NU 902 Dissertation Advisement, the student forms a dissertation committee.

The dissertation committee consists of a minimum of three members. Two shall be chosen from the faculty of the School of Nursing. The third may be a member of the faculty of another school within the University or an appropriate doctorally prepared person outside the University. The Chairperson and committee are chosen by the student, approved by his/her advisor, and then formally appointed by the Associate Dean of Graduate Programs in the School of Nursing.

The dissertation shall be defended by the candidate in a public oral examination. Official approval of the dissertation committee is required. Committee members certify their acceptance by signing the title page of the dissertation. Three signed copies of the dissertation, one original and two clear copies, should be filed in the Graduate School of Nursing. The submitted dissertation becomes the property of Boston College, but the University does not limit the author's right to publish the results.

The Boston College School of Nursing Doctoral Student's Handbook further describes the requirements for taking the comprehensive examination and for the dissertation and should be obtained from the Office of the Associate Dean of Graduate Programs in Cushing 202.

Time Limit

All requirements for the Doctoral degree must be completed within eight consecutive years from the beginning of the doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Master of Science Degree Program With a Major in Nursing

The main objective of the Master of Science Degree Program is to prepare nurses in advanced nursing practice, including clinical specialist and nurse practitioner. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Maternal Child Health, and Psychiatric Mental Health Nursing.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multifaceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to giving specialized direct care, provides leadership in the development of nursing. Through complex decision-making processes, indirect services such as staff development, consultation, healthcare middle management, and participation in research, the advanced practitioner, clinical nurse specialist, and nurse practitioner improve the quality of nursing practice.

Areas of Clinical Specialization in Nursing

Adult Health Nursing

The curriculum in adult health nursing enables students to develop competencies in advanced nursing practice, clinical research, and strategies for improving the quality of care. Learning experiences are developed from concepts of holistic care, optimal health, and functional health patterns of the adult. The curriculum prepares the student for advanced practice, including clinical nurse specialist and nurse practitioner for various roles in health care delivery, and provides the basis for doctoral study.

Students select a focus for practice and research from a variety of adult health practice areas. Individual guidance is provided by faculty experts in collaboration with master's prepared clinical specialists and nurse practitioners in primary, acute, and long-term care.

Gerontological Nursing

The gerontological nursing specialty tract prepares clinicians in advanced nurse practice roles caring for the elderly. Opportunities for advanced specialization in gerontology can be tailored to fit students' needs and interests.

Community Health Nursing

The curriculum for community health nursing is designed to provide students the opportunity to apply theories and modalities of treatment in community health nursing and to meet the health needs of families, populations, or other defined community groups. The major foci of the program are the following: (1) health promotion and disease prevention strategies in high risk aggregates, and (2) the management of common and episodic health concerns of individuals and families.

Clinical specialization places emphasis on the family nurse practitioner within the context of a changing health care system. Clinical practica are selected to meet the curricular and students' objectives and goals. The practicum is directed towards the application and integration of theoretical knowledge in health departments, neighborhood health centers, visiting nurse associations, and other community settings.

Maternal Child Health Nursing

The curriculum in maternal child health nursing prepares students for advanced nursing practice in women's health or pediatric nursing. It includes the expansion of clinical practice responsibilities and the development of the teacher, researcher, change agent, leader, and liaison roles of the advanced practitioner. A variety of clinical agencies are used to meet the student's specific goals and objectives and to provide for application and integration of theoretical knowledge and exploration of direct and indirect role components.

Psychiatric Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric mental health field. Theoretical frameworks for practice are derived from the fields of education, social and biological sciences, and psychiatric nursing. The program focuses on advanced practice including clinical nurse specialist and nurse practitioner roles in underserved urban and high risk areas, including treatment of severely disturbed clients.

Emphasis is placed on evaluation of practice methods with individuals, groups, and families in the community and institutional settings. Clinical placements in outpatient community mental health centers and selected inpatient and day hospital settings are used to meet student and curriculum goals. Client assessment, psycho-therapeutic intervention, and case management are emphasized as direct role activities. The indirect role of the Clinical Specialist is addressed in relation to mental health consultation, supervision, and programming.

Specialty Areas and Respective Certification Exams:

Graduates are eligible to sit for certification as Advanced Practice Nurses (e.g., Nurse Practitioner or Clinical Specialist) in their respective areas:

- Adult Health Nursing
- Gerontological Nursing
- Community Health Nursing Clinical Nurse Specialist
- Family Nurse Practitioner
- Maternal Child Health Nursing
- Pediatric Nursing
- Women's Health Nursing
- Psychiatric Mental Health Nursing Clinical Nurse Specialist

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

Career Opportunities

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree from a National League for Nursing (NLN) accredited nursing program, and who have had at least one year of experience in nursing practice include the regular Master's Program and the M.S./M.B.A. and M.S./M.A. dual degree plans.

The full-time option for the Master's program is approximately a one and a half to two year program comprised of forty-five credits. The program of study includes three credits of electives, twenty-four credits of core courses, and eighteen credits of specialty and theory clinical practicum.

The part-time option, completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

Accelerated Master's Entry Program

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: courses in anatomy and physiology with laboratory (8 credits), and

the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, psychology, and sociology. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

Dual Degree Programs

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's program and business administration in the Wallace E. Carroll Graduate School of Management for individuals interested in the nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Boston College School of Nursing and the Institute of Religious Education and Pastoral Ministry (IREPM) offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at Boston College School of Nursing including Adult, Family, Community, Gerontological, Women's, Pediatric and Psychiatric Mental Health Nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

Non degree program options offered at Boston College Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

Admission Requirements for Master of Science Degree (full time and part time)

- Master's Program Application and application fee
- Baccalaureate degree from an NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
- Official report of scores on the Graduate Record Examination, taken within 5 years
- Three letters of recommendation pertaining to academic ability and professional competency
- Statement of goals, pertaining to career objectives and how your intended specialty program will help you attain them
- A completed undergraduate course in statistics within five years of application date
- Documentation of successful completion of an undergraduate or continuing education course in health assessment
- Applicants must hold a current license to practice nursing and have at least one year of work experience
- Immunizations and physical examination are required prior to enrollment
- Individual coverage by professional liability insurance is mandatory for all clinical students

Admission Requirements R.N./M.S. Plan

- Graduate School of Nursing Master's application and application fee
- Official transcripts from a state approved nursing school, college, or university
- Transfer Policies: academic credit courses from regionally accredited colleges or universities with course content similar to Boston College (C or better grade)
- R.N. License
- Statement of Goals
- Three letters of reference: 1 academic, 1 professional, 1 academic or professional
- Required for progression to Master's level courses:
 - All prerequisite baccalaureate level course work
 - NLN Mobility II Exam
 - Statistics course
 - Health/Physical Assessment course
 - GRE Test Scores within 5 years
- Immunizations and physical examination are required prior to enrollment

Admission Requirements for Dual Degrees (M.S./M.B.A., M.S./M.A.)

- Master's Program application and application fee
- CGSOM or IREPM application procedures
- Official baccalaureate transcripts from NLN accredited institutions
- Three letters of reference
- Two essay questions and statement of goals
- Resume
- Minimum 1 year of nursing management experience (M.S./M.B.A.)
- Undergraduate statistics course within 5 years
- Health assessment course
- Official report of the GRE scores, taken within 5 years
- Personal interview
- R.N. license
- Immunizations and physical examination are required prior to enrollment

Admission Requirements for Additional Specialty Concentration

- Additional Specialty application and application fee
- Baccalaureate and Master's degree transcripts from NLN accredited programs
- Three letters of recommendation pertaining to current professional competency
- Personal interview with specialty faculty
- Current R.N. license
- Documentation of adequate individual coverage by professional liability insurance
- Physical examination and immunizations prior to enrollment
- Plan of study approved by specialty faculty and by the Associate Dean for Graduate Programs (all courses toward a plan of study must be taken at Boston College). The applicant is responsible for meeting credentials for certification by national certification organization.

Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
- Baccalaureate degree from a NLN accredited program with a major in nursing
- An undergraduate scholastic average of B or better
The Associate Dean of the Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study***Master of Science with a Major in Nursing***

- Electives or Thesis*: 3 credits
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
- Options following NU 520, prerequisite choose one:
 - NU 523 Computer Data Analysis: 3 credits*
 - NU 524 Master's Research Practicum: 3 credits*
 - NU 525 Integrative Review of Nursing Research: 3 credits*
- NU 672 Physiologic Life Processes: 3 credits
- 2 Specialty Theory Courses: 6 credits
- 2 Specialty Practice Courses: 12 credits
- **TOTAL: 45 credits**
- *Optional, following 6 credits of research:
NU 801 Master's Thesis: 3 credits

Three (3) credits of electives or independent study can be completed in summer, fall, and spring semesters. The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Master's Comprehensive Examination

The candidate for a Master's degree must pass a departmental comprehensive examination that may be oral, written, or both, as determined by the department after all course work is completed

and all incomplete grades are cleared. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination.

Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the Department Chairperson. The following grading scale is used: pass with distinction (PwD), pass (P), and fail (F). Generally, within two weeks, notification of examination results will be sent in writing to the Office of Student Services and the student.

A candidate who fails the Master's Comprehensive Examination may take it only one more time. Students who have completed their course work should register for Interim Study (NU 888) each semester until they complete their comprehensive examinations. No credit is granted.

Thesis

The Master's program allows the student the option of a thesis. It is the responsibility of the student to become familiar with the regulations and procedures. All students need to have completed 3 credits of Research Theory and completed or be taking concurrently one of the research options in pursuing the thesis. Comprehensive examinations and all course work must be passed before the final thesis defense.

The Thesis is supervised by a faculty research advisor and at least one other reader. Students who have not completed the thesis in NU 801 must register each semester for Thesis Direction NU 802, a non-credit course, until the thesis is completed.

Two typed copies of the thesis, one original and one clear copy, approved and signed by the faculty research advisor and reader, must be submitted to the Graduate Programs Office, accompanied by the proper binding and microfilm fee, no later than the date specified in the academic calendar.

The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the Master's degree. Extensions are permitted only with approval of the department concerned and of the Associate Dean.

Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

General Information***Accreditation***

The Master of Science Degree Program is accredited by the National League for Nursing.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the School of Nursing's "Financial Aid-Identifying Sources and Making Application" packet. Please refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Grades

Complete grading information is available in the University section of this catalog and the Master's Student Handbook. Effective September, 1998, students must maintain an average grade of B (3.0) or better. A grade of C or lower in any course is cause for academic review.

Deferral

Deferral of admission will be granted to Master's Program applicants for one semester only. Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

Leave of Absence

Master's students who do not register for course work, Thesis Direction, or Interim Study in any given semester must request a leave of absence for that semester. Leaves of absence are not usually granted for more than 2 semesters at a time. Students may obtain the Leave of Absence Form from the Associate Dean's Office and submit it for the Associate Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must file the re-admission form with the Associate Dean's Office at least 6 weeks prior to the semester in which they expect to reenroll.

The conditions for leaves of absence and re-admission as noted for the Master's Program are also applicable to the Doctoral Program. Leaves of absence for students on Doctoral Continuation are rarely granted.

Transfer of Credit

Students who have completed one full semester of graduate work at Boston College may request transfer of not more than six graduate credits earned elsewhere. Only courses in which a student has received a grade of B or better, and which have not been applied to a prior degree, will be accepted. Credit received for courses completed more than ten years prior to a student's admission to his or her current degree program are not acceptable for transfer. Courses to be transferred in lieu of a required course must be approved by the teacher of record for the required course and the associate dean.

Transfer of Credit forms, which are available in the Office of Student Services, should be submitted, together with an official transcript, directly to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Faculty

Mary Elizabeth Duffy, *Professor*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhauer, *Professor*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College
Sara Fry, *Henry Luce Professor*; B.S., University of South Carolina, Columbia; M.S., University of North Carolina, Chapel Hill; M.A., Ph.D., Georgetown University
Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College
Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
Barbara H. Munro, *Professor and Dean*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut
Callista Roy, C.S.J., *Professor*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles
Miriam-Gayle Wardle, *Professor*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
Karen J. Aroian, *Associate Professor*; B.S.N., University of Massachusetts; M.S., Boston College; Ph.D., University of Washington
Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College
Pamela J. Burke, *Associate Professor*; B.S., Boston College; M.S., Boston University; Ph.D., Boston College
Susan Chase, *Associate Professor*; B.S., Columbia University; M.A., New York University; Ed.D., Harvard University
Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University
Joyce Dwyer, *Associate Professor*; B.S., M.S., Boston College; M.P.H., Harvard School of Public Health
Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester
Lois Haggerty, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College
Loretta P. Higgins, *Associate Professor and Undergraduate Associate Dean*; B.S., M.S., Ed.D., Boston College
June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University
Margaret Kearney, *Associate Professor*; A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California
Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University
Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Carol L. Mandle, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Boston College

Margaret A. Murphy, *Associate Professor*; B.S., St. Joseph College; M.A., Boston University; Ph.D., Boston College

Anne Norris, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

Rita Olivieri, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Jean A. O'Neil, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Judith Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Rachel E. Spector, *Associate Professor*; B.S., M.S., Boston College; Ph.D., University of Texas, Austin

Patricia A. Tabloski, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Paul Arnstein, *Assistant Professor*; B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

Barbara L. Brush, *Assistant Professor*; B.S.N., Southeastern Massachusetts University; M.S.N., Ph.D., University of Pennsylvania

Deborah B. Donahue, *Assistant Professor*; B.S.N., M.S.N., Ph.D., University of Pennsylvania

Pamela Grace, *Assistant Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Mary Ann Durkin, *Adjunct Instructor*; B.S., Lowell State College; M.S., Boston University

Katherine Barry Frame, *Adjunct Instructor*; B.S., M.S., Boston College; M.S., Salem State College

Dianne Chapell Hagen, *Adjunct Instructor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

Judith Pirolli, *Adjunct Instructor*; B.S., M.S., Boston College

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

NU 060 Professional Nursing I (Spring: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. This course places the study of nursing within the Jesuit tradition of liberal arts education. This course provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.

NU 080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

Corequisites: BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

NU 120 Nursing Health Assessment Across the Life Span

(Fall/Spring: 4)

Prerequisites: BI 130, BI 131, BI 132, BI 133; or concurrently; CH 161, CH 163, BI 220, BI 221; NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on

evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NU 120, NU 121, NU 080

Corequisites: NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204, NU 216 or concurrently

Corequisite: NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

NU 244 Childbearing Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the lifespan.

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

NU 250 Child Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care to child and family.

NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 242, NU 243

Corequisite: NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 242, NU 243

Corequisite: NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

NU 260 Community Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 250, NU 251, NU 252, NU 253

Corequisite: NU 261

This course focuses on individuals, families and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts and collaboration with other members of the health care team are addressed.

NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 250, NU 251, NU 252, NU 253

Corequisite: NU 260

This course focuses on individual, family and community responses to actual or potential health problems. Health promotion, disease prevention and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

NU 262 Nursing Synthesis Theory (Fall/Spring: 3)

Prerequisites: NU 260, NU 261 or concurrently

Corequisite: NU 263

This course provides an opportunity to integrate nursing knowledge, explore professional issues, view the health care delivery system in relation to societal needs, and articulate emerging trends that will affect professional nursing. Emphasis is placed on leadership concepts, professional responsibility, and role transition.

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 260, NU 261 or concurrently

Corequisite: NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

NU 299 Directed Independent Study (Fall/Spring: 3)

Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory. Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

NU 300 Honors Seminar (Fall: 3)

Prerequisite: All required courses through Junior year; top 10% of class

This course helps the student understand the research process through discussion and the development of a research proposal.

NU 302 Honors Project (Spring: 3)

Prerequisite: NU 300

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

NU 311 Ethical Issues in Nursing Practice (Spring: 3)

The purpose of this course is to enhance the student's ability to identify and describe moral concepts foundational to nursing practice and apply ethical reasoning and ethical principles to the practice of nursing. Beginning with the philosophical and moral foundations for the nurse's ethical responsibilities, the course explores current standards for nurses' ethical responsibilities, the nature of ethical reasoning, and examines the application of ethical principles in nursing.

Undergraduate and Graduate Course Offerings**NU 301 Culture and Health Care (Fall/Spring: 3)**

This course brings the upper-division undergraduate student into direct contact with the American health care delivery system and health care consumers of diverse socio-cultural backgrounds. Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care.

Rachel E. Spector

NU 305 Death and Dying (Spring: 3)

Prerequisite: Core Psychology and Philosophy courses completed

Open to juniors, seniors, and graduate students

This course focuses on the concepts of death and dying from a philosophical, cultural and psychodynamic perspective. It includes discussions of the effect dealing with death has on the health giver and some intervention strategies.

Miriam Gayle Wardle

NU 307 Suicide: Prevention and Intervention (Fall: 3)

Prerequisites: Philosophy, Psychology or Sociology Cores

Open to juniors, seniors, and graduate students

Suicide is increasingly becoming an area of concern because of the widening age group involved, its frequency, and its effect on so many lives. This course will examine some of the risk factors leading to suicidal behavior and will address implications. Content areas covered will include dysfunctional families, suicidal adolescents, cults, multiple personality disorder and their connection to suicide, dissociation, survivors, people who did not successfully complete suicide, individual boundaries, and gender differences in suicide attempts.

Miriam Gayle Wardle

NU 308 Women and Health (Spring: 3)**Open to juniors, seniors, and graduate students**

Using a feminist framework, this three-credit course will explore issues that affect the health and health care of women. Some of the areas to be included are the influences of environment, culture, health practices, and the decisions around research and resource allocation.

Loretta Higgins

NU 314 Wellness Lifestyle (Spring: 3)

This course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors that encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain student health status, including health care agencies and other resources in the community that contribute to the student's health status will be explored.

Rosemary Krawczyk

NU 320 Nursing in Faith Communities (Spring: 3)

Prerequisite: B.S. in Nursing or permission of faculty. Can be an upper division elective for undergraduate students.

This course supports developing nursing practice in a faith community. Faith Community Nursing encompasses physical, mental and spiritual needs of individuals and families. The history of Parish Nursing and methods of developing congregational supports are emphasized. Community health models. No clinical practicum

is required, but real-life examples and projects will be developed. The course meets the requirements of the International Parish Nurse Resource Center, Basic Parish Nursing Preparation Program.

Susan Chase

Graduate Course Offerings**NU 402 Nursing Science I (Fall: 6)**

Corequisites: NU 408 Pathophysiology, NU 403 Clinical Practice in Nursing I, NU 204 Pharmacology/Nutrition Therapies

This course introduces nursing as a profession. Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process, including assessment, analysis of data, with a focus on frequently occurring nursing diagnoses, interventions and outcomes.

The Department

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisites: NU 402 Nursing Science I, NU 408 Pathophysiology, NU 204 Pharmacology/Nutrition Therapies

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in Nursing Science I. The focus is on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. This will also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship and basic psychomotor skills associated with care.

The Department

NU 406 Nursing Science II (Spring: 6)

Prerequisites: NU 402 Nursing Science I, NU 403 Clinical Practice in Nursing I

Corequisites: NU 204 Pharmacology/Nutrition Therapies, NU 408 Pathophysiology, NU 420 Pharmacotherapeutics and Advanced Nursing Practice

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the lifespan. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)

Prerequisites: NU 402 Nursing Science I, NU 403 Clinical Practice in Nursing I, NU 204 Pharmacology/Nutrition Therapies, NU 408 Pathophysiology

Corequisites: NU 406 Nursing Science II, NU 420 Pharmacotherapeutics and Advanced Nursing Practice

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions and outcomes as they relate to the care of individuals and families across the lifespan. Settings will include inpatient and community agencies.

The Department

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

The Department

NU 411 Nursing Synthesis Practicum (Summer: 3)

Prerequisites: Nursing Science II, Clinical Practice in Nursing II

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

The Department

NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

Sr. Callista Roy

Carol Lynn Mandle

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: NU 415

Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

Sara Fry

Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall: 3)

Prerequisite: NU 415 and NU 416

Dimensions of advanced nursing practice are explored with particular emphasis on: historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evaluation and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

Jollene Hawkins

Dorothy Jones

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice. The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

Laurel Eisenhauer

NU 426 Advanced Psychopharmacology (Spring: 3)

Prerequisite: Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.

Judith Shindul-Rothschild

NU 428 Theoretical Foundations of Gerontological Nursing (Spring: 3)

This course expands the theoretical foundations in nursing to include gerontology of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems and interventions to prevent, maintain and restore health and quality of life.

Ellen Mahoney

NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)

Prerequisite: NU 672

2 credits lecture, 1 credit lab

Course is taken the semester prior to practicum entry

Building on undergraduate course work and previous clinical experience, this course utilizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

Barbara Brush

NU 441 Systems of Therapy in Psychiatric Mental Health Nursing Practice (Fall: 3)

This course provides a foundation in the major systems of therapy for individuals, groups and families used in psychiatric mental health nursing and other disciplines engaged in mental health practice. The systems examined include the following: psychodynamic, humanistic, existential, behavioral, cognitive, and systems therapies.

The following areas are addressed: definitions of personality, mental health and dysfunction; principles of change; intervention strategies; and effectiveness of treatment for target populations. The usefulness of the various systems and theories to psychiatric mental health nursing practice is evaluated. Psychotherapeutic interventions are examined in reference to inherent biases and limitations, demonstrated efficacy, and cultural, social, and political considerations.

The Department

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 2)

Prerequisite: NU 430

Corequisite: NU 441

This is the first of two advanced theory and clinical specialty courses in psychiatric mental health nursing. Theories and practice are integrated to address the processes of assessment and diagnosis of functional and dysfunctional patterns of behaviors; the formulation of initial intervention strategies; and implementation of treatment and case management of psychiatric clients. Clinical practice (20 hours/week) with adults and children takes place in high-need, urban and community mental health delivery systems.

June Andrews Horowitz

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents and Their Families (Fall: 3)

Prerequisites: NU 415, NU 417 or with permission of instructor

Corequisite: NU 417

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.

Lois Haggerty

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)

Prerequisites: NU 415, NU 417, NU 430, NU 452, and permission of the instructor is required

Corequisite: NU 417

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

The Department

NU 457 Advanced Practice in Pediatric Ambulatory Care Nursing I (Fall: 6)

Prerequisites: NU 430, NU 415 and NU 452

Corequisite: NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis and management of common pediatric problems/illnesses. In addition to the didactic content, students engage in precepted clinical practice

(20hrs/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

Pamela Burke

NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention and outcomes parameters.

The Department

NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)

Prerequisite: NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

Carol Lynn Mandle

Susan Chase

NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)

Prerequisites: NU 415, NU 416, NU 430, NU 462

This course concentrates on assessment and diagnosis within gerontological nursing practice based on theoretical knowledge, research and practice. Human life processes, functional health patterns and medical clinical sciences will provide the framework for these analyses. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the health care of older adults to promote their optimal level of being and functioning. Emphasis will be on common health problems of older adult populations within primary and long term care settings and clinical practice. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health.

Patricia Tabloski

NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

The Department

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)

Prerequisite: NU 472 and NU 430

Corequisite: NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health

maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

Paul Arnstein

Barbara Brush

NU 480 Clinical Strategies for the Clinical Nurse Specialist (Spring: 6)

Prerequisites: NU 415, NU 416, NU 417, NU 420, NU 672, NU 520, and Specialty Theory I and II

Corequisite: Specialty Theory II

This clinical course concentrates on the direct care and indirect roles of the clinical nurse specialist (CNS). Students focus on the care of patients (individuals, families, aggregates, and/or communities) within a specialty area. A specialty area may be identified on the basis of patients with specified nursing or medical diagnoses, patients in specific health care delivery systems, and/or patients requiring specific nursing interventions. Within the framework of the course objectives and the student's selected area of specialization, the student (with faculty guidance and approval) develops and implements a plan for specialization.

The Department

NU 520 Nursing Research Theory (Fall: 3)

Prerequisite: Undergraduate statistics course

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor

Research methods such as experimental/quasi-experimental, exploratory, descriptive, and naturalistic inquiry are presented. Research design considerations include types of control, threats to validity, and sampling plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health, nursing, environment, and the person.

Anne Norris

NU 523 Computer Analysis of Health Care Data (Fall: 3)

Prerequisites: Statistics Course, NU 520 or concurrent with NU520 or with permission of instructor

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using EXCEL and SPSS software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will also be introduced to the World Wide Web and learn to use it to access health care resources.

Anne Norris

NU 524 Masters Research Practicum (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, or a research utilization proposal.

The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research. This is to develop and to test hypotheses derived from a theoretical model. The research area is to be related to the student's specialty area.

The Department

NU 541 Stress and Trauma: Individual/Family Responses (Spring: 3)

Required for graduate psychiatric mental health nursing students

Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy. This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. Literature from nursing, social work, psychiatry, psychology, sociology, and the biological sciences are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.

The Department

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)

Prerequisites: NU 443, NU 430

This is the second advanced theory and clinical specialty course. Differential diagnostic processes are examined in reference to DSM IV and Nursing Diagnosis systems. Theories and interventions concerning major mental health disorders are evaluated to judge their relevance and efficacy for work with high-need urban populations. Treatment needs of both adults and children are also addressed. Clinical learning experiences (20 hours per week) focus on the implementation of psychiatric nursing intervention.

June Andrews Horowitz

NU 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents and Their Families (Spring: 3)

Prerequisites: NU 415, NU 417 or with permission of instructor

Corequisite: NU 417

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.

The Department

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)

Prerequisites: NU417, NU 453, and permission of instructor

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hrs/week) and course assignments.

The Department

NU 557 Advanced Practice in Pediatric Ambulatory Care II (Spring: 6)

Prerequisites: NU 457, NU 552

Corequisite: NU 552

This course builds on the content of NU 457. The focus second semester is on management of children with more complex or chronic health problems. Competence in physical assessment is assumed; development of advanced skills in differential diagnosis and treatment will mature during the semester. In addition to the didactic content, students continue in precepted clinical practice (20hrs/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

Pamela Burke

NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)

Prerequisite: NU 462

This course concentrates on the development, use, analysis and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice and research are explored.

The Department

NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)

Prerequisite: NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

The Department

NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)

Prerequisites: NU 417, NU 420, NU 465, NU 672

This course concentrates on the implementation, evaluation and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice and course assignments.

Patricia Tabloski

NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)

Prerequisites: NU 472, NU 430

This course is the second of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research in the development of knowledge and skills for the health assessment phase of the nursing process, including nursing diagnosis and clinical judgment. Emphasis is on health promotion and the attainment of an optimum level of wellness in families and communities.

The Department

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NU 430, NU 472, NU 473 and NU 572

Corequisite: NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice 20 hours per week to integrate theory, practice and research as Family Nurse Practitioners.

Paul Arnstein

Barbara Brush

NU 672 Physiological Life Processes (Fall/Spring/Summer: 3)

Prerequisite: Baccalaureate degree in nursing or permission of the instructor

A study of the physiological theories applicable to nursing. Focus is on normal and abnormal life processes with application to exemplar cases. The unit on normal cell physiology is followed with specific reference to cellular and/or systemic dysfunction. Topics begin with cellular physiology and move to the nervous system form and function, then to muscle and blood processes, then through processes of cardiovascular, respiratory, gastrointestinal, renal, and endocrine regulation.

Susan Chase

NU 699 Independent Study in Nursing (Fall/Spring: 3)

Prerequisite: Permission of an instructor and the Chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

The Department

NU 701 Epistemology of Nursing (Fall: 3)

Prerequisite: Doctoral standing; PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

Sr. Callista Roy

NU 702 Strategies of Knowledge Development (Spring: 3)

Prerequisite: NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.

Sr. Callista Roy

NU 710 Themes of Inquiry: Clinical Topics (Spring: 3)

Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.

June Andrews Horowitz

NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)

Prerequisite: NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.

Susan Chase

NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on: types of quantitative research designs; sampling strategies and sample size considerations; data collection procedures; instrumentation; data analysis; interpretation; and communicating results.

Mary Duffy

NU 744 Statistics: Computer Application and Analysis of Data (Spring: 3)

Prerequisite: NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.

Barbara Hazard Munro

NU 746 Measurement in Nursing Research (Fall: 3)

Prerequisite: NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

The Department

NU 750 Qualitative Research Methods (Spring: 3)

Prerequisite: NU 740

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative—quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.

Karen Aroian

NU 751 Advanced Qualitative Methods (Spring: 3)

Prerequisite: NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.

Karen Aroian

NU 753 Advanced Quantitative Nursing Research Methods (Spring: 3)

Prerequisite: NU 742 or permission of Faculty Teacher of Record

This seminar is designed to guide doctoral students in the design and conduct of quantitative research studies in their chosen areas of focus. The seminar builds on the knowledge attained in previous research design and statistics courses. The doctoral student is expected to apply this knowledge in the development of a research proposal that will serve as the basis for the doctoral dissertation. The seminar serves to provide a structure within which the student can apply the elements of the research process in a written, systematic, and pragmatic way.

Mary E. Duffy

NU 801 Master's Thesis (Fall/Spring: 3)

Prerequisites: Six credits of research, including NU 520 and one of the following: NU 523, NU 524 or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently.

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

The Department

NU 802 Thesis Direction (Fall/Spring: 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

NU 810 Research Practicum I (Fall/Spring: 1)

Prerequisite: NU 701 or concurrently

This is the first in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration, and to collaborate with faculty on existing projects and publications.

The Department

NU 811 Research Practicum II (Fall/Spring: 1)

Prerequisites: NU 810, NU 702 or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.

The Department

NU 812 Research Practicum III (Fall/Spring: 1)

Prerequisites: NU 810, NU 811

This is the third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).

The Department

NU 813 Research Practicum IV (Fall/Spring: 1)

Prerequisites: NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student individualized research experience in a concentration area.

Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.

The Department

NU 820 Expanding Paradigms for Nursing Research (Fall: 3)

Prerequisites: NU 702, NU 812, NU 710 or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

The Department

NU 821 Nursing Research and Health Policy Formulation (Spring: 3)

Prerequisite: NU 820

Research utilization in health policy formulation is explored, as well as the ethical obligations of nurse scientists in the conduct of research. Personal programs of research are projected in keeping with present and future priorities in nursing science.

The Department

NU 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

NU 901 Dissertation Advisement (Fall/Spring: 3)

Prerequisite: Doctoral Comprehensives

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (Spring: 3)

Prerequisite: NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 998 Doctoral Comprehensives (Fall/Spring: 0)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

NU 999 Doctoral Continuation (Fall/Spring: 0)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Preceptor and Resource Personnel Appointments for Graduate Students

Matthew Bellanich, M.S.N., University of Lowell

Elizabeth A. Borghesani, B.S.N., Boston State College; M.S.N., Boston College

Maria Bueche, B.S.N., Simmons College; M.S., Boston University; Ph.D., Boston College

Dorothy Carver-Chase, B.S., University of New Hampshire; M.S., Boston College

Katherine Ann Clifford, B.S., Kent State; M.S., Boston College
Patricia Connell, B.S., Worcester State College; M.S., University of Lowell

Stephanie Danforth, B.S., St. Louis University; M.S., Boston College

Lisa Delahanty, B.S., Saint Anselm College; M.S., Boston College

Joan Delaney, B.S., University of Massachusetts; M.S., Boston College

Anne DeSanto, B.S., University of Rhode Island; M.S., Yale University

Helen Dohm, B.S., University of Connecticut; M.S., Pace University

Loretta Donald, B.S., Tougaloo College

Susan Duenas, B.S., University of Massachusetts at Dartmouth; M.S., Boston College

Rosamunde Ebacher, B.S., University of New Hampshire; M.S., Boston College/Harvard Medical School

Juli-Anne Evangelista, B.S., M.S., Boston College

Mary Galvin, A.D., Quincy Jr. College; M.S., Simmons College

Rosalyn Goldstein, B.S., Boston University; B.A., Brooklyn College; M.S., Boston College

Lisa Grossi, B.S., M.S., Boston College

Joanne Hill, B.S., Boston University; B.S.N., University of North Carolina

Maryanne Ladd, M.S., Boston College

Bernadette Lane, B.S., University of Massachusetts, Amherst; M.S., Boston College

Christine Lestha, M.S.N., Simmons College; B.S.N., Northeastern University

Julie Lindstorm, B.S., Boston University; M.S., Boston College

Jennie Mastroianni, B.S., University of Connecticut; M.S., Boston College

Deborah McCarter, B.S.N., Simmons College; M.S., Boston College

Gloria Mersha, A.B., M.S., Boston College

Virginia Minichiello, B.S., M.S., Simmons College

Janet Mozes, B.F.A., Goddard College; B.S., Boston University; M.S., Boston College

Elizabeth Nation, B.S., University of Rhode Island; M.S., Boston College

Angela Nicoletti, B.S., Boston College; M.S., Boston College/Harvard Medical School

Patricia O'Brien, B.S., Southern Connecticut State College; M.S., University of Virginia

Rebekah Reddell, B.S., University of New Hampshire; M.S., Boston College

Margaret Rudd, B.S., Salem State College; M.S., Boston College

Susan Sawyer, R.N., Newton-Wellesley School of Nursing; B.S., Worcester State College; M.S.N., Boston University

Debbie Scrandis, B.S., Fitchburg State College; M.S., Boston College

Judith Ann Shea-Vallaincort, B.S., Fitchburg State College; M.S., University of Lowell

Ann Sherman, B.S., Alfred University; M.S., Boston College

Barbara Stabile, B.S., M.S.N., Boston College

Bethany Thomas, B.S.N., Florida State University; M.S.N., Simmons College

Robin Tucker, B.S., University of New Hampshire; M.S., Boston College

Pam Vath, B.S., Boston College; M.S., Boston University

Susan Wood, B.S., Trinity College; M.S., Yale University; M.P.H., Harvard School of Public Health

Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning and administration on the Master's level, and clinical social work or social planning on the Doctoral level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations.

PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also take the First Year segment on a part-time basis over four semesters and a summer. All degree requirements are to be fulfilled within a period of four years.

Off-campus Opportunities: In addition to Chestnut Hill, a major portion of the part-time component is available at sites in the Worcester, Southeastern Massachusetts, the Springfield areas, and in Portland, Maine. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups, and communities. It also incorporates a prerequisite bridging component, relating the content to the specific modes in which the students plan to concentrate. There are also several free-standing Practice electives that combine or transcend concentration-specific methods.

- SW 700 Introduction to Social Work Practice
- SW 790 Social Work in Industry
- SW 799 Independent Study: Practice Sequence
- SW 815 Impact of Psychosocial Issues on Learning
- SW 820 Advanced Social Work Practice in Response to the AIDS Epidemic
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 879 Social Work Practice with Women
- SW 880 Social Work Practice in Child Welfare

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student a knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Issues in Family and Children's Services
- SW 807 Social Policy and Services in the Global Context
- SW 808 Legal Aspects of Social Work
- SW 813 Comparative Policy Analysis and Field Experience

- SW 814 Policy and Ethical Issues in Contemporary Health Care
- SW 818 Forensic Issues for Social Workers-Focus: Prison
- SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student a knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 723 Racism, Oppression and Cultural Diversity
- SW 724 Social Work Perspectives on Organizations and Communities
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 822 The Traumatic Impact of Victimization on Child and Adolescent Development
- SW 827 Ego Psychology
- SW 828 Adult Relationships
- SW 833 Social Gerontology
- SW 834 Poverty and Managed Care: Behavioral Policies and Social Scope
- SW 836 Self Psychology
- SW 838 Family and Children's Services: Group/Independent Study
- SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 751 Quantitative Methods in Social Work Practice
- SW 840 Advanced Quantitative Analysis
- SW 848 Research in Women's Issues
- SW 849 Independent Study in Research
- SW 850 Group Independent Study in Research
- SW 851 Policy Analysis Research for Social Reform

Field Education

Social work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, COPPA
- SW 943-944 Field Education III-IV, COPPA

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning. The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice. The course offerings are as follows:

- SW 762 Basic Skills in Generalist Practice: Transition to Clinical Social Work
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 870 Clinical Social Work Group Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 872 Evaluation Research for Micro Social Work Practice
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

Community Organization, Planning, Policy and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice, and commitment to social justice, the Concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing, and managing human services
 - Using participatory strategies that involve individuals, groups, and organizations in planned development processes
 - Providing executive leadership that is both creative and practical for private and public human service agencies
 - Advancing social policy that enhances the well-being of individuals, families, communities and society, with special regard for the needs of low-income and otherwise vulnerable populations
 - Researching, analyzing, and evaluating policies and programs
- Students may choose varied foci within the concentration. These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice.

The Concentration builds on the School's foundation courses with a methods course, a human behavior/social environment corollary and first year field curriculum designed for all COPPA students. In addition, it pairs advanced methods courses with a second year methods-specific field practicum, while offering supplementary electives. Course offerings are as follows:

- SW 800 Basic Skills in Generalist Practice: Transition to Macro Practice
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration: Financial Management
- SW 816 Supervision and Staff Management
- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 887 Change and Development of the Urban System
- SW 888 Seminar in Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 COPPA Independent Study

DUAL DEGREE PROGRAMS

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College. Particulars on each are available from the respective Admission Offices, and candidates must apply to, and be accepted by, each of the relevant schools independently.

The **M.S.W./M.B.A. Program**, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year **M.S.W./J.D. Program**, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year **M.S.W./M.A. (Pastoral Ministry)** in conjunction with the Boston College Institute for Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences, the School has instituted an **Accelerated B.A./M.S.W. Program** (Three/Two Program) whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses with their junior and senior studies, receive the B.A. at the end of four years, and then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the Departments of Psychology and Sociology, in the College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The School offers a practice-research oriented Ph.D. program for M.S.W. graduates interested in pursuing careers in teaching, research and practice. The Ph.D. program is designed to help students develop the ability to analyze theories critically; understand the theoretical, philosophical, and empirical foundations of social

welfare; and acquire skill in applying tools of scientific inquiry. In addition the program affords the opportunity for further specialization in a social problem or issue, an intervention approach, and research methods.

The program consists of a minimum of 14 academic courses, a qualifying exam, and a dissertation. The course schedule has been designed for either full-time or part-time study, generally over three years. Part-time students are expected to carry two courses each semester. Some credits may also be obtained in the May-July Intersession to facilitate completion of degree requirements.

The curriculum includes eight common courses which provide an introduction to a range of social and behavioral theories and to social policies and theories of social change, leadership, and, organizational behavior along with training in research methods and statistics. Students also choose six electives which meet their individual career goals and provide opportunities for in-depth study and specialization in a substantive area. These include formal courses as well as teaching laboratories, research laboratories, or independent study projects with faculty mentors.

A total of 51 credit hours is required to complete the degree: 42 credits for academic courses and 9 credits for the dissertation. Before beginning research on the dissertation, the student must pass a qualifying examination.

Required courses include the following:

- SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts
- SW 986 Theoretical and Research Perspectives on Social Change
- SW 966 An Introduction to Research Methods and Statistics
- SW 967 Statistical Analysis for Social Work Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 971 Theories and Research on Human Development and Change Processes
- SW 972 Theories and Research on Social Relationships
- SW 987 Theories and Research on Societal Processes
- Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

CONTINUING EDUCATION

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops annually which assist licensed social workers in maintaining their skills. Recent local programs have included "Forgiveness and Psychotherapy" and "Women in Healing." At this time the major commitment of the Office is to provide a variety of continuing education opportunities in conjunction with the National Research and Training Center on Social Work and HIV/AIDS in the area of psychosocial aspects of HIV/AIDS service delivery.

Established in 1997 under the direction of Dr. Vincent J. Lynch, the National Research and Training Center on Social Work and HIV/AIDS is an outgrowth of ten years of expanding program development by the Office of Continuing Education. Distinguished social work professionals from all over the country serve as Associates in the Center and assist in conducting conferences. Center Associates also jointly publish books and articles on social work aspects of HIV/AIDS. In June 1989 the Office of Continuing Education organized the first conference exclusively addressing the psychosocial dimensions of AIDS and in attendance were over 400 AIDS-care social workers from 30 states and 16 nations. The delegates voted that an annual conference of this type be held in a different city each year, and that the BCGSSW continue to play the

central administrative role. This mandate was accepted by the Office, which has organized conferences in San Jose, New Orleans, Washington, and Chicago.

In addition to its focus on HIV/AIDS, the Office of Continuing Education has sponsored conferences abroad. As Eastern European countries have moved away from a central planned economy programs have been designed to examine the social, political, and economic impact of these changes. The first international conference was held in Budapest, Hungary, in spring, 1991. Additional programs have been offered in Cracow, Poland, in October 1993, and in Greece during June 1995. The most recent conference was held in the Black Sea area in June 1998.

INFORMATION

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02467.

Faculty

- Elaine Pinderhughes**, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University
- Betty Blythe**, *Professor*; B.A. Seattle University; M.S.W., Ph.D., University of Washington
- June Gary Hopps**, *Professor and Dean*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University
- Demetrius S. Iatridis**, *Professor*; Chairperson, Community Organization, Policy, Planning and Administration; A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr
- Richard A. Mackey**, *Professor*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America
- Anthony N. Maluccio**, *Professor*; Chairperson, D.S.W. Program; B.A., Yale University; M.S., D.S.W., Columbia University
- Thanh Van Tran**, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas
- Robert L. Castagnola**, *Associate Professor*; B.S.S.S., Boston College; M.S.W., Boston College Graduate School of Social Work
- Albert F. Hanwell**, *Associate Professor and Associate Dean*; B.S., Boston College; M.S.W., Boston College Graduate School of Social Work
- Hugo Kanya**, *Associate Professor and Chairperson*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University
- Karen K. Kayser**, *Associate Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan
- Kevin J. Mahoney**, *Associate Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison
- Kathleen McInnis-Dittrich**, *Associate Professor*; B.A. Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison
- Thomas O'Hare**, *Associate Professor*; B.A. Manhattan College; M.A., Ph.D., Rutgers University
- Nancy W. Veeder**, *Associate Professor*; A.B., Smith College; M.S., Simmons College School of Social Work; C.A.S., Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University; M.B.A., Boston College

Leon F. Williams, *Associate Professor*; Chairperson, Social Work Foundation; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Paul Kline, *Adjunct Associate Professor*; B.A., St. Bonaventure University; M.A., Ph.D., Boston College

Vincent J. Lynch, *Adjunct Associate Professor and Director of Continuing Education*; B.A., LaSalle University; M.S.S.S., Boston University; Ph.D., Boston College

Regina O'Grady-LeShane, *Adjunct Associate Professor and Director, Academic and Student Services*; B.A., Caldwell College; M.A., New School for Social Research; Ph.D., Brandeis University

Richard H. Rowland, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W., Boston University School of Social Work; Ph.D., Brandeis University

Robbie Christler Tourse, *Adjunct Associate Professor and Director of Field Education*; B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College

Thomas Walsh, *Adjunct Associate Professor*; B.A. Boston College; M.S.W., Simmons College; D.S.W., Boston College

Pauline Collins, *Assistant Professor and Assistant Dean for Field Education*; B.A., University of Michigan-Dearborn; M.S.W., Ph.D., University of Michigan School of Social Work

John McNutt, *Assistant Professor*; B.A., Mars Hill College; M.S.W., University of Alabama; Ph.D., University of Tennessee

Marcie Pitt-Catsouphe, *Assistant Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Robert Dunigan, *Instructor*; B.A., Western Michigan University; M.S.W., Boston College; Ph.D. Candidate, Heller School, Brandeis University

Ann T. Burns, *Field Coordinator*; B.S., St. Louis University; M.S.W., Howard University

William C. Howard, *Director of Admissions*; B.A., Carleton College; M.A., College of St. Thomas; M.S.W., Boston College; Ph.D., Heller School, Brandeis University

William Keaney, *Assistant Director of Field Education*; B.S., Northeastern University; M.S.W., Boston College; Ph.D., Heller School, Brandeis University

Sheila Platt, *Assistant Director of Field Education*; B.S., M.S.W., University of Illinois; Ph.D., Smith College

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at <http://www.bc.edu/courses/>.

SW 600 Introduction to Social Work (Fall/Spring: 3)

Cross listed with PS 600/SC 378

Available to non-M.S.W. graduate students

An overview of the broad field of social work. Starting with a discussion of its history and the relevance of values and ethics to its practice, the course then takes up the various social work methods of dealing with individuals, groups and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues and trends of the major settings in which social work is practiced.

Regina O'Grady-LeShane

Graduate Course Offerings

SW 700 Introduction to Social Work Practice (Fall: 3)

Required of all students

Prerequisite for all other Practice courses

A course designed to provide students with foundation knowledge in those generic aspects of theory and practice skill common to

social work with individuals, families, small groups and communities. The theoretical base combines content in theory, research, and practice wisdom. The practice skill component includes generic methods of exploration and data gathering, assessment and planning, intervention, and evaluation with application to field experience.

The Department

SW 701 The Social Welfare System (Fall: 3)

Prerequisite for all other Policy courses

Required of all students

An examination of the nature of social welfare and of the social, political, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and needs. This course is conceptually related to SW 702 and features a participating Social Policy Action Day at the State House.

The Department

SW 702 Social Policy Analysis (Spring: 3)

Prerequisite: SW 701

Required of all students

An exploration of alternative strategies to the solution of social problems through analysis of specific social welfare policy issues (such as income maintenance, housing, and health) and their priorities nationally. Emphasis is directed towards the poor, minorities, women, unemployed, elderly, children, and other "at risk" groups.

The Department

SW 721 Human Behavior and the Social Environment

(Fall/Spring: 3)

Prerequisite for Advanced HBSE and Clinical electives.

Required of all students

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender and other differences which mediate the interface of these human systems with their environment.

The Department

SW 722 Psychosocial Pathology (Spring: 3)

Required of Clinical Social Work students; elective for others

An examination of adult pathology and the role of biopsychosocial stresses in symptom formation, assessment and treatment. Focus is on psychological, genetic and biochemical theories of mental illness. The use of drug and other therapies is reviewed.

The Department

SW 723 Racism, Oppression and Cultural Diversity

(Fall/Spring: 3)

Required of all students during the first year

An analysis of the current issues and problems in American racism. These are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social Work's responsibility to contribute to solutions is emphasized. The class develops models examining the problems of racism.

The Department

SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)

Required of COPPA students; elective for others

A seminar designed to provide students with an understanding of the social context in which social work is practiced. Its purpose is

two-fold: to examine how the behavior of individuals is influenced by the organizations in which they work as well as by the values and norms of today's culture; and to identify points of social work intervention, that is, how social workers can effect change within organizations and communities by working collaboratively with individuals and groups in the pursuit of social justice.

Kathleen McInnis-Dittrich

SW 727 Substance Abuse: Alcohol and Other Drugs (Fall/Spring: 3)

Prerequisite: SW 721

Required for Occupational Social Work, Forensic Social Work, and Social/Economic Development field of practice options; elective for other students

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SW 747 Research Methods in Social Work Practice (Fall: 3)

Required of students in First Year

Prerequisite for all advanced research and practice evaluation courses

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

The Department

SW 751 Quantitative Methods in Social Work Practice (Spring: 3)

Prerequisite: SW 747

Required of students in First Year

Prerequisite for all advanced research

The course builds on content in SW 747 which is a prerequisite.

Content includes the use of bivariate and multivariate techniques of data analysis involving two or more samples, and focuses on hypothesis testing utilizing parametric and non-parametric techniques to analyze practice problems. Topics include bivariate analysis, analysis of variance, linear regression analysis, measures of association and correlation, and an extended discussion of research designs and sampling theory and designs.

The Department

SW 762 Basic Skills in Generalist Practice: Transition to Clinical Social Work (Spring: 3)

Prerequisite: SW 700

Required of CSW students

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals and families. Special attention is given to direct supportive work with the client and indirect work with the immediate environment and community resources. Concepts of prevention and advocacy are explored.

The Department

SW 790 Social Work in Industry (Spring: 3)

Required for Occupational Social Work field of practice option; elective for other students

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism and professional social service programs.

The Department

SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisite: SW 700

Elective for M.S.W. students

A course offering the student an opportunity to examine in depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between COPPA and clinical social work.

The Department

SW 800 Basic Skills in Generalist Practice: Transition to Macro Social Work (Spring: 3)

Prerequisite: SW 700

Required of COPPA students

A course building on SW 700 and introducing students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in the planning process, and basic techniques of evaluation.

The Department

SW 802 The Challenge of the Aging Society: Issues and Options (Spring: 3)

Prerequisite: SW 702

Required for Gerontology field of practice option; elective for other students

A seminar designed to help students develop their understanding of the major policy issues relative to the aged in American society. Areas discussed include income maintenance, social security, health care, long-term care, social services, housing, and special concerns of minority aged. A second course goal is to aid students in the development of an understanding of the theoretical/research perspectives with application to questions of policy and aging. The major objective of the course is for students to link theory and policy and thereby develop means of exploring order and change in American policy toward aging and the aged.

The Department

SW 805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisite: SW 702

Required for Child Welfare field of practice option; elective for other students

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Each student has the responsibility of planning one class session with the instructor.

Robin Warsh

SW 807 Social Policies, Programs, and Services in the Global Context (Spring: 3)

Prerequisite: SW 702

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on

social work practice in selected less developed and developing countries; and selected crucial social policy practice issues such as hunger, poverty and powerlessness.

The Department

SW 808 Legal Aspects of Social Work (Spring: 3)

Prerequisite: SW 702

Elective

An examination of the legal implications of and approach to various areas of the law which are of interest to social workers. The course also addresses those areas in which social workers should obtain legal counsel.

The Department

SW 809 Administration of Human Services Programs (Spring: 3)

Prerequisite: SW 800; SW 883

Corequisite: SW 944 or permission of the instructor

Required of COPPA students

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

The Department

SW 810 Seminar in Administration: Financial Management

(Spring: 3)

Prerequisite: SW 800

Elective

An examination of theory and practice of financial management of human services in private, not-for-profit and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.

John G. McNutt

SW 813 Comparative Policy Analysis and Field Experience

(Fall: 3)

Prerequisite: SW 701

Elective for both Master's and Doctoral level

A comparison of market and non-market approaches to development and the delivery of human services through (1) an introduction to social policy planning in socialist nations, focusing on central command planning strategies in a context of Marxist analysis, self-government, limited market, and centralism in democratic decision making; and (2) a policy analysis field component in the country under study providing an exploratory cross-cultural experience between semesters. Field visits include program observation, discussions with professional staff and interviews with officials. Countries vary with the semester.

Demetrius Iatridis

SW 814 Policy and Ethical Issues in Contemporary Health Care

(Spring: 3)

Prerequisites: SW 701-702

Required for Health and Medical Care field of practice option; elective for other students

A seminar engaging students in reflective consideration of the moral problems and practice situations which confront social workers in health care settings. These include social, financial and research perspectives. In addition to field experience, interviews with health care professionals and careful analysis of the literature provide the base for class discussion and presentations.

Richard H. Rowland

SW 815 The Impact of Psychosocial Issues on Learning

(Fall/Spring/Summer: 3)

Prerequisite: SW 700

Cross listed with ED/PY 633

See course description in the School of Education.

The Department

SW 816 Supervision and Staff Management (Fall: 3)

Prerequisite: SW 762 or SW 800

Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development and evaluation.

Nancy W. Veeder

SW 818 Forensic Issues for Social Workers—Focus: Prisoners

(Spring: 3)

Prerequisites: SW 701-702

Required for Forensic Social Work field of practice option; elective for other students

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment and political prisoners.

Samuel Azza

SW 819 SWPS Independent Study (Fall/Spring: 3)

Prerequisites: SW 701-702

Elective

An opportunity to pursue in more depth either of the two Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences on human and social behavior as well as national priorities.

The Department

SW 820 Social Work Response to the AIDS Epidemic

(Fall/Spring: 3)

Prerequisite: SW 721

Required for Health and Medical Care field of practice option; elective for others

An advanced course focusing on the following: the unique biopsychosocial issues in HIV-AIDS; service delivery issues facing social work agencies because of the epidemic; and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection (which potentially includes everyone). Preventive, educational, coping and service requirements for an adequate response to the epidemic are the major emphases.

Vincent J. Lynch

SW 822 The Impact of Traumatic Victimization on the

Developing Child and Adolescent (Fall/Spring/Summer: 3)

Prerequisites: SW 722, SW762

Required for Child Welfare field of practice option; elective for others

An advanced seminar addressing psychological, sociological, legal and ecological aspects of family violence in its varied forms,

especially in the sexual, physical and psychological abuse of children and adolescents, as well as wife battering. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

Linda Sanford

SW 825 Social Work with Groups (Fall/Spring: 3)

Prerequisite: SW 700

Fulfills requirement for advanced group content

A course incorporating both micro and macro elements in focusing on social worker analysis of group development, worker member interactions, and interventions in the helping process. Emphasis is placed on understanding and learning new skills and theories that build on and integrate foundation teachings in social welfare policy, human behavior and the social environment, research, and social work practice.

The Department

SW 827 Ego Psychology (Fall/Spring/Summer: 3)

Prerequisite: SW 722

Elective

An advanced course exploring contemporary theory about the structure and function of the ego. Concepts from research on attachment, object relations, learning, separation/individuation, and contextual differences are examined to understand development across the life-span. Emphasis is placed on ego assessment as that process reveals strengths and weaknesses in clients.

The Department

SW 828 Adult Relationships (Spring: 3)

Prerequisite: SW 827

A course focusing on the centrality of meaningful relationships to the emergence of a sense of self in adulthood. Developmental as well as contextual factors are viewed as essential to understanding the bio-psycho-social dimensions of the self in adult relationships. Different theoretical perspectives are employed to understand how relationships develop over time. The Mackey/O'Brien method of studying lasting relationships between heterosexual and same sex partners is used to explore an integrated approach to research. As members of small research teams, students have the opportunity to study an aspect of relationships as the semester unfolds.

Richard A. Mackey

SW 830 Social Work and Pastoral Ministry Seminar (Spring: 3)

Prerequisite: SW 700

Cross listed with TH 838

Required for students in Joint M.S.W./M.A., and open to other graduate students as an elective

See course description under the Institute of Religious Education and Pastoral Education.

The Department

SW 833 Social Gerontology (Fall: 3)

Prerequisite: SW 721

Required for Gerontology Field of Practice option; elective for other students

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cultural, economic, physical, environmental, social and psychological influences on old age. Included is the role of the family in providing care to elders.

Kathleen McInnis-Dittrich

SW 834 Poverty and Managed Care: Behavioral, Socio-political and Economic Scope (Spring: 3)

Prerequisite: SW 721

Elective

A course examining the behavioral, sociopolitical and economic scope of poverty. It addresses perceptions of the causes of poverty and attitudes toward it, as well as who and which groups are affected by poverty. Poverty in relation to the Social Work profession and managed care, and appropriate Social Work interventions with the poor in the twenty-first century are also explored.

Nancy W. Veeder

SW 836 Self Psychology (Spring: 3)

Elective

An advanced seminar exploring the concept of self as it is elucidated in the emerging theory of "self psychology." The course builds upon ego psychological theories, especially those grounded in object relations, and focuses on the self psychological perspective for clinical workers with individuals and families.

The Department

SW 838 Group Independent Study in Family and Children's Services (Fall/Spring: 3)

An opportunity to engage in an in-depth examination of a topic of special interest to the student(s) in the general area of Family and Children's Services. Emphasis will be on the issues of human behavior and the social environment and/or social work services with and for children and families that are economically deprived. Potential topics include: family preservation; family reunification; foster family care; day care; residential treatment; and adoption.

The Department

SW 839 HBSE Independent Study (Fall/Spring: 3)

Prerequisite: SW 722 or 724

Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.

The Department

SW 840 Advanced Quantitative Analysis (Fall: 3)

Prerequisites: SW 747-751

Elective

A seminar providing an in-depth examination of multivariate analysis procedures. The course stresses the integration of theory and quantitative analysis skills, and is structured in sections: (1) an introduction to large-scale survey data analyses; (2) bivariate and multivariate contingency table analyses; (3) bivariate and multivariate analysis techniques based on least squares estimation, and (4) discussion of advanced multivariate analysis strategies including logistic regression.

The Department

SW 848 Research in Women's Issues (Fall: 3)

Prerequisites: SW 747-751

Elective

An advanced research course designed to broaden and deepen research knowledge in areas of formulation, design, data collection, sampling, measurement and data analysis, and to enable the student to acquire a breadth and depth of theoretical knowledge and under-

standing about a range of issues pertaining to women, including sexuality and sex roles; client-patient relationships; achievement, victims, power; the Social Work profession; and Third World women.

The Department

SW 849 Independent Study in Research (Fall: 3)

Prerequisites: SW 747-751

Elective

An opportunity for students, individually (SW 849) or in groups (SW 850), to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

The Department

SW 850 Group Independent Study in Research (Fall/Spring: 3)

Prerequisites: SW 747-751

Elective

An opportunity for students, individually (SW 849) or in groups (SW 850), to engage in specifically focused work in one of two areas, either of the following: (1) the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or (2) the in-depth study in a particular research methods area about which no graduate level courses exist within the School or the University. Independent study proposals must be submitted to the Associate Dean for review by Research Faculty at least one month prior to the beginning of the semester in which the student wishes to pursue the work.

The Department

SW 851 Policy Analysis Research for Social Reform (Fall: 3)

Prerequisites: SW 747-751

Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention and Evaluation Research (Fall/Spring: 3)

Prerequisite: SW 762

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of

psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

The Department

SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention and Evaluation Research (Fall/Spring: 3)

Prerequisite: SW 762

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating psychodynamic, behavioral, cognitive-behavioral, and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.

The Department

SW 860 Couples Therapy (Spring: 3)

Prerequisite: SW 865

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

Karen Kayser

SW 863 Cross-Cultural Social Work Practice (Fall: 3)

Prerequisites: SW 723, and SW 762 or SW 800

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.

The Department

SW 864 Group Therapy (Fall/Spring: 3)

Prerequisite: SW 762, SW 747-751

Elective

Fulfills requirement for advanced group content

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

The Department

SW 865 Family Therapy (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical elective focusing primarily on in-depth analysis of theories, research and strategies for change relative to families. Family therapy theories are critically evaluated. Emphases include adaptation of family therapy to diverse cultural contexts, influence of gender on practice, and ethical issues in working with families. Issues of blended families, families coping with chronic ill-

ness, work with couples within a family context and families with substance abuse are explored. Integration of research, tapes of live interviews and role plays enable students to put the most relevant therapy and skills into practice.

The Department

SW 866 Therapeutic Intervention with the Aged (Spring: 3)

Prerequisite: SW 762

Required for Gerontology field of practice option; elective for others

Therapeutic interventions with aged persons require the integration of biopsychosocial knowledge in gerontology into direct practice with aged individuals, couples, families, groups, self-help groups, and systems. Skill development and techniques in working with the aged and their environment are the focus of this course, as well as the special problems of elderly widows, minorities, residents in institutions, those with sensory deficits, and those requiring protective services. Methodology includes lectures, readings, case discussions, role playing and films.

Kathleen McInnis-Dittrich

SW 867 Clinical Social Work Treatment with Children and Adolescents (Fall/Spring: 3)

Prerequisite: SW 762

Elective

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, communication, relationship and play. Assessment and treatment of children and adolescents with various problems and pathology are included.

Paul Kline

SW 868 Integrative Seminar in Clinical Social Work (Spring: 3)

Corequisite: SW 934

Required of Clinical Social Work students

A course designed to help students develop and formulate an integrated model for understanding social work practice, policy, ethical, and research dimensions using selected social problem areas. It will build on knowledge, skills and values acquired in the first year curriculum to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality.

The Department

SW 869 CSW Independent Study (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An opportunity for those in the clinical social work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SW 871 Social Work in an Extreme Stressful Environment: The Prison (Fall: 3)

Prerequisite: SW 762

Required for Forensic Social Work field of practice option; elective for others

A course focusing on the historical development of institutional custody of the public offender and the treatment of prisoners

exhibiting a wide range of emotional disorders. Complicating factors, such as substance abuse, paranoia and danger to self and others, are addressed. Psychopharmacological treatment and case management are also examined.

Samuel Azza

SW 872 Evaluation Research for Micro Social Work Practice (Fall: 3)

Prerequisites: SW 751, SW 762

Elective

A course designed to teach students advanced qualitative and quantitative research designs for micro social work practice. In addition, students learn the process of selecting measures and designing data collection procedures for evaluating practice outcomes, applying data analysis strategies, and identifying the strengths and weaknesses of various evaluation research approaches.

Department

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)

Prerequisite: SW 762

Required for Health and Medical Care field of practice option; elective for other students

An examination of psychological and social stress on individuals and families who are confronted with a physical illness, trauma or handicap. Themes include the common psychological reactions of people to medical treatment; the effect on social functioning or rehabilitative and habilitative processes, and of the health care system itself; the medical team's respective roles and value orientation, and their impact on the patient and his/her family; and issues of loss and death. Special attention is given to health care settings vis-à-vis those of traditional agencies, and to methods appropriate to interdisciplinary practice.

Ann A. Daniels

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)

Prerequisite: SW 827

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans; victims of abusive violence, traumatic loss, disasters; people with AIDS; and the homeless), are used to integrate theory, research designs and strategies, and practice skills.

Carol J. Jensen

SW 876 Time-Effective Therapy: Possibility-Oriented Brief Treatment (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families and groups. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, espe-

cially task setting; explores various time-effective models, e.g., intermittent therapy; provides experiential exercises; and links concepts and skills to home-based services.

Margot T. Fanger

SW 878 Adolescent Mental Health Treatment (Spring: 3)

Prerequisite: SW 762

Elective

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive and behavioral approaches.

Paul M. Kline

SW 879 Social Work Practice with Women (Fall: 3)

Prerequisite: SW 700

Elective

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. Because women often do not fit the existing models of human growth and development, the course focuses on models that have been based on and developed for women, and critically analyzes the related empirical research. Special practice issues covered include women and mental health, domestic violence, the feminization of poverty, women of color, and women with chronic or life threatening illnesses.

Karen Kayser

SW 880 Social Work Practice in Child Welfare (Fall: 3)

Prerequisite: SW 762 or SW 800

Required for Child Welfare field of practice option; elective for other students

A course with a dual focus on macro and micro interventions that promote healthy child development and effective parenting. Emphasized are the knowledge and skills practitioners need for decision making in situations of abuse and neglect, keeping families together, and minimizing length of placements and trauma in cases of parent-child separation. Topics include development and attachment issues for children and parents, work in the courts, sexual abuse, adoption, teenage pregnancy, and service to troubled adolescents/families. Attention is given to administering monitoring systems and mobilizing community support networks, both to help individual families and to change and implement policy.

The Department

SW 883 Social Planning in the Community (Fall: 3)

Prerequisite: SW 887

Corequisite: SW 944

Required of COPPA students

An examination of the theory and context of social planning for human services in community settings. The course (1) emphasizes how theories of planning and social change inform planning, and (2) explores the planning context including linkages among service systems within communities; policy linkages; social, political and economic constraints; and the locational aspects of planning human services.

The Department

SW 884 Strategic Planning (Spring: 3)

Prerequisite: SW 762 or SW 800

Elective

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular. Case studies and assignments will be used to reinforce class discussion.

The Department

SW 887 Change and Development of the Urban System: Urban Developmental Planning (Spring: 3)

Prerequisite: SW 800 or permission of Chair

Required of COPPA students; elective for others

A focus on central policy issues of planning the growth and development of Human Settlements, stressing a social science, interdisciplinary systems approach to national development patterns. Human Settlements are considered as a habitat system consisting of various inter-locking units with their own human service delivery networks (village, town, city, metropolis, megalopolis, nation and globe). Planning reports and case studies are analyzed and discussed. Individual projects encouraged.

Demetrius S. Iatridis

SW 888 Seminar in Community Organization and Political Strategy (Spring: 3)

Prerequisite: SW 800 or permission of Chairperson

Elective

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

Elmer R. Freeman

SW 897 Planning for Health and Mental Health Services (Fall: 3)

Prerequisite: SW 762 or SW 800

Elective

An analysis of historical perspectives, institutional structures, and service roles as they influence the design, delivery and coordination of health and mental health services. Models of planning these services are explored within the framework of primary, secondary and tertiary levels of prevention. Key issues for seminar discussion include costs and financing of services, accountability, racism, women's services, health and mental health and the law, and the role of social work in the health and mental health system.

Harry Shulman

SW 899 COPPA Independent Study (Fall/Spring: 3)

Prerequisite: SW 800

Elective

An opportunity for COPPA students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social

planning practice. Any student who has successfully completed the first year program of COPPA studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SW 921 Field Education I (Fall: 6)**Required of all students**

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SW 932 Field Education II-CSW (Spring: 6)**Required of CSW students**

Supervised learning and practice in the provision of individual, family and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

The Department

SW 933 Field Education III-CSW (Fall: 9)

Prerequisite: SW 932

Corequisite: SW 861

Required of CSW students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SW 934 Field Education IV-CSW (Spring: 9)

Prerequisite: SW 933

Corequisite: SW 868

Required of CSW students

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SW 942 Field Education II-COPPA (Spring: 6)

Prerequisite: SW 921

Required of COPPA students

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function and dynamics common to intra-organizational and community environments.

The Department

SW 943 Field Education III COPPA (Fall: 9)

Prerequisite: SW 942

Corequisite: SW 883

Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SW 944 Field Education IV COPPA (Spring: 9)

Prerequisite: SW 943

Corequisite: SW 809

Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or

administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SW 965 Social Research Methods for Social Services (Fall: 3)**Elective**

A course designed to teach students applications of selected qualitative and quantitative methods in social work research. Students are expected to have knowledge of basic social research methods and statistics from previous research courses. Students learn and become familiar with the following: (1) content analysis of qualitative data; (2) instrument construction and assessments of reliability and validity; (3) selected issues in experimental designs and survey research; (4) utilization of large secondary data sets; and (5) writing a research proposal.

Thanh V. Tran

SW 966 Introduction to Research Methods and Statistics (Fall: 3)**Required of all Doctoral students; Prerequisite for SW 967, SW 968**

A course emphasizing the role of research in the profession, the logic of research, the stages of the research process, the major strategies for collecting data, and approaches to analyzing data. The research methods covered are common to many of the social and behavioral sciences and human service professions. The course also introduces doctoral students to fundamental concepts and practical aspects of statistical analysis. Students are required to collect, organize, and analyze a small data set. In addition to the course, students take an SPSS workshop offered by the School.

The Department

SW 967 Statistical Analysis for Social Work Research (Fall: 3)

Prerequisite: SW 966

Required of all Doctoral students

A course covering a wide range of statistics for conducting research in social work and other helping professions. Students develop conceptual and arithmetic skills needed for advanced work in research design, model development, model fitting, estimation, hypothesis testing and interpretation of data. The course moves from simple bivariate to multivariate forms of data analysis.

The Department

SW 968 Multivariate Analysis and Statistical Modeling**(Spring: 3)**

Prerequisite: SW 966 and SW 967

Required for all Doctoral students

A course designed to provide students with skills to perform advanced statistical analysis, building on their basic knowledge of research methods and statistics. The lectures and exercises cover multiple linear regression analysis, multiple logistic regression analysis, confirmatory factor analysis, and structural equation modeling. Multiple linear regression analysis, however, is the major emphasis of the course. Students learn and develop the skills needed to do the following: (1) read, understand, evaluate, and apply the above multivariate statistical methods in social work and the social sciences, and (2) write a research paper using secondary data.

Thanh Van Tran

SW 971 Theories and Research on Human Development**(Fall: 3)****Required of all Doctoral students**

A seminar with a twofold goal: to explore how concepts from major developmental theories have shaped the direction of human services, and to engage students in an exploration of the concepts which have an influential effect on their paradigms of practice and

their current research interest(s). An integral part of these explorations is to understand how paradigms are adopted within the contexts of different historical, social and practice realities. Throughout the semester, students formulate a preliminary research design to study an aspect of their practice paradigm.

The Department

SW 972 Theories and Research on Social Relationships (Spring: 3)

Required for Doctoral students

A seminar focusing on theories, research and change with couples and families. A major goal is to review and analyze critically contemporary models of marital and family therapy in terms of the empirical basis for the assumptions on which they are based, the adequacy and specificity of the practice procedures, and the research relating to therapeutic outcomes. Emphasis is placed on the adaptation of family therapy to families with diverse ethnic and cultural backgrounds and on gender influences in family therapy theory and practice.

Karen Kayser

SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts (Spring: 3)

Required of all Doctoral students

A course designed to broaden students' understanding of social policy and its philosophical underpinnings by examining theoretical perspectives on the evolution of the welfare state. Building on analysis of that development, the course takes up the question of universal social provision versus targeted need, explores the trends in industrialized countries, and compares those trends with less industrialized countries. Special attention is given to labor force economics and the structure of income inequality. Theories of social stratification and power are examined.

The Department

SW 986 Theoretical and Research Perspectives on Social Change (Summer: 3)

Required for all Doctoral students

This course is designed as a survey of theoretical perspectives of social change and organizational behavior. Economic perspectives on social issues and models of planned change are analyzed and in-depth understanding of social change is facilitated through case analyses of recent reform efforts in the area of health care and welfare. The leadership role of social workers in social change is discussed and effective models of leadership and dynamic management theories are investigated and evaluated.

The Department

SW 987 Theories and Research on Societal Processes (Spring: 3)

Required for all Doctoral students

This course explores knowledge formulations relevant to ethnicity race, gender and class as societal processes which impact various levels of social functioning: individual, interactional, family-group, organizational, community and societal. These theories, concepts and ideas will be analyzed in relation to their empirical base, their potential or limitations for informing accountable practice and for generating further research.

The Department

SW 990 Doctoral Independent Study (Fall/Spring: 3)

Prerequisite: M.S.W.

Elective for Doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program Chairperson.

The Department

SW 991 Doctoral Teaching Lab (Fall/Spring: 3)

Prerequisite: M.S.W.

Elective for Doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching. Specific guidelines available from the Doctoral Program Chairperson.

The Department

SW 993 Doctoral Research Lab (Fall/Spring: 3)

Prerequisite: M.S.W.

Elective for Doctoral students

Opportunity to carry out a research study under the supervision and guidance of a faculty mentor. The study would need to be part of an ongoing research project directed by a faculty member. Specific guidelines available from GSSW Doctoral Program Chairperson.

The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SW 998

Required for all Doctoral students

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

The Department

SW 996 Dissertation Direction II (Fall/Spring: 3)

Prerequisite: SW 995

Required of all Doctoral students

Second of three tutorials in the nine-credit directed dissertation phase of the program. Specific guidelines available from the Doctoral Chairperson.

The Department

SW 997 Dissertation Direction III (Fall/Spring: 3)

Prerequisite: SW 996

Required of all Doctoral students

Last of three tutorials comprising the nine-credit directed dissertation phase of the program. Specific guidelines available from Doctoral Chairperson.

The Department

SW 998 Qualifying Exam Study (Fall/Spring: 0)

Prerequisite: Completion of core courses.

Required of all Doctoral students

A non-credit reading and research preparation for the Qualifying Examination which must be completed prior to Dissertation Direction and advancement to Candidacy. Specific guidelines available from Doctoral Chairperson.

The Department

SW 999 Doctoral Continuation (Fall/Spring: 0)

Prerequisite: SW 997

A continuing registration and advisement period required of any Doctoral student whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. Guidelines available from the Doctoral Chairperson.

The Department

College of Advancing Studies

Unparalleled challenges confront the twenty-first century: the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill and expertise and a vision of a just society are the goals of the College of Advancing Studies.

The College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Undergraduate Degree Programs

The College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

Bachelor of Arts degree program allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

Professional Studies certificate programs provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

Special Student program is available to undergraduates who want to take credit classes without enrolling in a degree program.

Visiting Student program allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30-9:00 P.M. fall, spring, and summer.

Special Students

Special Students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration; no previous application is necessary.

Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

Professional Studies Certificate

The Professional Studies certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal: to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies certificate varies with the area of study, but in every instance courses must be completed at Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses

are permanently retained on the student record. A request to receive a formal certificate must be filed in the College of Advancing Studies the semester the certificate requirements are completed.

Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities and the social sciences.

While Boston College majors may be completed through the College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science and Sociology.

Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

Humanities develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two Theology electives.

Social Sciences provide a better understanding of how people develop, think and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology, or sociology.

Mathematics and Sciences enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

Undergraduate Admission

The College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college—which has inspired aspirations for seventy-two

of Boston College's one hundred and thirty-seven year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at www.bc.edu/advancingstudies. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP the College Level Examination Program which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

Graduate Degree Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education, and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses broadly and diversely attentive to exploring fundamental issues, developing new perspectives and examining emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Creative Writing and Public

Discourse (AD 702), and Mobilizing Information for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45-8:30 P.M. during the fall, spring and summer semesters.

Graduate Admission

The Administrative Studies program is open to graduates of fully accredited colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing Information for Change
- AD 703 Making Public Policy
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication and Culture
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Organization Development
- AD 711 Complexities of Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional and Corporate Presentations
- AD 716 Designing Contexts for Success
- AD 717 Mastering Communication
- AD 718 Effective Listening
- AD 719 Maximizing Intellectual Capital
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performance: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant and Power Broker
- AD 725 American Dream: Fact or Fantasy
- AD 726 Decision Making in Management
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Power and Gender in Organizational Culture
- AD 732 Information Systems: Team-Based Computing
- AD 775 American Corporation and American Dream
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environment Issues
- AD 779 Nutrition: Analysis and Application
- AD 780 Forecasting: Predictors and Influences

Information and Office Location

The College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog contact the College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, Massachusetts 02467. Visit our Web Site at <http://www.bc.edu/advancingstudies>.

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in March. Visit our Web Site at <http://www.bc.edu/Summer>

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Academic Calendar 2000-2001

FALL SEMESTER 2000

August 28	Monday	Classes begin for second and third year law students
August 29	Tuesday	Classes begin for first year law students
September 4	Monday	Labor Day—No classes
September 5	Tuesday	Classes Begin
September 6	Wednesday	University Convocation
September 11	Monday	Drop/Add period ends
September 22 to September 24	Friday to Sunday	Parent's Weekend
October 9	Monday	Columbus Day—No classes
October 30	Monday	Academic Advising Period begins
November 10	Friday	Graduate registration period for spring 2001
November 13	Monday	Undergraduate registration period for spring 2001
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 5	Tuesday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 11 to December 12	Monday to Tuesday	Study days—No classes for undergraduate day students only
December 13 to December 20	Wednesday to Wednesday	Term examinations

SPRING SEMESTER 2001

January 8	Monday	Classes begin for all law students
January 15	Monday	Martin Luther King, Jr. Day—No classes
January 16	Tuesday	Classes begin
January 22	Monday	Drop/Add period ends
February 9	Friday	Last date for master's and doctoral candidates to sign up for May 2001 graduation
March 5 to March 9	Monday to Friday	Spring Vacation
March 28	Wednesday	Academic Advising Period Begins
April 6	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2001 graduation
April 9	Monday	Graduate registration period for fall and summer 2001
April 10	Tuesday	Undergraduate registration period for fall 2001
April 12 to April 16	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday
April 16	Monday	Patriot's Day—No classes
April 17	Tuesday	Last date for official withdrawal from a course or from the University
May 2 to May 3	Wednesday to Thursday	Study days—No classes for undergraduate day students only
May 4 to May 11	Friday to Friday	Term examinations
May 21	Monday	Commencement
May 25	Friday	Law School Commencement

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Academic Development Center Suzanne Barrett, Director	O'Neill 200	Joseph Pedulla, Chairperson, Educational Research, Measurement and Evaluation	Campion 336B
Accounting Gregory Trompetter, Chairperson	Fulton 528A	English Paul Lewis, Chairperson.....	Carney 450
Admission Undergraduate: John L. Mahoney, Jr., Director.....	Devlin 208	Finance George Aragon, Chairperson.....	Fulton 342
Graduate: Department Chairpersons	McGuinn 221	Financial Aid Bernie Pekala, Director of Financial Strategies	Quincy Road
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AHANA Donald Brown, Director.....	72 College Road	First Year Experience Programs Rev. Joseph P. Marchese, Director.....	O'Connell House 107-109
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J. Joseph Burns, Assoc. Dean.....	Gasson 106	Graduate Arts and Sciences Michael Smyer, Dean and Associate Vice President for Research.....	McGuinn 221
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Clare Dunsford, Assoc. Dean	Gasson 109	Honors Program Arts and Sciences Mark O'Connor.	Gasson 102
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Business Law Christine O'Brien, Chairperson	Fulton 420C	Housing Robert Capalbo, Director.....	Rubenstein Hall
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Computer Science Robert Signorile, Chairperson.....	Fulton 460C	Richard Keeley, Associate Dean.....	Fulton 360
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Fulton Hall Unit.....	Fulton 254	Music Department T. Frank Kennedy, S.J., Chairperson	Lyons 407
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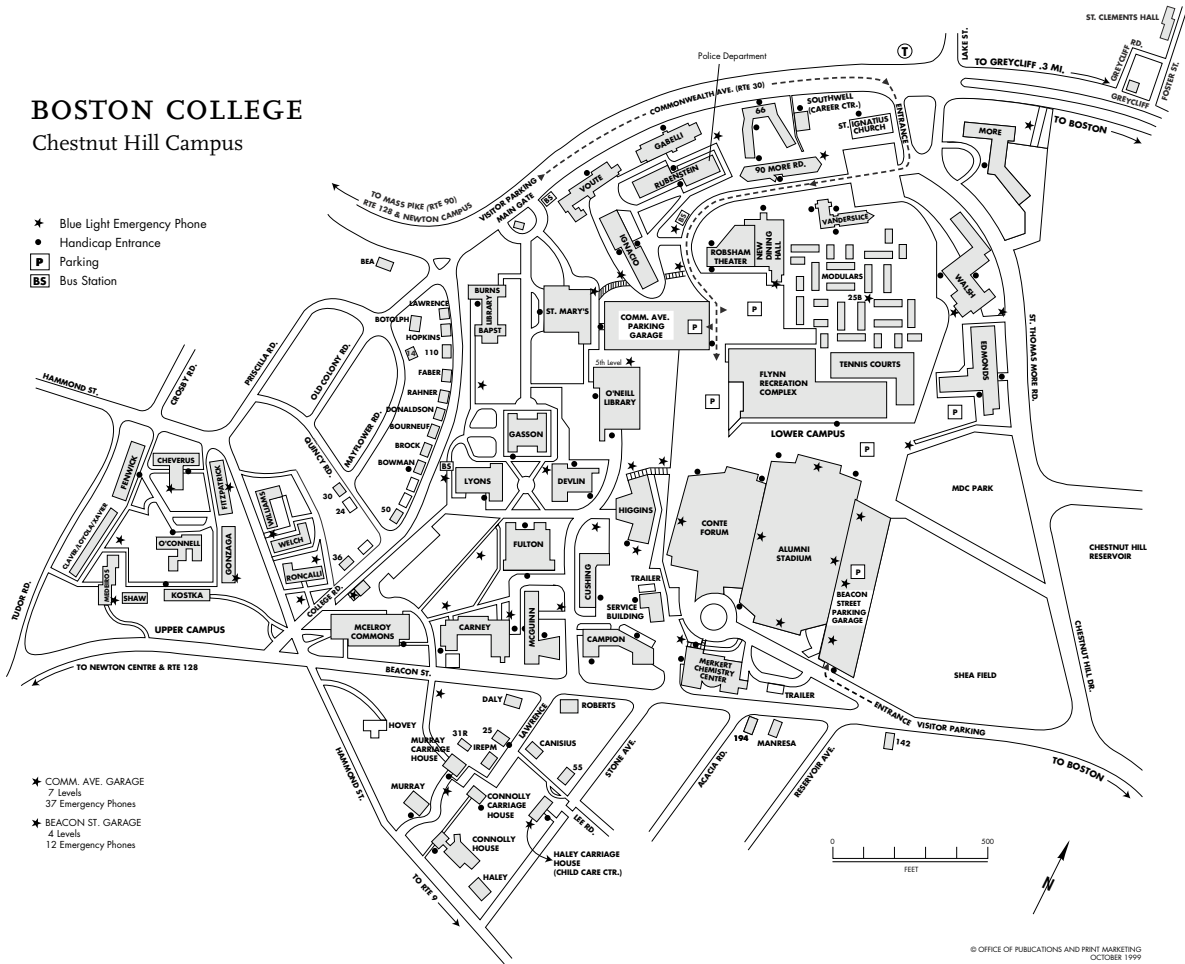
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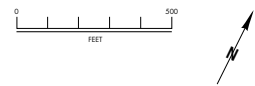
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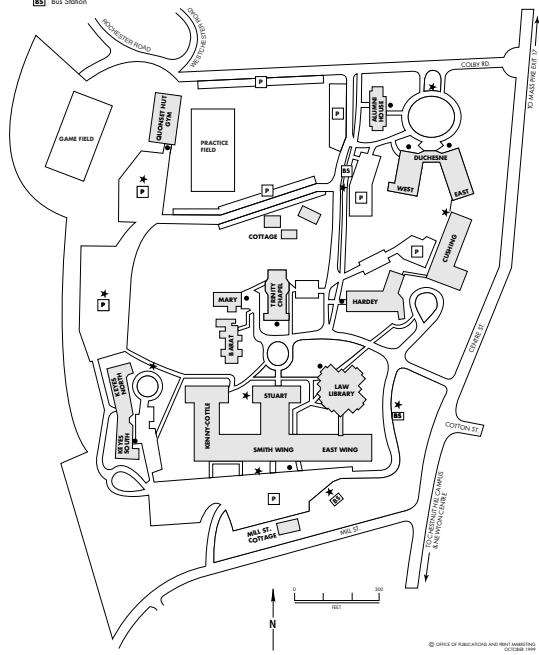
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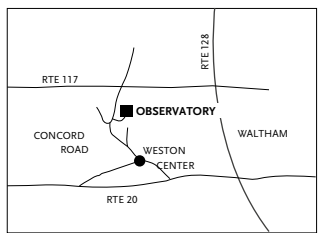
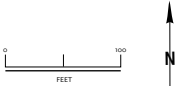
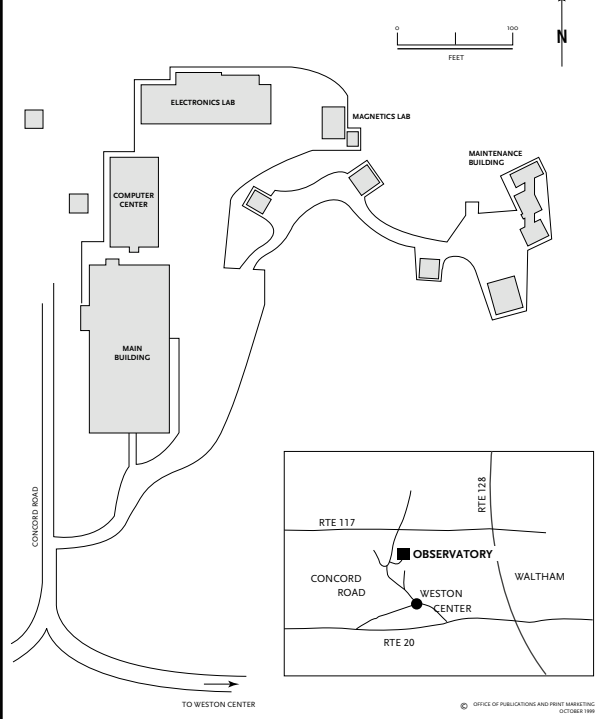
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