

BOSTON COLLEGE

2006–2007



EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2006-2007

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

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

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

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

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

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

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,019 full-time undergraduates and 4,736 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning; a full range of computer services including on-line access to databases in business, economics, social sciences, and law, and a library system with over 2 million books, periodicals, and government documents, and more than 4.0 million microform units.

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

The Mission of Boston College

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

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

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

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

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and is one of 28 Jesuit colleges and universities in the United States. The founder, Father John McElroy, was thwarted for some years by Protestant opposition to his attempt to establish a church and college on property near the North Station. Property was acquired in the South End in 1859, a college charter granted by the Commonwealth of Massachusetts in 1863, and, with three teachers and twenty-two students, the school opened its doors on September 5, 1864. The first president was Father John Bapst, a native of Switzerland.

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

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 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 16 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 Woods College of Advancing Studies), 1929; the Graduate School of Social Work, 1936; and the College of Business Administration, 1938. The latter, along with its Graduate School established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively. The former is now the Connell School of Nursing. The latter is now known as the Carolyn A. and Peter S. 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 15 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.

Since 1996, the University's endowment grew from \$590 million to approximately \$4.2 billion as a result of successful investment strategies and the Ever to Excel campaign. In 2002, Father Leahy announced the creation of a special series of conferences and seminars called "The Church in the 21st Century" to examine issues confronting the Catholic Church. A milestone in the history of the University took place in June 2004 when Boston College took possession of 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston, making it possible for Boston College to expand its campus in the future.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the American Psychological Association, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies, the Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the National Council for Accreditation of Teacher Education, the New England Association of Schools and Colleges, 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 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 116 acres in tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is on three levels. The Upper Campus has residence halls; classroom, laboratory, administrative, and student service facilities are on the Middle Campus; and the Lower Campus includes Robsham Theater, Conte Forum, and 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 campus that also contains undergraduate classrooms, dormitories, athletic areas, and student service facilities.

ACADEMIC RESOURCES

Art and Performance

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

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.

Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library, is a resource for campus technology support and services. The center provides a productive environment for the creative use of technology to enhance the academic experience. We offer a wide range of services to the Boston College community. For more information, visit <http://www.bc.edu/ctrc/>.

Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the

Boston College community at large, is located in Lyons 313. In addition to its 32 listening/recording stations and teacher console, the facility includes the following: 20 workstations (16 Macs, 4 Dells), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/video-cassette/DVD viewing, a CD listening station, as well as portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

Students (undergraduate and graduate), faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the Laboratory staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. Digitized audio programs from the Lab's collection are also available on the Boston College network 24 hours a day, 7 days a week to students officially enrolled in courses in which these programs have been adopted as curricular material. For more information about the Language Laboratory, please call (617) 552-8473 or visit <http://www.bc.edu/langlab/>.

The Libraries

The Boston College Libraries offer a wealth of resources and services, which are described below, to support the teaching and research activities of the University. The book collection has reached 2,124,242 volumes and 52,338 electronic and print serials are currently available to library patrons.

Digital Library Services

Quest, The Library Information System, is the Libraries' web based integrated system which provides convenient access to the Libraries' collections, digital resources, and services from <http://www.bc.edu/quest/>. Quest offers a variety of access points for finding books, periodicals, media resources, microforms, newspapers, and electronic materials.

Quest is easily searched from any web browser regardless of platform or location, 24 hours a day, 7 days a week. Users can place a recall on a book, renew items checked out, or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions. The web interface and expanded cataloging capabilities allow unprecedented access to thousands of web-accessible scholarly resources, to full text journals, and to digital collections of photographs and other material.

Digital Resources: The Boston College Libraries offer access to a rich collection of electronic indexes and databases. A growing number of these databases include full text access to thousands of journals and books directly from the researcher's desktop. See the list of Online Databases on the Libraries' home page, <http://www.bc.edu/libraries/> to get a sense of the range of resources. The list includes groupings by subject and an alphabetical listing by title. Databases range in coverage from very general to very specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business law, and public affairs. Most databases can be reached directly by clicking on the web links. Others can be accessed in the O'Neill Library Reference area or the Law Library. An expanding number of links to electronic journals may also be found by selecting Electronic

Journals from the Libraries' home page, and the libraries have also introduced technologies that provide links between the databases and e-journal collections. For more information, visit <http://www.bc.edu/libraries/resources/databases/s-sfxfaq/>.

The Libraries also support an expanding digital collection of special and rare materials such as the Thomas P. O'Neill, Jr., Photographs, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the John J. Burns Library Rare Books and Special Collections webpage at <http://www.bc.edu/libraries/centers/burns/resources/digitalcoll/>.

The **Media Center**, located on the second floor of the O'Neill Library, houses information in many nonprint formats: videocassettes, DVDs, laserdiscs, compact discs, audiocassettes, LPs, and CD-ROMs. Patrons within the Center may view all media in individual carrels. Faculty may conduct classes using media in the Media classroom. There is a Preview Room where faculty and/or students may meet in small groups for discussing or previewing media materials used in coursework. Some titles circulate. For more information, visit <http://www.bc.edu/libraries/centers/media/>.

United States Government Publications: O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public, as well as, Boston College students, staff, and faculty. Patrons can locate government documents in Quest, the library catalog. Many government publications are also available via the internet. Questions about the O'Neill collection and the availability of government documents should be directed to the Reference staff in O'Neill Library and staff in the Documents and Microforms department. For more information, visit <http://www.bc.edu/libraries/centers/govdocs/>.

The Boston College Libraries are part of the **Boston Library Consortium**, a group of area libraries which includes Brandeis University, Boston University, Brown University, Massachusetts Institute of Technology, Northeastern University, Tufts University, University of Massachusetts System, Wellesley College, Williams College, as well as the Massachusetts State Library, the Boston Public Library, and the Marine Biological Laboratory at Woods Hole. Faculty and students may apply for a Consortium borrower's card at the Reference Department in O'Neill Library in order to borrow directly from the member libraries. Choose **Other Libraries** from the Libraries' home page to search several of the library catalogs. Ask at the O'Neill Reference Desk for more information about the Consortium.

The Libraries are also a member of the **Association of Research Libraries**, a distinction limited to 124 research institutions sharing common goals, interests, and needs. The mission of ARL is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. Membership is by invitation upon the recommendation of the ARL Board of Directors and approval of the membership.

An **Interlibrary Loan Service** are offered to students, faculty, administrators, and staff to obtain research materials not available in the Boston College Libraries. Books, journal articles, microfilm, theses, and government documents may be borrowed from other libraries. Except for unusual items, the waiting period is from one to three weeks. Some materials arrive within a day or two. Requests can be made by using online forms in the Your BC Interlibrary Loan Account on the Libraries home page. For more information, visit <http://www.bc.edu/libraries/services/interlibrary/>.

The Libraries of Boston College include:

The Thomas P. O'Neill, Jr., Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the main campus in Chestnut Hill. Collections include approximately one and a half million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. The O'Neill Library also houses the offices of the University Librarian and The Connors Family Learning Center. For more information, visit <http://www.bc.edu/libraries/centers/oneill/about/>.

The **Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Graduate School of Social Work. The collection also serves the departments of Psychology, Political Science, Sociology, Nursing, and related disciplines. Services are provided on-site by two full-time librarians and three full-time support staff. Most services can be accessed remotely through the Social Work Library website. The collection includes approximately 40,000 volumes and 300 journal subscriptions; over 50% of those also available online. Social work library users have access to all of the BC Libraries electronic resources from public workstations in the library. For more information, visit <http://www.bc.edu/libraries/centers/socialwork/>.

Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and houses the resources for library research in art and art history. A gallery which displays the art work of our students is located off the lobby and the Graduate Study and Research Space is located in the mezzanine of Kresge Reading Room. Gargan Hall, with its magnificent stained glass windows, provides for quiet study for all students and faculty.

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

The **Educational Resource Center** serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials, print and non-print, educational and psychological tests, educational software intended for elementary and secondary school instruction. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit <http://www.bc.edu/libraries/centers/erc/>.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the magnificently appointed Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 150,000 volumes, some 15,000,000 manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections. For more information, visit <http://www.bc.edu/burns/>.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. The **Irish Music Center** is also part of Burns Library and documents the history of Irish music in America. Its archives include rare recordings, printed music, books, manuscripts, photographs and memorabilia.

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

Located on the Newton Campus, the **Law School Library** has a collection of approximately 451,000 volumes and volume equivalents of legal and related materials in a variety of media, most of which are non-circulating. It includes primary source materials consisting of reports of decisions and statutory materials with a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. The library possesses substantial and growing collections of international and comparative law works. For more information, visit <http://www.bc.edu/lawlibrary/>.

The Connors Family Learning Center, located on the second floor of O'Neill Library, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. The Center provides peer tutoring for more than 60 courses, including calculus, statistics biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language and writing. The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning. In addition, The Connors Center provides academic support services for students with learning disabilities and attentional disorders. Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

Media Technology Services

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

A wide array of equipment and multimedia display devices are available, and our staff will provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia technology. Services such as digital photography and media, video and audio production, CD and DVD production and duplication, and graphic design are also available. Faculty who wish to reach their stu-

dents outside of the classroom can take advantage of the BC Cable TV system by airing original or rental films and videos. Media Technology Services can assist you in making the dynamic world of multimedia available in your class or special project.

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

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

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

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

Boisi Center for Religion and American Public Life

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

Center for Child, Family, and Community Partnerships

The Center for Child, Family, and Community Partnerships is an outreach scholarship program that fosters collaboration among Boston College faculty and students, and community leaders in health care, social service, economic development, and education. The goal of the partnerships is to create stronger, healthier, and more economically sound communities. The Center, based at the Lynch School of Education, offers technical assistance, program evaluation, needs assessment, training, and consultation to community organizations. For more information, visit <http://www.csteep.bc.edu/ccfcp/>.

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

The Center for Corporate Citizenship at Boston College engages with companies to redefine business success as creating measurable gains for business and society. Our vision is that business will use its assets to help assure economic prosperity and a just and sustainable world. The Center achieves results through the power of research, education and member engagement. The Center offers publications including a newsletter, research reports, and white papers; executive education, including a Certificate program; events that include an annual conference, roundtables and regional meetings; and a corporate membership program. Contact the Center for Corporate Citizenship at 617-552-4545, <http://www.bc.edu/corporatecitizenship/>, or ccc@bc.edu.

Center for East Europe, Russia, and Asia

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

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

Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of the Lynch School of Education, the Faculty of the College of Arts & Sciences and the Law School, addresses the increasingly interdisciplinary needs of human rights scholarships and practice. Through multidisciplinary training programs and applied research and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit <http://www.bc.edu/centers/humanrights/>.

Center for Ignatian Spirituality

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

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. The main focus of the Center is on academic institutions in the Jesuit tradition,

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but other universities receive its publications and are part of an informal network. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

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

More information on the Center for International Higher Education can be found at http://www.bc.edu/bc_org/avp/soe/cihe/.

Center for Nursing Research

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

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, the Urban Institute, the American Enterprise Institute, the Max Planck Institute for Demographic Research, and the Center for Strategic and International Studies. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's researchers and experts explore trends in Social Security, private pensions, and other sources of retirement income, and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and supports academic courses in retirement-related subjects.

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

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource

for all programs in education. In the past decade, CSTEETP has been involved in assessment issues that address the fairness of testing in culturally and economically diverse populations.

Among the projects conducted under the auspices of CSTEETP is the Technology and Assessment Study Collaborative. The web address is <http://www.bc.edu/research/intasc/>.

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

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$45 trillion wealth transfer. CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. New directions include developing and training fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision-making about their finances and philanthropy; analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; estimating wealth transfer projections for states and metropolitan regions, and analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Over the past twenty years CWP has received generous support from the T.B. Murphy Foundation Charitable Trust, the Indiana Center on Philanthropy, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., and the Boston Foundation. For more information, visit <http://www.bc.edu/cwp/>.

Center for Work and Family

The Boston College Center for Work and Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the quality of life of today's work force by providing leadership for the integration of work and life, an essential for business and community success. Our vision is that companies and communities will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to two highly successful employer partnerships: the Work and Family Roundtable, established in 1990, and the New England Work and Family Association (NEWFA), established in 1992.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and relate to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force productivity and commitment while also improving the quality of employees' lives.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence, as exemplified in our work/life certificate courses for professionals with a dedicated interest in work/life diversity, wellness, employee relations, or

related fields. E-Learning web-based courses on the Standards of Excellence engage participants in live, interactive discussions to help them develop effective work/life strategies. Academic publications produced by the Center are also available for purchase, including an Executive Briefing Series, which addresses strategic issues relevant to the current business climate. For more information, visit <http://www.bc.edu/centers/cwf/>.

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, 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. For more information, visit <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil/>.

Institute for Scientific Research

The Institute for Scientific Research (ISR) boasts a highly-trained team of scientists, engineers, and mathematicians. Over the course of its history, the Institute has utilized its 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, mission planning, and interactive scientific software. For more information, visit <http://www.bc.edu/research/isr/>.

Institute for the Study and Promotion of Race and Culture

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

The ISPRC attempts to solicit, design, and disseminate effective interventions with a pro-active, pragmatic focus. Each year the Institute will address a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference. For more information, visit <http://www.bc.edu/isprc/>.

International Study Center

The International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. The Center focuses its primary work on comparative interna-

tional studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

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

Irish Institute

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

Since its founding in 1997, more than 650 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 70 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputations for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum. In recent years, the Institute has applied its programming models, and expertise in addressing the problems of divided societies to embrace participants from the Middle East and North Africa.

The Irish Institute's 2006 programming will be in the areas of local government, journalism, nonprofit management and development, community policing, teacher education, education for cultural diversity, public policy, and business management and leadership. The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through several other external partnerships. For more information visit our website at <http://www.bc.edu/irishinstitute/> or contact Director, Mary O'Herlihy at 617-552-4503.

Jesuit Institute

The Jesuit Institute was established in 1988 to contribute towards the response to the question of identity. The Institute, initially funded by the Jesuit Community at Boston College, is not an additional or separate academic program. 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. Visit their website at <http://www.bc.edu/centers/jesinst/>.

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

Mathematics Institute

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

At present, the Mathematics Institute offers professional enhancement courses for teachers in the summers at Boston College and other sites. Other current projects include research studies and content development related to school level mathematics concerns. For more information, visit <http://www.bc.edu/centers/mathinst/>.

Small Business Development Center

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

The Massachusetts Small Business Development Center Network is a partnership program with the U.S. Small Business Administration and the Massachusetts Department of Business and Technology under cooperative agreement 05-603001-0022 through the University of Massachusetts Amherst. SBDCs are a program supported by the U.S. Small Business Administration and extended to the public on a non-discriminatory basis. SBA cannot endorse any products, opinions or services of any external parties or activities. Reasonable accommodations for persons with disabilities will be made, if requested at least two weeks in advance. For further information, please contact Boston College SBDC office at (617) 552-4091 or visit <http://www.bc.edu/centers/sbdc/>.

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 approximately ten miles northwest of 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 paleobotany. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates the 12-station New England Seismic Network that monitors earthquake activity in the northeast, as well as distant

earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit <http://www.bc.edu/westonobservatory/>.

STUDENT LIFE RESOURCES

AHANA Student Programs

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

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been educationally disenfranchised. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road, 617-552-3358.

Options Through Education Program

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

Athletic Association

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

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

Career Center

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

The Career Center's Internship Program provides students in all classes with the opportunity to gain practical work experience in a professional capacity, during the summer or school year. As part of a consortium of 14 prestigious 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 two or three internships before they graduate.

Students are also encouraged to conduct informational interviews with BC alumni. The Career Network contains 9,000+ alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through computers at the Career Center, or via the Career Center's home page.

The Career Resource Library offers a wide variety of career exploration and job search resources, graduate and professional school information, and employer literature. Professional assistance and advice is available, along with computer access to the Internet.

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 200 employers. Employer Information Sessions are open to all students, and a large career fair is held every fall.

Visit the Career Center at 38 Commonwealth Avenue, 617-552-3430, or at <http://careercenter.bc.edu/>.

Department of Campus Ministry

The Department of Campus Ministry strives to deepen the faith life of Boston College students by offering opportunities to discover, grow in, and celebrate the religious dimensions of their lives. Liturgies, the sacraments, retreats, small faith communities, and service projects are offered throughout the year. Campus Ministry strives to show the close relationship of the Gospel and the call to works of justice. Campus Ministry offices are located in McElroy 233 and can be reached at 617-552-3475 or on the web at <http://www.bc.edu/ministry/>.

Office of the Dean for Student Development

The Office of the Dean for Student Development (ODSD) coordinates the planning, implementation, and evaluation of programs and services promoting student development. ODSD oversees student clubs and organizations, programming, the Undergraduate Government of Boston College, the Graduate Student Association and the John Courtney Murray, S.J. Graduate Student Center, the Emerging Leader Program, the Global Proficiency Program, alcohol and drug education, off-campus and commuting student affairs, international student services, the Women's Resource Center, and the Disability Services Office. ODSD also coordinates policies and procedures concerning student conduct and the judicial process.

The Office of the Dean for Student Development is located at 21 Campanella Way, Suite 212, and can be contacted at 617-552-3470. For more information, visit the website at www.bc.edu/odsd/.

Dining Services

The University offers a varied and nutritionally balanced menu in nine dining rooms: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons, Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, the Lower Live and The Balcony at John M. Corcoran Commons, The Hillside Cafe 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 Commonwealth Avenue, Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2006-07 is \$2,050.00 per semester or \$4,100.00 per year.

Optional meal plans, known as Eagle Bucks, are available to all other students living off-campus apartments, and to commuters. Further infor-

mation 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.

Disability Services Office

Services for undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to qualified students are individualized and may include sign language interpreters, books on tape, extended time on exams, facilitation of program modification, course under-loads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact the Assistant Dean at 617-552-3470 or visit their website at <http://www.bc.edu/disability/>.

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact the Center at 617-552-8055, or visit their website at <http://www.bc.edu/libraries/centers/connors/>.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves the Graduate School of Arts and Sciences, the Lynch School of Education, the Boston College Law School, the Connell School of Nursing, the School of Social Work, the Carroll School of Management, and the academic graduate student organizations within various disciplines.

The GSA exists to provide academic support in the form of conference grants, special group funding, social, cultural, and academic programs for graduate students, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University.

The GSA Officers, elected each April for a year of service, include the Executive Director, Finance Director, and Programming Director. The GSA Council, which meets monthly, is made up of representatives selected by each of the graduate programs or schools. The GSA Council and executive staff work together to strengthen the collective voice of graduate students. The GSA and other academic graduate student organizations are funded by a student activity fee charged to every graduate student.

The GSA has an office in the John Courtney Murray, S.J. Graduate Student Center located at 292 Hammond Street, across Beacon Street from Middle Campus. Graduate students are encouraged to become involved in the GSA and to communicate their needs through their program/school representatives.

John Courtney Murray, S.J. Graduate Student Center

The John Courtney Murray, S.J. Graduate Center serves Boston College's graduate and professional students. The Center is staffed by the Associate Dean for Graduate Student Life, the Administrative/Technology Support Assistant, two Graduate Student Managers, and five Graduate Student Center Assistants. During the academic year the Graduate Center is open seven days a week. Current operating hours can be found on the website listed below.

The mission of the Murray Graduate Center is to serve the graduate student community and to support and enrich graduate student life

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at Boston College. The Center's primary purpose is to build a sense of community among the entire graduate student population, and to cultivate a sense of belonging to the Boston College community as a whole.

By setting aside a welcoming space created exclusively for and used by graduate students, the Murray Graduate Center strives to fulfill its mission through academic, social, and spiritual programming and serves as a place of hospitality for those involved in graduate education at Boston College.

The Center provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, and ping pong.

The Center is located at 292 Hammond Street (just across Beacon Street from McElroy). The website is <http://www.bc.edu/gsc/> and staff can be contacted at 617-552-1855.

University Health Services

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

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

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

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 First Floor, 617-552-3225. Insurance information can also be obtained there. Health Services has a detailed website at <http://www.bc.edu/offices/uhs/>.

Immunization Requirement

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
College of Arts and Sciences	9

Woods College of Advancing Studies—Graduate	9
Woods College of Advancing Studies—Undergraduate	12
Lynch School of Education	9
Law School	12
Carroll School of Management	9
Connell School of Nursing	9
School of Social Work	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles Immunizations: Dose 1 must be after the first birthday. Dose 2 must be at least one month after the first dose.
- 1 Mumps Immunization: Immunized with vaccine after the first birthday
- 1 Rubella Immunization: Immunized with vaccine after the first birthday
- **Meningitis immunization or submission of waiver form (new requirement for students entering after August 2005).**

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$60.00 will be charged to your student account.

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

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling and other psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation, and referral. Counseling offices can be found in the following locations: Gasson 108, Campion 301, and Fulton 254. Students wishing to make an appointment should call 671-552-3310, 617-552-4210, or 617-552-3927.

Annual Notification of Rights

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

Student Rights Under FERPA

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 is committed to protecting the privacy rights of its students and to maintaining the confidentiality of its records. Moreover, the University endorses and complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," a federal statute that affords students certain rights with respect to their education records. These rights are as follows:

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

tained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.

- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy. Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why it is inaccurate, misleading, or in violation of his or her rights of privacy. If the University decides not to amend the record as requested by the student, the University is to 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 is to be provided to the student when notified of the right to a hearing.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent that FERPA or other federal statutes authorize disclosure without consent. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests. A University 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 University official in performing his or her tasks. A University official has a legitimate educational interest if the official requires access to 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 educational institution in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

Written complaints should be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information. In order to do so, students must enter "privacy preferences" in Agora, Boston College's secured intranet environment at <http://agora.bc.edu/>. This must be done by the end of the first week of enrollment. 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.

Disclosures to Parents of Students

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

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

Enrollment Statistics and Graduation Rate

During the fall of 2005, Boston College enrolled 9,019 undergraduates, 815 Woods College of Advancing Studies students, and 4,736 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 1998, eighty-nine percent had completed their degree by 2004 and four percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-three percent. Of the graduates, ninety-seven percent earned their degrees within four years.

NOTICE OF INFORMATION DISCLOSURES

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

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

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

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

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

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

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

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

A **report of athletic program participation rates and financial support data**. This report details participation rates, financial support, and other information on men's and women's intercollegiate athletic programs.

To request a copy of either of the above reports, please call the Office of the Financial Vice President and Treasurer at 617-552-4856, or send your request in writing to: Boston College, Office of the Financial Vice President and Treasurer, More Hall 200, 140 Commonwealth Avenue, Chestnut Hill, MA 02467

Enrolled students are notified each year of their rights, and the procedures for the inspection, correction, and disclosure of information in student records, under the Family Educational Rights and Privacy Act.

This information is published in this document, the *Boston College Bulletin*, and may also be obtained by accessing the Boston College Office of Student Services website at <http://www.bc.edu/studentservices/>.

NOTICE OF NON-DISCRIMINATION

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

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

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

RESIDENCE ACCOMMODATIONS

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

Lower Campus

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

Ignacio and Rubenstein Apartment Complex: This air-conditioned apartment complex, completed in the spring of 1973, houses approximately 725 students. Each completely furnished apartment unit includes two or three bedrooms, two bathrooms, living room, dining area, and kitchen. Laundry rooms are located in both residence halls. This area is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

Vouté Hall and Gabelli Hall: These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom air-conditioned apartment has a full kitchen, dining, and living room plus a full bathroom. Approximately 384 upperclassmen reside in these fully furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped for study and social uses, libraries, and laundry and weight rooms. Subscription to the University Meal Plan is optional.

Modular Apartment Complex: The Modular Complex consists of 76 duplex townhouse apartments and houses approximately 450 students. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses six students per apartment and is generally restricted to seniors. Subscription to the University Meal Plan is optional.

Michael P. Walsh, S.J. Residence Hall: This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 800 students. Each eight-person suite has a furnished lounge area and a kitchenette including a sink, counter space, cabinet space, kitchen table, and chairs. Each floor of the residence hall has a separate lounge and study area. The facility also includes a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

Sixty-Six Commonwealth Avenue: Located on the Lower Campus, this upperclassman facility houses approximately 230 students in predominantly double room accommodations. Each room is fully furnished and additional lounge areas and a laundry room are provided. The building also houses the Multi-Faith Worship space open for private prayer or religious services for all individuals or denominations. Subscription to the University Meal Plan is mandatory.

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

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

Upper Campus

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

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They

house approximately 850 students. Free daily shuttle service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus, as well as a library, chapel, and laundry facilities.

Special Interest

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

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

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

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

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

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

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

Off-Campus Housing

The University operates an Off-Campus Housing office located in 21 Campanella Way for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. Listings are available on the Residential Life website.

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

TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 15 for second semester. Restrictions will be

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placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

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.

There is a \$150.00 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.

Please note that all billing statements are sent electronically. Visit <http://www.bc.edu/mybill/> for more information.

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2006.
- Tuition first semester—16,500.00
- Second semester tuition and fees are due by December 15, 2006.
- Tuition second semester—16,500.00

Undergraduate General Fees*

Application Fee (not refundable):	70.00
Acceptance Fee:	250.00

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:	376.00
Identification Card (required for all new students):	30.00
Late Payment Fee:	150.00
Freshman Orientation Fee (mandatory for all freshman):	373.00

Undergraduate Special Fees*

Extra Course—per semester hour credit:	1,110.00
Laboratory Fee—per semester:	60.00-285.00
Massachusetts Medical Insurance:	1,554.00 per year (684.00 first semester, 870.00 second semester)
Nursing Laboratory Fee:	205.00-210.00
NCLEX Assessment Test:	50.00
Exemption Examination:	30.00-60.00
Special Students—per semester hour credit:	1,110.00
Student Activity Fee:	130.00 per year (65.00 per semester)

Resident Student Expenses

Board—per semester:	2,050.00
Room Fee (includes Mail Service) per semester (varies depending on room):	3,310.00-4,445.00
Room Guarantee Fee**:	250.00

Students accepted as residents are required to pay a 250.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

*All fees are proposed and subject to change.

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

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

Graduate Tuition

Graduate School of Arts and Sciences**

Tuition per semester hour:	1,040.00
Auditor's fee***—per semester hour:	520.00

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

Tuition per semester hour:	922.00
Auditor's fee***—per semester hour:	461.00

Carroll School of Management, Graduate Division**

Tuition per semester hour:	1,072.00
Auditor's fee***—per semester hour:	536.00

Graduate School of Social Work**

Tuition per semester hour:	820.00
Auditor's fee***—per semester hour:	410.00

Law School**

Tuition per semester:	17,385.00
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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:	250.00
Graduate Nursing:	400.00
CGSOM—part-time:	200.00
CGSOM—full-time:	1,500.00
Law School***:	200.00
Social Work:	200.00

***Initial deposit due by April 22 with an additional \$400.00 due by June 1.

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

7 credits or more per semester:	45.00
Fewer than 7 credits per semester:	30.00

Activity fee—per semester*** (CGSOM)

7 credits or more per semester:	55.00
Fewer than 7 credits per semester:	30.00

Application fee (non-refundable)

Grad A&S:	70.00
LSOE:	60.00
GSSW:	40.00
CGSON:	50.00
CGSOM:	100.00
Law School:	65.00

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

Grad A&S	1,040.00
CGSON and LSOE:	922.00
CGSOM:	1,072.00
GSSW:	820.00
Interim Study:	30.00
Laboratory fee (per semester):	200.00-285.00
Late Payment fee:	150.00
Massachusetts Medical Insurance (per year):	1,554.00
(684.00 first semester, 870.00 second semester)	

Microfilm and Binding

Doctoral Dissertation:	125.00
Master's thesis:.....	90.00
Copyright fee (optional):.....	45.00
Registration fee (per semester, non-refundable):	15.00

Student Identification Card

(mandatory for all new students):.....30.00

*Fees are proposed and subject to change.

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

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

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

Massachusetts Medical Insurance

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

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

- Graduate Woods College of Advancing Studies—7 or more
- Graduate Arts and Sciences—7 or more
- Graduate Education—7 or more
- Graduate Management—7 or more
- Graduate Nursing—7 or more
- Graduate Social Work—7 or more
- Woods College of Advancing Studies Undergraduate—9 or more

Boston College will offer all students (graduate and undergraduate) who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's Insurance plan are available on the *U-View* system or on the 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 web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the web at <http://www.bc.edu/studentsservices/>. The waiver must be

completed and submitted by October 4, 2006, for the fall semester and by February 7, 2007, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

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

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled. The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Undergraduate Refund Schedule

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

First Semester

- by Sept. 1, 2006: 100% of tuition charged is cancelled
- by Sept. 15, 2006: 80% of tuition charged is cancelled
- by Sept. 22, 2006: 60% of tuition charged is cancelled
- by Sept. 29, 2006: 40% of tuition charged is cancelled
- by Oct. 6, 2006: 20% of tuition charged is cancelled

Second Semester

- by Jan. 12, 2007: 100% of tuition charged is cancelled
 - by Jan. 26, 2007: 80% of tuition charged is cancelled
 - by Feb. 2, 2007: 60% of tuition charged is cancelled
 - by Feb. 9, 2007: 40% of tuition charged is cancelled
 - by Feb. 16, 2007: 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. 13, 2006: 100% of tuition charged is cancelled
- by Sept. 15, 2006: 80% of tuition charged is cancelled
- by Sept. 22, 2006: 60% of tuition charged is cancelled
- by Sept. 29, 2006: 40% of tuition charged is cancelled
- by Oct. 6, 2006: 20% of tuition charged is cancelled

Second Semester

- by Jan. 24, 2007: 100% of tuition charged is cancelled
 - by Jan. 26, 2007: 80% of tuition charged is cancelled
 - by Feb. 2, 2007: 60% of tuition charged is cancelled
 - by Feb. 9, 2007: 40% of tuition charged is cancelled
 - by Feb. 16, 2007: 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 Aug. 25, 2006: 100% of tuition charged is cancelled

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- by Sept. 8, 2006: 80% of tuition charged is cancelled
- by Sept. 15, 2006: 60% of tuition charged is cancelled
- by Sept. 22, 2006: 40% of tuition charged is cancelled
- by Sept. 29, 2006: 20% of tuition charged is cancelled

Second Semester

- by Jan. 5, 2007: 100% of tuition charged is cancelled
- by Jan. 19, 2007: 80% of tuition charged is cancelled
- by Jan. 26, 2007: 60% of tuition charged is cancelled
- by Feb. 2, 2007: 40% of tuition charged is cancelled
- by Feb. 9, 2007: 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 or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

National Student Clearinghouse

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

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

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

Contact the Clearinghouse at 703-742-4200 with questions. They are on the web at <http://www.studentclearinghouse.org>.

Boston College Degree Programs

College of Arts and Sciences

- Art History: B.A.
- Biblical Studies: M.A.
- Biochemistry: B.S.
- Biology: B.A., B.S., M.S., M.S.T., Ph.D.
- Chemistry: * B.S., M.S., M.S.T., Ph.D.
- Classics: B.A., M.A., M.A.T.
- Communication: B.A.
- Computer Science: B.A., B.S.
- Economics: * B.A., M.A., Ph.D.
- English: B.A., M.A., M.A.T., Ph.D.

- Environmental Geosciences: B.S.
- Film Studies: B.A.
- Fine Arts: B.A.
- Environmental Geosciences: B.S.
- French: B.A., M.A., M.A.T., Ph.D.
- Geology: B.S., M.S., M.S.T.
- Geophysics: B.S., M.S., M.S.T.
- Geology and Geophysics: B.S.
- German Studies: B.A.
- Greek: M.A.
- Hispanic Literature: Ph.D.
- Hispanic Studies: B.A., M.A.
- History: B.A., M.A., M.A.T., Ph.D.
- International Studies: B.A.
- Irish Literature and Culture: English, M.A.
- Irish Studies: History, Ph.D.
- Italian: B.A., M.A., M.A.T.
- Latin: B.A., M.A.
- Latin and Classical Humanities: M.A.T.
- Linguistics: B.A., M.A., M.A.T.
- Mathematics: B.A., M.A., M.S.T.
- Medieval Studies: History, M.A., Ph.D.
- Medieval Studies: Romance Languages, Ph.D.
- Music: B.A.
- Philosophy: B.A., M.A., Ph.D.
- Physics: * B.S., M.S., M.S.T., Ph.D.
- Political Science: B.A., M.A., Ph.D.
- Psychology: B.A., M.A., Ph.D.
- Pastoral Ministry: M.A.
- Religion and Education: M.Ed., C.A.E.S., Ph.D.
- Romance Literatures: Ph.D.
- Russian: B.A., M.A., M.A.T.
- Slavic Studies: B.A., M.A., M.A.T.
- Sociology: B.A., M.A., Ph.D.
- Spanish: M.A.T.
- Studio Art: B.A.
- Theater: B.A.
- Theology, B.A., M.A., Ph.D.

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

Dual Degree Programs—Graduate School of Arts and Sciences

- Biology/Management: M.S./M.B.A.
- French/Management: M.A./M.B.A.
- Geology/Management: M.S./M.B.A.
- Geophysics/Management: M.S./M.B.A.
- Hispanic Studies/Management: M.A./M.B.A.
- Italian/Management: M.A./M.B.A.
- Linguistics/Management: M.A./M.B.A.
- Mathematics/Management: M.A./M.B.A.
- Pastoral Ministry/Counseling Psychology: M.A. /M.A.
- Pastoral Ministry/Educational Administration: M.A. /M.Ed.
- Pastoral Ministry/Nursing: M.A./M.S.
- Pastoral Ministry/Social Work: M.A./M.S.W.
- Philosophy: B.A./M.A.
- Political Science/Management: M.A./M.B.A.
- Psychology/Social Work: B.A./M.S.W.
- Russian/Management: M.A./M.B.A.

Slavic Studies/Management: M.B.A./M.A.
 Sociology: B.A./M.A.
 Sociology/Management: M.A./M.B.A., Ph.D./ M.B.A.
 Sociology/Social Work: B.A./M.S.W
 Theology: B.A./M.A.

Lynch School

Applied Developmental and Educational Psychology: M.A., Ph.D.
 Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.
 Counseling Psychology: M.A., Ph.D.
 Curriculum and Instruction: M.Ed., C.A.E.S., Ph.D.
 Early Childhood Education: M.Ed.
 Early Childhood Specialist: M.A.
 Educational Research, Measurement and Evaluation: M.Ed., Ph.D.
 Elementary Education: B.A., M.Ed.
 Higher Education: M.A., Ph.D.
 Human Development: B.A.
 Reading/Literacy Teaching: M.Ed., C.A.E.S.
 Secondary Education: B.A., M.Ed., M.A.T., M.S.T.
 Special Education: B.A., M.Ed, C.A.E.S

Dual Degree Programs—Lynch School Graduate Programs

Applied Developmental and Educational Psychology: B.A. /M.Ed.
 Counseling Psychology/Pastoral Ministry: M.A. /M.A.
 Curriculum and Instruction/Law: M.Ed. /J.D.
 Elementary Education: B.A. /M.Ed.
 Educational Administration/Pastoral Ministry: M.Ed./M.A.
 Educational Administration/Law: M.Ed. /J.D.
 Educational Research, Measurement and Evaluation: B.A. /M.Ed.
 Higher Education: B.A./M.Ed.
 Higher Education/Law: M.A./J.D.
 Higher Education/Management: M.A. /M.B.A.
 Human Development/Social Work: B.A. /M.S.W.
 Reading/Literacy Teaching: B.A. /M.Ed.
 Secondary Education: B.A. /M.Ed.
 Special Education: B.A. /M.Ed.

Law School

Law: J.D.

Dual Degree Programs—Law School

Law/Management: J.D./M.B.A.
 Law/Social Work: J.D./M.S.W.,
 Law/Education: J.D. /M.Ed., J.D./M.A.

Carroll School of Management

Accounting: B.S., M.S.
 Accounting and Corporate Reporting Analysis: B.S.
 Business Administration: M.B.A.
 Economics: B.S.
 Finance: B.S., M.S., Ph.D.
 Human Resources Management: B.S.
 General Management: B.S.
 Information Systems: B.S.
 Information Systems and Accounting: B.S.
 Management and Leadership: B.S.
 Marketing: B.S.
 Operations Management: B.S.

Dual Degree Programs—Carroll Graduate School of Management

Accounting: M.B.A. /M.S.
 Management/Biology: M.B.A. /M.S.

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

Connell School of Nursing

Nursing: B.S., M.S., Ph.D.

Dual Degree Programs—Connell School of Nursing

Nursing: B.S./M.S., M.S./Ph.D.
 Nursing/Management: M.S. /M.B.A.
 Nursing/IREPM: M.S. /M.A.

School of Social Work

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

Dual Degree Programs—School of Social Work

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

Woods College of Advancing Studies

Woods College of Advancing Studies: B.A.
 Administrative Studies: M.S.

Interdisciplinary Programs

African and African Diaspora Studies
 American Studies
 American Heritages
 Ancient Civilization
 Asian Studies
 Child in Society
 East European Studies
 Environmental Studies
 Faith, Peace and Justice
 Film Studies
 General Science
 German Studies
 Human Development
 International Studies
 Irish Studies
 Jewish Studies
 Latin American Studies
 Mathematics/Computer Science
 Perspectives on Spanish America
 Psychoanalytic Studies
 Middle Eastern and Islamic Studies
 Scientific Computation
 Women Studie

UNDERGRADUATE ADMISSION

Admission Information

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

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

Admission from Secondary School

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

Standardized Testing

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

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

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

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

Application Procedures

Regular Freshman Admission

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$70.00 application fee (\$70.00 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available in the Undergraduate Admission Bulletin or on the Undergraduate Admission website at <http://www.bc.edu/applications/>. Candidates are notified of action taken on their applications by April 15.

Early Action

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Supplemental Application and the Common Application postmarked

on or before November 1. Candidates will learn of the Admission Committee decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

AHANA Student Information

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

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

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been educationally disenfranchised. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, and career counseling. In addition to these services, the office assists AHANA student organizations in developing and implementing cultural programs. The Office of AHANA Student Programs is located 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 English and mathematics. In addition, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

International Student Admission

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

Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.3 to 3.6 cumulative grade point average. In 2005, the average cumulative grade point average for admitted transfer students was 3.5. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

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

All candidates for admission-in-transfer should complete the Transfer Common Application, the Boston College Transfer Supplemental Application and all other required forms along with the

\$70.00 application fee. All portions of the Transfer Application can be found in the Transfer Undergraduate Bulletin or on the transfer website at <http://www.bc.edu/admission/undergrad/transfer/>.

A College Official's Report must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained by calling the Boston College Transfer Office at 617-552-3295 or from BC's website.

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

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

Transfer of Credit

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

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

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

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

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

Date of Graduation

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

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is five courses per semester (four for seniors). Thus, students are expected to have completed ten courses at the end of one year, twenty at the end of two years, etc. In determining a transfer student's

date of graduation, leeway of two courses is allowed without loss of status. For example, students completing eight to ten transferable courses are accepted as first semester sophomores.

Residency Requirements

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

Special Students

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

Advanced Placement Units

The new Advanced Placement policies listed below will take effect with the class of 2011. All other classes should refer to the 2005-2006 Boston College Catalog for the appropriate Advanced Placement information.

Boston College reserves the right to reevaluate and update the following policies at any time.

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Arbitrator, and the Swiss Maturite and Italian Maturita. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at <http://www.bc.edu/advancedplacement/>. Students who earn a total of 24 advanced placement units may be eligible for advanced standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean at the end of their first semester at BC. No decision on advanced standing will be made prior to this time.

College Board Advanced Placement (AP)

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

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

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

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. (3 advanced placement units)

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

Foreign Language: Students receiving scores of 3, 4 or 5 in a foreign language exam (4 or 5 only in a classical language) will have satisfied the University foreign language requirement in the College of Arts and Sciences and the Carroll School of Management. Only scores of 4 or 5 will be awarded advanced placement units. (6 units of advanced placement for scores of 4 and 5)

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

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

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

Natural Science: Students receiving a 4 or 5 on the A.P. exams in Biology, Chemistry, or Physics are considered to have fulfilled the Core requirement in Natural Science. Students receiving a 4 or 5 on the Environmental Science exam are considered to have fulfilled half of the Natural Science Core requirement. (6 advanced placement units each, except 3 for Environmental)

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

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

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

International Baccalaureate

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

British A Levels

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

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

French Baccalaureate

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

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

For detailed information on the **German Arbitur, Swiss Maturite and Italian Maturita** please refer to the following web address <http://www.bc.edu/advancedplacement/>.

College Courses Taken during High School

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

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

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

Foreign Language Proficiency Requirement:

Arts and Sciences and CSOM

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

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

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

foreign language. Students who entered BC prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT subject reading exam in a modern language.

- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Language).

Carroll School of Management students may demonstrate proficiency as follows:

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

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

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal 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.

For more complete information on financial aid at Boston College, visit <http://www.bc.edu/offices/stserv/financial/finaid/>

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving 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.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process. The University and the student will be required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received and will not owe a repayment of Federal Title IV funds. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

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

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

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

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process

includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

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

FIRST YEAR EXPERIENCE

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

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

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

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

Once the academic year begins, First Year Experience has organized programs aimed at continuing support for first year students as they negotiate the beginning of their college career. "Conversations in the First Year," was created in 2004 to welcome students to the intellectual arena of Boston College. At orientation, students are given a book to read. The inaugural text was *Mountains Beyond Mountains*, by Tracy Kidder. In September, an academic convocation, filled with ritual, ideas, and conversation, will kick-off the academic year and the chosen text will be used in subsequent lectures, discussions, and courses. The program's motto is "Go set the world aflame," Ignatius of Loyola's (founder of Jesuits) parting words to Francis Xavier who was carrying the Gospel to the East.

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

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar that introduces first year students to college life.

The Leadership Project: An immersion experience occurring over the spring break incorporating the process and practice of leadership with a generous heart. First Year students will explore what it means to serve, to be a leader, and to have a vocation in life.

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

SPECIAL PROGRAMS

Capstone Program

The Capstone Program helps students to "cap off" their BC experience by a review of their BC education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality. Capstone seminars are taught by 25 faculty from 20 different schools and departments within

Boston College, and are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in the University catalog. For information, contact the Program Director, Fr. James Weiss via email at james.weiss@bc.edu or see the University Courses section. You may also reference the Capstone Program website at <http://www.bc.edu/capstone/>.

Center for International Partnerships and Programs (CIPP)

Each year more than 900 students spend a semester, summer or academic year studying abroad. Boston College collaborates with more than 75 partner universities worldwide to administer programs in a growing number of destinations abroad. Students should begin planning for study abroad during their freshman year. To apply for semester/academic year programs abroad, students are required to have a 3.2 GPA; be in good disciplinary standing; attend a study abroad information session; research programs of interest in the CIPP resource room; and meet with an International Study Advisor. Short-term summer/intersession programs are also administered through CIPP and are open to all students.

For more information, please visit <http://www.bc.edu/international/>. CIPP is located at the Hovey House (617-552-3827).

Argentina

Pontificia Universidad Catolica Argentina (Buenos Aires)

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

Universidad Torcuato Di Tella (Buenos Aires)

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

Australia

Monash University

One of the Australian group of eight schools. Semester or full-year program in a suburb of Melbourne. Offers courses across the disciplines. *Undergraduate and graduate.*

Murdoch University

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

Notre Dame University

Semester or full-year program at a small Jesuit university in Fremantle, Western Australia with a wide range of courses. *Undergraduate and graduate.*

University of Melbourne

One of the group of eight schools, Australia's most distinguished research institutions located in the heart of the city. Semester or full-year program. *Undergraduate and graduate.*

University of New South Wales

Semester or full-year program in Sydney with broad offerings across the disciplines. A group of eight schools. *Undergraduate and graduate.*

Brazil

Pontifical Catholic University of Rio de Janeiro

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

Canada

Queen's University

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

Chile

Pontificia Universidad Catolica de Chile (Santiago)

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

Universidad Alberto Hurtado (Santiago)

Semester or full-year program at a small, prestigious Jesuit institution. Good for social sciences, humanities, business, and pre-law. *Undergraduate and graduate.*

China

Beijing Asian Studies Program

Semester or full-year program in Beijing focusing on Chinese language and Chinese history. Offers internship opportunities with Chinese companies. Course offerings also in philosophy, political science. *Undergraduate only.*

Hong Kong University of Science and Technology

Semester or full-year program across the disciplines including excellent courses (taught in English) in sciences and business/management for CSOM students. *Undergraduate and graduate.*

Jesuit Universities China Program

Semester or full-year program in Beijing focusing on Chinese language, Chinese business and culture. Offers unique combination of study and firsthand experience. Course offerings also in history, philosophy, political science and sociology. *Undergraduate only.*

Denmark

Copenhagen Business School

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

Copenhagen University

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

El Salvador

Casa de la Solidaridad

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

England

Advanced Studies in England

Semester or full-year program in liberal arts for American students based in Bath and affiliated with University College, Oxford. *Undergraduate.*

King's College

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

Lancaster University

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

London School of Economics

Full-year program in social sciences, including economics, political science, and sociology. *Undergraduate and graduate.*

Oxford University

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

Queen Mary, University of London

Semester or full-year program in London's vibrant and diverse East End for A&S students. *Undergraduate and graduate.*

Royal Holloway, University of London

Semester or full-year program with suburban, parkland campus and a wide range of course offerings for A&S students. *Undergraduate and graduate.*

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

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

University College London

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

University of Liverpool

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

France

BC in Paris—Beginner Track

Semester or full-year program. Students will take French language and culture courses at the Institut de Langue et de Culture Françaises through the Institut Catholique and courses in American and British studies through the Institut Charles V. Curriculum is half in French and half in English. *Undergraduate and graduate.*

BC in Paris—Advanced Track

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

Centre Sevres (Paris)

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

Sciences Po (Paris)

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

University of Strasbourg

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

Germany

Dresden University

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

Eichstatt Catholic University

Spring semester or full-year program at a fine, small university located near Munich, with offerings in arts and sciences, business, and education. *Undergraduate and graduate.*

Freie University (Berlin)

Spring semester or full-year program at one of Berlin's most outstanding institutions with course offerings across the disciplines. Intensive pre-semester language program. This university also offers a program for students at all levels of fluency (BEST Program) with American-style semesters, intensive German and English-taught classes in a range of subjects. *Undergraduate and graduate.*

Humboldt University (Berlin)

Spring semester or full-year program at one of the oldest and most distinguished universities in Germany with course offerings across disciplines. Intensive pre-semester language program. *Undergraduate and graduate.*

Stuttgart/Heidelberg

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

Greece

American College of Greece (Deree College)

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

American College of Thessaloniki (ACT)

Semester or full-year program in Thessaloniki, Greece's second largest city, with course offerings in Modern Greek and English in a broad range of disciplines. *Undergraduate.*

Arcadia University

Semester or full-year program in classical, Byzantine, and Modern Greek studies. Modern Greek language study is required. *Undergraduate.*

College Year in Athens

Full-year program with a strong focus on archaeology, art history, classical languages, cultural anthropology, Modern Greek studies, history, philosophy, political science and religious studies. *Undergraduate.*

Ireland

National University of Ireland Galway

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

National University of Ireland Maynooth

Semester or full-year program in a campus environment outside of Dublin. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

Queen's University Belfast

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

Trinity College Dublin

Full-year program at one of Europe's oldest and most prestigious institutions. Wide range of courses across all disciplines. Located in the center of Dublin. *Undergraduate and graduate.*

University College Cork

Fall semester or full-year program at one of Ireland's finest universities offering a broad selection of courses in a wide range of disciplines such as: humanities, management, science, and law. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

University College Dublin

Semester or full-year program at one of Ireland's outstanding universities with offerings across the disciplines. A&S students must take an Irish Studies course at BC prior to departure. *Undergraduate and graduate.*

University of Ulster

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

Israel**Hebrew University**

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

Italy**Bocconi University (Milan)**

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

Gregorian University (Rome)

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

John Cabot University (Rome)

Semester or full-year program for students with course offerings in English. *Undergraduate.*

Intercollegiate Center for Classical Studies (Rome)

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

Luiss Guido Carli (Rome)

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

University of Parma

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

University of Florence

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

Venice International University

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

Japan**Sophia University Tokyo**

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

Waseda University Tokyo

Full-year program in Tokyo with course offerings in English covering a wide range of disciplines. Excellent courses in history and political science. *Undergraduate and graduate.*

Korea**Sogang University Seoul**

Semester or full-year program offering a wide range of courses in Korean and English. Perfect for International Studies major/minor. Graduate level courses (International Studies) are available for BC undergraduate students. *Undergraduate and graduate.*

Mexico**Iberoamericana University**

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

Morocco**Al Akhawayn University**

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

Nepal**Center for Buddhist Studies at Kathmandu University**

Fall semester abroad focusing on studies in classic Indian and Tibetan Buddhist text and philosophy, Asian history, cultures, and languages. Highly recommended for students interested in comparative religion, theology, and philosophy. *Undergraduate and graduate.*

The Netherlands**Leiden University**

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

Radboud University of Nijmegen

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

University of Amsterdam

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

Norway**University of Bergen**

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

The Philippines**Anteneo de Manila University**

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

Poland**Jagiellonian University**

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

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

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

Scotland**University of Glasgow**

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

University of Stirling

Semester or full-year program with course offerings across the disciplines, including excellent programs for students in communication and nursing. *Undergraduate and graduate.*

South Africa**Rhodes University**

Semester or full-year program of studies in Grahamstown for students across the disciplines. Excellent opportunities for service learning, pre practicum for Education majors. *Undergraduate and graduate.*

University of Cape Town

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

Spain

BC in Madrid: Autonoma, Complutense, Carlos III, and Pontificia Comillas (Madrid Business Program) Universities

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

ESADE

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

Madrid Business Program: Universidad Pontificia Comillas

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

Universidad de Deusto

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

Universidad Pompeu Fabra

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

Sweden

Uppsala University

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

Göteborg University

Semester or full-year program in Sweden's second largest city offering a wide range of courses in English, including education, management, and social work. *Undergraduate and graduate.*

Uganda

Makerere University

Semester or full-year program in Kampala. Makerere is known as East Africa's major university offering a wide range of courses with strengths in biology, public health and the humanities. *Undergraduate and graduate.*

Uganda Martyrs University

Semester or full-year program at this top international research center located on the equator, outside of Kampala. Course offerings in ethics, women's studies and development. *Undergraduate and graduate.*

Winter Programs

All winter programs are open to undergraduate and graduate students.

Chile

Human Rights and Social Justice

This course is team-taught by faculty from Boston College and universities in Santiago. In addition to lectures and discussions at the University Alberto Hurtado, the program offers field trips in Santiago and its environs as well as other sites in Chile.

Greece

Myth and Imagination: Decoding Ancient Greece

This program is team-taught by specialists in ancient Greek literature, mythology, art, and archeology. Lectures are delivered on-site, in museums and major archeological sites.

Summer Programs

All summer programs are open to undergraduate and graduate students.

Brazil

Education in Brazil: A Historical Perspective and Current Issues

Through lectures, site visits, and a pre-practicum, students will be introduced to historical perspectives, educational practices, and current issues that permeate the educational system in Brazil today

Costa Rica

International Environmental Law and Sustainable Development in Monteverde

Students will study Latin American history, rural development, environmental law, and the culture of Costa Rica during this program.

Lectures will be combined with field experience and trips that will give students the opportunity to experience the great diversity and beauty of the country. No Spanish knowledge is required.

Ecuador

Intensive Intermediate Spanish

Take the equivalent of a full year of intermediate Spanish on this five-week program in Quito. Students will live with host families during their stay in Quito. Regular excursions will also take place.

France

Intensive Intermediate French

Take the equivalent of a full year of Intermediate French on this four-week program in the heart of Paris. Students will have a weekend trip and regular excursions in and around Paris.

Germany

German Memory and the Holocaust

This program examines the emergence and enactment of the Nazi plan to destroy European Jewry, and studies how contemporary German culture remembers these atrocities. In addition to normal course readings, students will profit from the extraordinary resources that Berlin offers for further investigation and research.

German Summer Academy on Bioethics

This program is designed around a three-credit ethics course as well as the Bioethics seminar at the Summer Academy on Bioethics at the Heinrich Pesch Haus in Ludwigshafen. The three-week intensive ethics course taught by Prof. Stephen Pope will take the form of lectures, workshops, and excursions.

Greece

Tracing the Olympic Spirit in Ancient and Modern Athens

Students will take an in-depth look at ancient and modern Greece. The program will include excursions to historic sites in and around Athens, as well as longer trips to Delphi, Olympia, and other sites. Greek language classes are also offered.

Contemporary Issues in Philosophy, Politics and the Arts

This intensive course of interdisciplinary character is structured around the annual Athens Summer International Conference. Classes will be taught at the American College in Athens by BC faculty. In addition to instruction taking place in the classroom, guest lecturers, and the proceedings of the conference, students will visit major archeological and historic sites, including Delphi, Olympia, and Epidaurus.

Ireland

Dublin Internship Program

This six-week independent internship program offers students the opportunity to experience firsthand the work culture of Ireland. Students are placed in unpaid internships in local businesses, law firms, museums, and other institutions.

Summer Program in Ireland

This three-week, three-credit course is open to all BC students who wish to visit and learn about Ireland. Students travel as a group to five universities in both Ireland and Northern Ireland and are accompanied at all times by a Boston College Ireland faculty or staff member. Course lectures are given by members of the BC Irish Studies faculty and local instructors from each of the Irish academic venues.

Italy

History Course in the State Archives of Parma

This three-week history course taught by BC faculty will enable students with some knowledge of Italian/Latin and who are fascinated by ancient studies, to examine original documents in the Parma Archives. Participants will analyze documents showing: the transformation from

alchemy to chemistry, from astrology to astronomy; the legislative/administrative dynamics of the evolving modern state as it emerges from absolute government power and the diplomatic strategy of the Vatican.

Political Philosophy and Human Rights in Orvieto

A joint project with BC and Luiss Guido Carli in Rome, this program allows students to examine a variety of issues in political philosophy, both in classical and contemporary perspective. Students will have the opportunity to meet with speakers and other European students within an ideal setting for both academic discussion and cultural exchange.

Renaissance Art and Architecture

Students will take a course on Italian art and will have a five-hour per week survival Italian language class. Excursions and on-site learning are an integral part of the class.

Contemporary Catholic Ethics

This course is team-taught by faculty from BC and the Gregorian University in Rome. Topics to be discussed include Jesuit Identity and Spirituality, Ethics of War and Peace, Social Justice and Human Rights, Sexual Ethics, and Islamic and Christian Ethics. The program includes site visits to the catacombs and St. Peter's, as well as a stay in Assisi. A one-credit survival Italian language course is also offered.

Intermediate Italian Language Program

Students will participate in a five-week Italian language course taught by the language institute in Parma. Field trips and excursion will be part of the program. Students participate in an orientation program and receive support from the BC on-site coordinator.

Mexico

Summer Spanish language and Culture

Study Spanish in charming and historic Puebla, located sixty miles southeast of Mexico City. Students will be prepared to take CCR2 upon their return to BC in the fall. Language classes will be complemented by service and historical tours of the surrounding area.

Portugal

Three-week program taught by BC faculty and leading intellectuals from Europe and the U.S. In addition to small seminars with program faculty, students will attend a week-long conference featuring well-known political leaders. A short introductory Portuguese language course, as well as field trips and excursions are included.

Russia

"White Nights" of St. Petersburg

Instructors from the Herzen Pedagogical Institute will conduct classes in conjunction with the staff of the Dostoevsky Museum. The program cost includes an extensive cultural program, personal tutor (in addition to scheduled classes), transportation and room and board.

Spain

Summer Spanish Language and Culture

Students will participate in an intensive language course at the Naturalmente I level, go on cultural excursions in and around the city, and travel to nearby Toledo and Segovia. Students live with families in central Madrid.

Spanish Art History in Madrid: from Atapuerca to Picasso

Students will gain a comprehensive understanding of Spanish art history from prehistoric manifestations to modernism. The class includes both theoretical exploration and practical activities, including visits to the Archaeological, Prado, Thyssen-Bornemisza and Reina Sofia museums.

Internship in Madrid

Intern for six weeks in the business capital of Spain. Supplement your work experience with a Spanish-taught business course. Attend weekly lectures given by Spanish professionals from the worlds of business, arts and sciences, education and more.

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. Contact: Ted Dziak, S.J. *Undergraduate and graduate.*

Exchange Program

Washington Semester Abroad

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. As an external program, students who participate in Washington Semester can earn credit toward graduation, but not GPA credit (other restrictions apply). Contact Dean Andrea DeFusco for more information.

Faculty and Staff Children Exchange Program (FACHEX)

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

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

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice.

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

Preprofessional Programs

Prelaw Advising

Boston College offers prelaw advising through the Career Center. The Bellarmine Law Academy (the student prelaw association) and the Boston College Career Center present a series of panels and workshops

each year on different aspects of the legal profession and the law school admission process. Career advisors are available to meet individually with students interested in law as a career whenever questions or concerns arise. While no particular major is preferred by law schools, it is 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 prelaw panels and activities by registering on-line or in the Office of Student Services for the prelaw program. For further information, contact the Career Center at 617-552-3430 and view the graduate school pages of the Career Center website at <http://careercenter.bc.edu/>.

Premedical/Pre dental Program

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

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

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

Three Year or Four Year Sequencing:

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

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

Four Year Program: An increasing number of students at BC, and at other institutions, are applying to graduate schools in the health professions at the end of their senior year—or even later. Students who delay their applications have the opportunity to pursue other interests and/or opportunities (e.g., study abroad, completing a thesis, minoring in a non-science discipline, volunteer work, research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is an option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT,

DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

Non-Science Majors: Program Options

A variety of options are available for non-science majors. They should plan their science and mathematics courses in relation to the courses required in their potential major. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. General Biology Laboratory (BI 210-211) fulfills the Biology laboratory requirement. Several three- and four-year options appear below (Options A-E), but other sequences are possible.

Option A: Non-Science Majors—Three Year Option

Freshman Year

- Introductory Biology (BI 200-202)*
*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)
- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)**
**or the honors chemistry courses, Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***
***or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)
- English Core Requirement
- Electives/Core Courses

Sophomore Year

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

Junior Year

- Introduction to Physics (PH 211-212)****
****Foundations of Physics (PH 183-184) and its associated laboratory (PH 101-102) also fulfill health professions school requirements, but the Premedical Committee recommends Introduction to Physics (PH 211-212) and its associated lab (PH 203-204).
- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

Option B: Non-Science Majors—Three Year Option

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

Option C: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that Introductory Biology (BI 200-202) and General Biology Lab (BI 210-211) are taken sophomore year, along with Organic Chemistry. This option significantly lessens the freshman year course load, but makes

sophomore year, with Organic Chemistry and Biology, quite demanding. Also, students may not know whether they are academically competitive until the end of their sophomore year.

Option D: Non-Science Majors—Four Year Option

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

Option E: Non-Science Majors—Four Year Option

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

Science Majors: Program Options

Biology Majors

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

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

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

Freshman Year

- Introductory Biology (BI 200-202)*
- *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 Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)-both by invitation of the instructor only
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***

***or, if supported by AP exam or the Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)

- English Core Requirement
- Electives/Core Courses

Sophomore Year

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

Junior Year

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

Biochemistry Majors

The requirements of the Biochemistry major at Boston College fulfill all of the core premedical/pre dental requirements outlined above. For a complete listing of the required courses for this major, refer to the appropriate program description in the Catalog and/or departmental website. Biochemistry majors fulfill their biology premedical laboratory requirement by completing BI 310-311 Molecular Cell Biology and Genetics Laboratory during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biochemistry majors.

Chemistry Majors

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

Advanced Placement

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

Further Information

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

Presidential Scholars Program

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

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

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

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

PULSE Program

See a full description of the Pulse Program in the Philosophy Department or visit The Pulse Website at <http://www.bc.edu/pulse/>.

Reserve Officers Training Program

Air Force Reserve Officer Training Program

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps Program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and \$250.00 to \$400.00 per school month stipend depending on year in school. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include any majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development, D. Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers Training Program

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

Scholarship and Financial Support

Some four-year and a limited number of two- and three-year ROTC scholarships may be available for interested, qualified, selected students. A limited number of three- and four-year scholarships are available strictly for students in the Connell School of Nursing through the Partnership in Nursing Education program (617-552-4274). Advanced Course and

scholarship students receive stipends of between \$250.00 to \$400.00 per school month, depending on the year in school. Scholarship students receive 100 percent tuition payment and \$600.00 annually for fees, books, supplies, and equipment. Boston College also awards additional incentives for ROTC scholarship students. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25), 617-552-3230, or refer questions to the Associate Dean for Student Development, D. Michael Ryan, 617-552-3470.

Navy Reserve Officer Training

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three- and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, but no room and board, with a \$250.00 to \$400.00 per school month stipend depending on year in school). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development, D. Michael Ryan, 617-552-3470, or the Department of Naval Sciences at Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class

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

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

Undergraduate Faculty Research Fellows (UFRF) Program

Undergraduate research fellowships enable students to gain first-hand 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. In Arts and Sciences, all full-time sophomores, juniors and seniors with a 3.4 or higher GPA 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.

ACADEMIC INTEGRITY

Policy and Procedures

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evalu-

ation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process.

Standards

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

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

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

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

Other breaches of academic integrity include:

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

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

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

that no student obtains an unfair advantage over his or her classmates by reviewing exams or assignments from prior semesters.

If previous examinations are available to some students, faculty members should insure that all students in the course have similar access. Course examinations should be designed to minimize the possibility of cheating, and course paper assignments should be designed to minimize the possibility of plagiarism.

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

Academic Deans

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

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

Procedures

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

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

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

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

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

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

The board will decide a case by simple majority vote, and the associate dean will convey to the faculty member and the student the board's findings as to responsibility and recommended sanctions. The

associate dean will compile a complete file of each case, to be kept confidential in the Dean's office. Files on students found not responsible will be destroyed.

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

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

ACADEMIC REGULATIONS

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

Academic Grievances

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

Academic Record

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

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

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

Attendance

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

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

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final

examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

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

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

Absences for Religious Reasons

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

Audits

Undergraduate

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

Graduate

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

After the drop/add period, graduate students who wish to change a course from credit to audit or audit to credit must consult with the professor of record and the Associate Dean's Office. Students in the Carroll Graduate School of Management may change a course from credit to audit but not audit to credit.

Candidacy: Doctoral

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or the oral defense of the publishable paper and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay for doctoral continuation until completion of the dissertation. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing all courses including the required two or more semesters of dissertation-related course work.

Comprehensive Examination: Doctoral

Doctoral students, with the exception of students in the Graduate School of Social Work, are required to complete comprehensive examinations. Doctoral students in the Graduate School of Social Work are required to orally defend a publishable paper. Student eligibility for tak-

ing the doctoral comprehensive or the publishable paper project is determined by the department. Students should consult with their department about the nature of this examination and the time of administration.

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

During the semester in which students take the comprehensive examinations, they should unless they are registered for other courses register and pay for Doctoral Comprehensives (998 or 959).

Comprehensive Examination: Master's

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

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

Core Curriculum—Undergraduate University Core Requirements

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

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages
- 1 course in the Arts—Fine Arts, Music, Theater
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required. For CSON students beginning with the class of 2010, MT 180 Principles of Statistics for Health Sciences is the required Mathematics Core course.
- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for CSOM), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for LSOE and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for LSOE)

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

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

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

Cross Registration

Woods College of Advancing Studies

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

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

Boston Theological Institute

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

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

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

The Consortium

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

Graduate students, except law students, may cross register for one course each semester at Boston University, Brandeis, and Tufts. M.B.A. students are not permitted to register at Brandeis University and students in the Graduate Finance Program are not allowed to cross register at any of the universities. Cross registration materials are available in Lyons Hall.

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

The Graduate Consortium in Women's Studies 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 with the permission of their department apply to participate in this program. Registration forms will be mailed from the Consortium to accepted students.

Graduate School of Social Work

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

Dean's List

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

Degree Audit

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

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

Degree with Honors

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

Doctoral Continuation

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

Enrollment Status

Undergraduate Full-Time Enrollment Status

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each semester and four or

five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit, ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate students must be registered for at least four 3-credit courses per semester.

Undergraduate Part-Time Enrollment Status

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

Graduate Full-Time Enrollment Status

Graduate full-time enrollment is as follows:

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

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

All students are considered half-time with six 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.

All enrolled doctoral students in the Graduate School of Arts and Sciences and in the Carroll Graduate School of Management are considered full-time. Graduate students, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time Nursing Clinical Practica, Student Teaching Practica, or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Publishable Paper Project (Graduate School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, ED 950, ED 951, ED 988, EC 900, EC 901, HS 997, LL 856, NU 901, NU 902, PY 941, SW 929, SW 939, SW 949, SW 959, SW 995, SW 996, and SW 997.

External Courses—Undergraduate

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

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean

may stipulate a higher grade. After the course has been completed, the student should request that the registrar at the host university forward an official transcript to the Office of Student Services at Boston College.

Final Examinations

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

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

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

Foreign Language Requirement—Undergraduate

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

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

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in

a modern language.

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

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

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

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

Foreign Language Requirement—Graduate

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

Good Standing

Undergraduate

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 (1.5 in Management and 1.5 for the first three years in Arts and Sciences) as the minimum standard of scholarship and must not fall more than two courses behind the total number of courses a student of their status is expected to have completed (five courses each semester in the first three years and four each semester in senior year with the exception of Nursing where students take four courses in the first semester freshman year and four courses in the second semester senior year). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must complete all nursing courses successfully and have a cumulative grade point average of 2.0 or higher in nursing courses.

Failure to maintain good standing either through a low cumulative average, by incurring deficiencies including failures, withdrawals, or unapproved underloads, or by being unsafe in the nursing clinical

area will result in the student's being placed on probation, or being required to withdraw, as the Academic Standards Committee or the Dean shall determine.

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

Graduate

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

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

In the Graduate School of Social Work, a student is expected to maintain a minimum cumulative average of 3.0 and, when applicable, satisfactory performance in field education. Failure to maintain either of these requirements will result in the student's being placed on probation or being required to withdraw. A grade of F in a required course may be grounds for review by the Academic Standards Review Committee and possible dismissal from the Graduate School of Social Work.

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

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

In the Carroll School of Management, an M.B.A., M.S. in Finance or M.S. in Accounting student must maintain a cumulative average of 2.67 or higher in their course work to be eligible to graduate. M.B.A. students who receive grades of C or less in five courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.B.A. students who receive three or more Fs are automatically dropped from degree candidacy. M.S. in Finance and M.S. in Accounting students who receive grades of C or less in three courses are subject to review by the Academic Review Board and may be required to withdraw from the program. M.S. in Finance and M.S. in Accounting students who receive two or more Fs are automatically dropped from degree candidacy. Doctoral students should review the Ph.D. academic manual for grading procedures.

In the Woods Graduate College of Advancing Studies, B- is not an acceptable course grade towards degree completion.

Grading

Undergraduate

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

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

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

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

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

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

Graduate

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

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

ited American law school, but which demonstrates enough potential for improvement that the student could reasonably be expected to achieve such a level by conscientious study.

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

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

Grading Scale

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

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

Incomplete and Deferred Grades

Undergraduate/Graduate

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

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

Graduate

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

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

Except in the Carroll Graduate School of Management and the Graduate School of Social Work, students with graduate assistantships may not carry any incompletes.

Pass/Fail Electives—Undergraduate

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

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

Any language courses taken before the language proficiency requirement is fulfilled may not be taken on a pass/fail basis. No student may take Carroll School of Management or Woods College of Advancing Studies courses on a pass/fail basis. No Carroll School of Management student may take a College of Arts and Sciences requirement (including Core or Carroll School of Management curriculum requirements) pass/fail.

Pass/Fail Electives—Graduate

A P has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Field Education in the Graduate School of Social Work is graded on a pass/fail basis. A pass/fail option is available for a limited number of other courses when approved by the Assistant Dean for Academic and Student Services. Connell Graduate School of Nursing students enroll in NU 810, NU 811, NU 812, NU 813, NU 901, and NU 902 on a pass/fail basis. Graduate students in the Law School and the Lynch School of Education may not take courses pass/fail unless the entire course has been designated a pass/fail course. IREPM students should contact the Institute of Religious Education and Pastoral Ministry. Students in the Graduate School of Arts and Sciences, Carroll Graduate School of Management, and Woods Graduate College of Advancing Studies may not take courses counting toward the degree pass/fail.

Grade Change

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

Graduation

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

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

- Last day of drop/add in January
- August 15
- November 15

Internal Transfers

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

Students applying for internal transfer should be in good academic standing (some schools may require a 3.0 GPA). All students must complete at least 3 (4 in Lynch School of Education and Connell School of Nursing) semesters of full-time study after the transfer.

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

Leave of Absence—Undergraduate

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

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

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

Leave of Absence—Graduate

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

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

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

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

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

Majors, Minors, and Concentrations

Majors

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

At Boston College, undergraduate majors are available in the following fields: American Heritages (LSOE), American Studies (WCAS), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems (WCAS), Criminal and Social Justice (WCAS), Elementary Education (LSOE), Economics, English, Environmental Geosciences, Film Studies, French, Hispanic Studies, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), Geology and Geophysics, German Studies, History, International Studies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences (WCAS), Sociology, Studio Art, Theater, and Theology.

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

Minors

College of Arts and Sciences

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

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

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

Students carrying a double major are advised not to minor.

Lynch School of Education

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

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

Carroll School of Management

Students in the Carroll School of Management may select any minor offered by the College of Arts and Sciences. The minor in Human Resources Management—Human Development, offered in

conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

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

Concentrations

Undergraduate Carroll School of Management (CSOM)

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

Graduate

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

Overloads

Students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought may register for a sixth course. Students should register on-line for the sixth course during the first week of class and must notify the Associate Dean by November 1 in the first semester and March 15 in the second semester if they wish to drop the course.

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

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

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

Readmission

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

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

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

placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment, and changes in the program or degree requirements that may have taken place during the period of absence.

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

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

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

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

Summer Courses—Undergraduate

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

Summer Courses—Graduate

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

Time-to-Degree—Graduate

The maximum time-to-degree for master's students is five years with the exception of the R.N.-M.S. program which has a time-to-degree maximum of seven years. The maximum time-to-degree for doctoral students is eight years. A student who has not completed the degree requirements within the maximum time limit is not allowed to continue in the program without an approved extension from the Dean's office.

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit—Undergraduate

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

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

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

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

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

Transfer of Credit—Graduate

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

In the Graduate School of Social Work M.S.W. program, credit for courses completed five years prior to a student's admission are not acceptable for transfer. Students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous five years may apply for advanced standing equal to a maximum of 22 credits. Students who earned course and/or field work credits in an accredited M.S.W. program may receive up to the equivalent of one-half of the total credits needed for graduation. Only courses in which a student has received a grade of B or better will be accepted.

M.B.A. students in the Carroll School of Management who have completed graduate management course work at another AACSB accredited institution may receive advanced standing credit for a maximum of 12 semester credit hours. Students who have completed course work at non-AACSB accredited programs will not be granted advanced standing but may be allowed to substitute an elective for a core course. Students may also receive up to 12 credits of advanced standing credit for masters'

or doctoral degrees in any of the fields in which the Carroll School of Management offers a dual degree, concentration, or certificate program. All students interested in advanced standing or equivalency must complete the official form available in the Associate Dean's Office. M.S. in Finance students will not receive advanced standing credit, but may be allowed to substitute an elective for a core class.

University Degree Requirements—Undergraduate

The requirement for the bachelor's degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5 in Carroll School of Management, all others require a minimum average of 1.667) of at least thirty-eight 3-credit courses, or their equivalent, distributed over eight semesters of full-time academic work.

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

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

Withdrawal from a Course

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

Withdrawal from Boston College

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

UNIVERSITY (SENIOR) AWARDS AND HONORS

College of Arts and Sciences

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

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

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

J. Robert Barth, S.J., Award for Excellence in the Arts: An award in honor of the Dean of the College of the Arts and Sciences (1988-1999) for excellence in fine or performing arts.

Andres Bello Award: An award for excellence in Spanish.

George F. and Jean W. Bemis Award: An award distinguished for service to others.

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

Wendy Berson Language Award: An award for excellence in the area of Romance Languages and the ability to speak one or more languages with great expertise.

Laetitia M. Blain Award for Excellence in Musical Performance: An award for significant contribution to the musical life on campus.

Alice E. Bourneuf Award: An award given for excellence in Economics.

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

Donald S. Carlisle Award: An award for outstanding achievement in political science.

Normand Cartier Award: An award for leadership in promoting French and francophone literature and culture in the Boston College community.

Brendan Connolly, S.J., Award: An award for love of books and learning.

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

Cardinal Cushing Award: An award for the best writing in fiction published in a Boston College undergraduate publication.

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

John D. Donovan Award

An award for the best paper written for a sociology course.

Patrick Durcan Award: A gold medal for outstanding performance in history.

Joseph Figurito Award: An award given for scholarly achievement in Italian.

Maevae O'Reilly Finley Fellowship: A fellowship awarded for outstanding achievement in Irish Studies and who will be entering an Irish university graduate program.

Edward H. Finnegan, S.J., Award (Given by the President)

An award for the student who has best exemplified in their four years at Boston College the spirit of the College motto, "Ever to Excel."

Mary A. and Katherine G. Finneran Commencement Award

An award for outstanding success in studies, while also devoting time and talents to other activities for the enrichment of the University and student life.

William A. Gamson Award: An award for outstanding academic achievement in sociology.

Thomas I. Gasson, S.J., Award: An award for distinguished academic record over a four-year period.

General Excellence Medal: An award for general excellence in all branches of studies during the four years at Boston College.

Giffuni Prize: An award for an outstanding thesis in economics.

Janet Wilson James Essay Prize: An award for outstanding senior essay in the area of Women's Studies.

William A. Kean Memorial Award: An award for an outstanding English major.

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

William J. Kenealy, S.J., Award: This award is given to the graduating senior who has been distinguished in both academic work and social concern.

Athanasius Kircher, S.J., Award for Excellence in the Study of Music: An award named for excellence in music.

Joseph M. Larkin, S.J., Award: An 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.

John Henry Lawton Award: An award for outstanding scholarship in the Department of Communication.

Allison R. Macomber, Jr., Awards in the Fine Arts: An award for outstanding work in the study of art.

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

Richard and Marianne Martin Awards: An award given for excellence in Art History and Studio Art.

Denis A. McCarthy Award: An award for outstanding work in creative writing.

John McCarthy, S.J., Award: An award for a distinguished Scholar of the College project in Humanities, Social Sciences, and Natural Sciences.

Albert McGuinn, S.J., Award: An award for excellence in 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: An award for the graduating senior who has been accepted at a law school and who has been distinguished by scholarship, loyalty, and service to the University.

John F. Norton Award: An award for the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: An award for overall performance in theology courses.

Princess Grace of Monaco Award: An award for excellence in French.

John H. Randall III, Award: An award for the best essay on some aspect of American literature or culture during the academic year.

Marvin Rintala Award in Political Science: This award honors Professor Marvin Rintala, who was a specialist in Western European politics and who taught Comparative Politics at Boston College from 1963 until his retirement in 2004.

Mary Werner Roberts Award for Art: An award for the best art work published in the *Stylus* each year.

Paul J. Sally Jr. Award: A cash award bestowed on a senior Mathematics major who demonstrates excellence in particularly demanding mathematics coursework

Secondary Education Award: An 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.

David Silvia Award: An award for the graduating senior of the AHANA Program who has kept the tradition of continued service and inspiration to all mankind.

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

Dr. Joseph R. Stanton, M.D., '42 Award: An award for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Dr. Joseph S. Stanton Award: A cash award, for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Sotsky Holocaust Essay Prize: An award for the best essay written on the Holocaust.

Tully Theology Award: An award for the best paper on a theological subject.

Max Wainer Award: A gold medal for the senior who is deemed the outstanding student in Classics.

Lynch School of Education

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

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

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

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

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

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

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

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

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

James F. Moynihan, S.J., Award: Presented in honor of Father Moynihan, first chair of the Psychology Department and Professor of Psychology in Education for many years, to a student in the Human Development Program, who has shown superior scholarship, con-

tributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

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

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

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

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

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

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

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

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

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

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

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

Carroll School of Management

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

The Accenture Award: Awarded to the student who, 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.

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

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 Organization Studies—Human Resources Management.

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

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

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

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

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

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

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

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

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

The Matthew J. Toomey Award: 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.

Connell School of Nursing

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

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

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

The Susan Donelan Award: Established by the faculty of the Connell School of Nursing to honor the undergraduate student who is

distinguished in his/her: dedication to CSON; organization and interpersonal skills; thoughtful, careful attention to details large and small; ability to find humor no matter how difficult the situation; graceful, elegant presence, even in the most demanding circumstances.

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

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

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

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

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

Connell Graduate School of Nursing

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

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

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

The College of Arts and Sciences

UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

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

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

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

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

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

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

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

Special Academic Programs

The Honors Program

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

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the

journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis 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 (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

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

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department appointed second reader, must be submitted to the Office of the Dean by April 15. All nominated projects will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

Departmental Honors

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

Departmental Minors

A departmental minor consists of 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 Art History, Chemistry, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History, Italian, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is a major, it is possible, in some of them, to develop a major or minor program.

All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 grade point average. The student must plan, with the aid of a faculty advisor, a program of twelve (12) courses, ten (10) 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 and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent shape appropriate to the subject matter, and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

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

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

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

African and African Diaspora Studies

African and African Diaspora 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. The minor in African and African Diaspora Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104-BK 105 (HS 189-HS 190) Afro-American History I/II, in their sophomore year. They will choose three electives at least one of which must deal with Africa or the Caribbean in the following areas: humanities (language, literature, music, philosophy, theater, theology); social sciences (sociology, communications).

For further information on the African and African Diaspora Studies minor, please consult the program website at <http://www.bc.edu/aads/>.

American Studies

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

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

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

For further information on the American Studies minor, and application forms, see Professor Carlo Rotella, English Department (617-552-1655) or visit American Studies website at <http://www.bc.edu/amstudies/>.

Ancient Civilization

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of 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 Professor Meredith Monaghan of the Classical Studies Department, Carney Hall 120 (617-552-3661) or visit the Classics website at <http://www.bc.edu/classics/>.

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) one course in Asian history or political structure or diplomacy, (3) two courses in an Asian language beyond the elementary level, and (4) two 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, Professor Prasannan Parthasarathi, Department of History, 21 Campanella Way, (617-552-1579).

East European Studies

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

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

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

Environmental Studies

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

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

For further information or to register for this program, see the Director, Dr. Eric Strauss, or the program assistant, Marie Aucoin, in Higgins Hall (617-552-0735), or visit the program website at <http://www.bc.edu/schools/cas/envstudies/>.

Faith, Peace, and Justice

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

To achieve these goals, each student is required to take the introductory course for the minor, UN 160 The Challenge of Justice, and, in their senior year, UN 590 Faith, Peace, and Justice Senior Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses,

which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. This cluster is the foundation for the student's written thesis in the Senior Seminar. For further information, or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, 21 Campanella Way. Visit the program website at <http://www.bc.edu/fpj/>.

German Studies

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

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

Interested students should contact the Director of the Minor, Professor Rachel Freudenburg, Department of German Studies, Lyons 201F (617-552-3745; freudnr@bc.edu), or consult the website at <http://www.bc.edu/schools/cas/german/english/programs/minor/>.

International Studies

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

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, as well as, preparation for graduate study. Guidelines for the International Studies minor and an application are available at the International Studies Program Office located in Hovey House, Room 108, or on the International Studies website at <http://www.bc.edu/isp/>. Students may also consult the Director, Professor Robert Murphy, Economics Department, 21 Campanella Way (617-552-3688) or the academic advisor, Linda Gray MacKay, Hovey House 108 (617-552-0740).

Irish Studies

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

The minor in Irish Studies requires students to complete six courses drawn from more than one discipline and designated as appropriate by the Directors of Irish Studies. Students should contact Irish Studies at 617-552-3938 to arrange a meeting with one of the Co-

Directors for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

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

Students interested in Irish Studies should contact Professor Marjorie Howes or Professor Robert Savage (617-552-3938). Students may also consult the website: <http://www.bc.edu/irish/>.

Jewish Studies

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the Humanities and Social Sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

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

The foundation course, "Mapping the Jewish Experience," is a team-taught, required course highlighting the extraordinary ethnic and cultural diversity of Jews. Professors from two departments will be in charge of this course, with additional lectures by guest faculty. It will debut in Fall 2006. In the meantime, students may, with the permission of one of the co-directors, take elective courses that will count toward the minor.

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

For additional information, or to sign up for the Minor in Jewish Studies, contact the program co-director, Professor Dwayne E. Carpenter, in the Department of Romance Languages & Literatures, 311-E Lyons Hall (617-552-3835; carpendw@bc.edu). You may also consult Professor Maxim D. Shraye, Department of Slavic & Eastern Languages, 210-J Lyons Hall (617-552-3911; shrayerm@bc.edu). The Jewish Studies Program Office is located in 308-D Lyons Hall.

Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved

for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

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

For further information contact the Director, Professor Deborah Levenson-Estrada, Department of History, 21 Campanella Way (617-552-2267) or visit <http://www.bc.edu/schools/cas/latinam/>.

Middle Eastern and Islamic Studies

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

Students interested in the program should contact Professor Ali Banuazizi, Psychology Department, McGuinn 324 (617-552-4124) or Professor Benjamin Braude, History Department, 21 Campanella Way (617-552-3787) or visit <http://www.bc.edu/meis/>.

Psychoanalytic Studies

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

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department (617-552-3865) or visit the program website: <http://www.bc.edu/schools/cas/psychoan/minor/>.

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 Professor Christopher Baum, Economics (baum@bc.edu), co-directors of the minor, or see the website at <http://physics.bc.edu/MS/>.

Women's Studies

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

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department (617-552-4139), and the Women's Studies website at <http://www.bc.edu/schools/cas/ws/>.

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences (McGuinn 221). Admission to the B.A./M.A. program normally requires an overall GPA of 3.333, and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits to **two** the number of courses credited towards the Master's degree that may also be counted towards the thirty-eight (38) courses required for the undergraduate degree. The undergraduate degree will be conferred on completion of undergraduate requirements. The Master's degree will be conferred on completion of 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 Work) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year; at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Arts and Sciences Dean's Office (Gasson 109).

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

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

Secondary Education

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

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

General Education

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

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 3.2 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) 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 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.

Academic Regulations

Procedure of Appeal

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

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the Dean for her or his class. The Dean will then request written responses from both the instructor and chairperson and submit the case to the Appeals

Committee of the Educational Policy. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

Language Proficiency

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

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

GRADUATE SCHOOL OF ARTS AND SCIENCES

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

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

General Information

The Graduate of School Arts and Sciences Admissions Office, McGuinn Hall 221, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

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

Master's Degree Programs

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

Acceptance

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

Course Credits

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

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

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students in the two-year M.A. program cannot be retroactively considered for the five-year B.A./M.A. or B.S./M.S. programs. That is, students who begin the two-year Master's program cannot switch to the B.A./M.A. or B.S./M.S. programs. See the Undergraduate College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

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

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

Residence

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

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains

a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

Traveling Scholar's Program

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

Special Students (Non-Degree)

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

Those admitted as special students may take courses only in the department that has recommended their admission. Special students cannot take two classes in different departments at the same time. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. 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 Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, 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, and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application*, along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

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

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

For the necessary application forms and information students may either address their requests to the department of interest or to the Graduate Admissions Office, McGuinn Hall 221.

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

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

Acceptance

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

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- University Fellowships

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

Fellowships

University Fellowships

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

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

Diversity Fellowships

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

Teaching Fellowships

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

Assistantships

Graduate Assistantships and Teaching Assistantships

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.

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

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*.

African and African Diaspora Studies

Contacts

- Director: Cynthia Young, 617-552-9196
- Associate Director: Sandra Sandiford Young, 617-552-4938
- Administrative Secretary: Caitlin McAteer, 617-552-3238
- Website: <http://www.bc.edu/schools/cas/aads/>

Undergraduate Program Description

The African and African Diaspora Studies Program (AADS) considers the history, culture and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering a vast historical period and geographical expanse, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in the Humanities and Social Sciences including those in English, History, Sociology, Philosophy, Theology, and Communications. These diverse methodologies help reveal the deep roots and diverse routes that have shaped African and African-descended peoples and continue to inform their lives today.

Minor Requirements

The minor offers students flexibility in choosing courses that closely match their interests. However, all students are required to take two courses: BK 110 Introduction to African Diaspora Studies, which introduces students to the major issues and methodologies involved in studying the African diaspora, and in their senior year BK 600 Senior Seminar, which helps synthesize the minor course of study through intensive reading and critical writing in the context of a small seminar. The remaining four courses should be clustered under a particular thematic focus.

- BK 110 Introduction to African Diaspora Studies
- BK 600 Senior Seminar
- Four additional courses clustered under a theme.

Some suggested themes drawn from our list of courses are:

- cities and urban life
- the economics of inequality
- gender and sexuality
- globalization and development
- intellectual and philosophical traditions
- migration and immigration
- music and the performing arts
- political systems and grassroots protest
- popular culture and new media
- spirituality and social protest

However, students are not required to use any one of these themes; they may also devise their own course cluster theme on their own or in consultation with the program's Director or Associate Director.

Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

Undergraduate Course Offerings

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

BK 104-105 Afro-American History I and II (Fall/Spring: 3)

Cross Listed with HS 189-190

Satisfies Cultural Diversity Core Requirement

The two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements up to the end of the Civil War. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles, through current consideration of race, class, and gender conflicts.

Karen Miller

BK 106 Introduction to Afro-American Literature (Fall: 3)

Cross Listed with EN 418

Satisfies Cultural Diversity Core Requirement

This course is 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 109 Introduction to African Literature (Fall: 3)

This course will examine West African Writers, including Ama Ata Ado, Chinua Achebe, Mariama Ba, Ngugi Wa Thiongo, Ferdinand Oyono, and Camara Laye. Although the principle focus on this course will be on readings and discussions of selected novels, we will also study the historical and cultural contexts in which these novels were written. Students will also study poems and films while taking a close look at West Africa and its relationship with the Western world during the period of colonialism and post colonialism.

Pap Sarr

BK 110 Introduction to African Diaspora Studies (Fall: 3)

A survey of the African continent and the Diaspora that would include geography, history, politics, economics and literature. The purpose of the course is to introduce students to specific historical, cultural, social and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies at BC. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.

Pap Sarr

BK 120 Religion in Africa (Fall: 3)

Cross Listed with TH 107

Satisfies Cultural Diversity Core Requirement

This course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions of Africa will be discussed. While emphasis will be placed 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 religion in a changing Africa.

Aloysius Lugira

BK 121 Christianity in Africa (Spring: 3)

Cross Listed with TH 108

Satisfies Cultural Diversity Core Requirement

This course is intended to give a historical view of Christianity in Africa. While Christianity generally will be touched on, emphasis will be placed on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future of Christianity in a changing Africa.

Aloysius Lugira

BK 125 History of African Diaspora Thought (Fall: 3)

This course will explore the African diasporic intellectual tradition within its historical context. Political, historical, and philosophical writings will be examined in chronological sequence to gain an in-depth understanding of the factors that have influenced the development of the African diasporic intellectual and political tradition.

Devonya Havis

BK 137 Managing Diversity (Fall: 3)

Cross Listed with MB 137

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

BK 138 Race, Class and Gender (Fall: 3)

Cross Listed with SC 038

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and power-

ty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

Clifton McGuffey

BK 140 Race in Europe (Fall: 3)

Offered Periodically

Europe has a contradictory heritage of progress (the French and Industrial revolutions) and barbarity (slavery, colonialism, Nazism). How can we make sense of such a paradox? The centrality of race in the history of Europe will be addressed through a range of writers from the African Diaspora including C.L.R. James, W.E.B. Du Bois, Aimée Cesaire, Richard Wright, as well as through film and music.

Ambre Ivot

BK 142 History of Puerto Rico and the Caribbean (Fall: 3)

One of the goals of this course is to study the history of Puerto Rico and the Spanish-speaking Caribbean from the viewpoint of historians, as told by primary sources, literature and where possible, those who lived through the history itself. In pursuing this goal, we will survey the social, cultural, economic and political developments of the Spanish-speaking Caribbean, with specific emphasis on Puerto Rico and the different peoples and societies of the pre-Colombian era, the colonial period and the modern era until the present.

Zebulon Miletsky

BK 151 Race Relations (Fall/Spring: 3)

Cross Listed with SC 041

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 process of social change.

Chiwen Bao

BK 186 Resistance and Transgression in Black (Spring: 3)

This course deepens the exploration of the way in which the construct of race shapes theoretical discussions about social change. We will examine contemporary African diasporic theories of social uplift, social change, and resistance within the context of current philosophical trends. The course is designed as a follow up to Locating Black Philosophy and therefore assumes a rudimentary understanding of black intellectual history.

Devonya Havis

BK 200 Introduction to Black Aesthetic, Music and Empowerment (Spring: 3)

The Black Aesthetic is a critical concept in understanding the various political, social, economic and cultural struggles waged by African descent people and their struggles in the Americas. We will focus on Black music as one of the principal vehicles Africans in Diaspora used to empower and galvanize their people to embrace an ancestral racial memory that was not erased by slavery, colonialism, institutional racism and European hegemony.

Lawrence Watson

BK 210 Survey of 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 bring African traditions with them? This course will

show how Africans adjusted to their conditions and survey the Africans adaptation to European domination and the effects of their encounters with European settlers and their descendants in the U.S.A., Africa, the Caribbean and Latin America.

Sandra Sandiford-Young

BK 211 Modern Brazil (Fall: 3)

Prerequisite: Any two semesters of HS 001 through HS 094

Cross Listed with HS 210

See course description in the History Department.

Zachary Morgan

BK 234 Blacks in 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 246 Locating Black Philosophy (Fall: 3)

This course will examine the question of Blackness from the perspective of Black Philosophy. We will develop a working definition of Race, Black Philosophy, and identity as we explore how theory attempts to account for the African diasporic experience in the New World. We will investigate Black Philosophy's foundational theories as a framework for understanding the questions and assertions that have become central to an Africana worldview.

Devonya Havis

BK 253 The Modern Black Freedom Movement: Jim Crow, Civil Rights, and Black Nationalism (Spring: 3)

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Lyda Peters

BK 254 Introduction to Postcolonial Literature (Fall: 3)

Cross Listed with EN 255

Satisfies Cultural Diversity Core Requirement

See course description in the English Department.

Kalpana Rabita Seshadri

BK 260 African Literature and Film (Fall: 3)

This course involves critical reading, writing, research, and discussion about selected literatures and films of the African continent. The course aims to acquaint students with the rich and abundant vitality of traditional and modern Africa as seen through the eyes of African literary artists. The course begins with the African Epic/oral tradition and moves forward to introduce some major contemporary writers and writing, as well as film and filmmakers. During the course, we will examine some of the historical, political, social and ideological forces that shape modern African literature.

Joyce Hope Scott

BK 268 The History and Development of Racism (Fall/Spring: 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.

*Paul Marcus***BK 287 Repression, Resistance and Change in South Africa: 1880's to 1990's (Fall: 3)**

The primary focus of this course will be the history of the black struggle in South Africa against white conquest and domination, beginning with industrialization in the late nineteenth century and culminating in the demise of apartheid. We will examine racial capitalism which resulted in expropriation of African land, black political disenfranchisement and subjection to the migratory labor system and a system of rigid controls through the passlaws. The black liberation struggle, including political formations, working class organizations and international anti-apartheid support will also be discussed.

*Christopher Nteta***BK 290 Gospel Workshop (Fall/Spring: 1)**

Prerequisite: Performance Course

Cross Listed with MU 096

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop, but it is not required for the course.

*Hubert Walters***BK 299 Readings and Research (Fall/Spring: 3)***The Department***BK 318 Post Slavery History of Caribbean (Spring: 3)**

Cross Listed with HS 318

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

*Frank F. Taylor***BK 325 Revolutionary Cuba: History and Politics (Spring: 3)**

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with HS 325

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

*Frank F. Taylor***BK 334 Topics in African Literature: Oral Tradition/Written Word (Fall: 3)**

Cross Listed with RL 334

Satisfies Cultural Diversity Core Requirement

From the oral tradition to the written word, African literary history is rich and varied. This course will examine selected genres from the Francophone African literary tradition including oral literature, poetry and the novel. Some of the writers we will be studying include Djibril Tamsir Niane, Cheikh Hamidou Kane, Leopold Sedar Senghor, Mongo Beti and Ken Bugul.

*Pap Sarr***BK 356 Alternate Globalizations (Fall: 3)**

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with HS 356

Third World radicalism has offered alternate hopes for worldwide liberation with some of the most universal and international ideas and visions that surpass the facile solutions to inequality based on colorblindness, property ownership, and class-consciousness. Surveying radical visions from Harlem to Havana, Paris to Port au Prince, Birmingham to Bahia, we hope to reclaim radical possibilities from the past to devise blueprints for an adversarial and more inclusive globalization for the future.

*Davarian Baldwin**Deborah Levenson***BK 442 Intercultural Communications (Fall: 3)**

Cross Listed with CO 442

Offered Biennially

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.

*Roberto Avant-Mier***BK 510 Ellison's Invisible Man and Black Modern Experience (Fall: 3)**

Prerequisite: Any two semesters of HS 001 through HS 094

Cross Listed with HS 510

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

*Davarian Baldwin***BK 592 African and African Diaspora Minor: Thesis Preparation (Fall/Spring: 3)**

Prerequisite: Must be a African and African Diaspora minor

This is the final requirement for students pursuing the minor in African and African Diaspora Studies. The thesis provides the opportunity to research, analyze intensively, and to write critically about an issue relevant to the African, African-American, or Caribbean experience.

*The Department***BK 596 Black Families and Society (Fall: 3)**

Cross Listed with SC 596

This course will examine Black families within the United States. This reading and participation-intensive seminar will analyze family dynamics from a race, class, and gender perspective and will not assume a uniform Black family experience. Although we will pay careful attention to the historical foundations for many of the contemporary issues now facing families of African descent, we will primarily focus on modern-day dynamics and debates within and outside of Black families

*C. Shawn McGuffey***BK 597 Contemporary Race Theory (Fall: 3)**

Cross Listed with SC 597

This class will explore how various contemporary writers engage with the question of race both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane***BK 648 Seminar: Self and Other (Fall: 3)**

Cross Listed with EN 648

See course description in the English Department.

Kalpana Rabita Seshadri

Undergraduate and Graduate Course Offerings

BK 266 Rhythm and Blues in American Music (Fall: 3)

Cross Listed with MU 321

See course description in the Music Department.

Hubert Walters

BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with HS 373

Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Frank Taylor

BK 493 Diversity and Cross-Cultural Issues (Fall/Spring: 3)

Prerequisite: Permission of Graduate School of Social Work

Cross Listed with SW 723

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablist, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

The Department

BK 514 American Civil War and Reconstruction (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with HS 514

Offered Periodically

This course will study the Civil War and the Age of Reconstruction, paying special attention to the transformation of American politics in the second half of the nineteenth century. We will examine the conflict between North and South from a number of perspectives: military, social, and cultural. In addition, the course will consider the struggles of Reconstruction and the legacies of emancipation.

David Quigley

Graduate Course Offerings

BK 799 Readings and Research (Fall/Spring: 3)

Prerequisite: Departmental permission

Frank Taylor

Biochemistry

Program Description

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

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory
CH 109-110 (or CH 117-118) lecture
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology
BI 200-202 lecture
- Two semesters of Organic Chemistry and laboratory
CH 231-232 (or CH 241-242) lecture
CH 233-234 (or CH 243-244) laboratory
- Two semesters of Molecular Cell Biology and Genetics

BI 304 Molecular Cell Biology lecture

BI 305 Genetics lecture

- Two semesters of Biology laboratory
BI 310 Molecular Cell Biology Laboratory
BI 311 Genetics Laboratory
- One semester of Analytical Chemistry and laboratory
CH 351 lecture and laboratory
- One semester of Physical Chemistry
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology
CH 561-562 Biochemistry I and II lecture or
BI 435 Biological Chemistry lecture and BI 440 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 506 Recombinant DNA Technology
BI 509 Vertebrate Cell Biology
BI 535 Structural Biochemistry of Neurological Diseases
BI 540 Immunology
BI 556 Developmental Biology
BI 558 Neurogenetics
BI 570 Biology of the Nucleus
CH 564 Physical Methods in Biochemistry
CH 565 Chemical Biology: Nucleic Acids
CH 566 Metallopharmaceuticals and Bioinorganic Chemistry
CH 567 Chemical Biology: Structure and Function
CH 569 Chemical Biology: Enzyme Mechanisms
CH 570 Introduction to Biological Membranes
CH 582 Advanced Topics in Biochemistry
CH 588 Computational Biochemistry

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

- Two semesters of Physics with laboratory
PH 211-212 lecture and laboratory
- Two semesters of Calculus
MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval, this year-long project in the senior year may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

- BI 463-464 Research in Biochemistry*
 - BI 498 Advanced Independent Biochemical Research
 - CH 497-498 Advanced Research in Biochemistry
 - CH 593-594 Introduction to Biochemical Research*
- *With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 401A)

Course Sequence

First Year

- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)

Second Year (Fall)

- Physics (PH 211) with laboratory

- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology and Laboratory I (BI 310)

Second Year (Spring)

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Genetics (BI 305)
- Genetics Laboratory II (BI 311)

Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

Biology**Faculty**

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

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

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

Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida

Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

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

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

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

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

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

Junona F. Moroianu, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

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

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

Donald J. Plocke, *S.J., Associate Professor*; B.S., Yale University;

A.M., Boston College; Ph.D., Massachusetts Institute of Technology

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

Jeffrey Chuang, *Assistant Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Marc-Jan Gubbels, *Assistant Professor*; B.Sc., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University

Gabor T. Marth, *Assistant Professor*; D.Sc., Washington University, St. Louis

Mohammed Shahabuddin, *Assistant Professor*; B.S., M.S., University of Dhaka, (Bangladesh); Ph.D., Edinburgh (Scotland)

Anne Stellwagen, *Assistant Professor*; B.A., Mount Holyoke College; Ph.D., University of California at San Francisco

Stephen Wicks, *Assistant Professor*; B.Sc., McMaster University; Ph.D., University of British Columbia

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

Contacts

- Graduate Program Director: Daniel Kirschner, kirschnd@bc.edu
- Undergraduate Program Director: Associate Professor Clare O'Connor, oconnor@bc.edu
- Department Administrator: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Director of Laboratories: Michael Piatelli, piatelli@bc.edu
- Assistant Director of Laboratories: Kathryn Brown, holthaus@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Office Coordinator: Patricia Shuker, shuker@bc.edu
- Department Telephone: 617-552-3540
- Website: <http://www.bc.edu/biology/>

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

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

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

Students should note that unlike the B.S. program, the B.A. program does not automatically fulfill medical school admission requirements without additional course work in chemistry, physics, and mathematics. Contact the Premedical Office in Higgins Hall room 648 for details.

The study of biology under either program offers students an exciting opportunity to study life from many viewpoints: from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs, and individuals to the interaction of organisms with

each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the Department strongly encourages its students to participate in a wide variety of advanced research experiences. Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular programs for Biology majors described below. Students with stronger preparation (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam should consider following the Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a Biology Department advisor during freshman orientation or at other times, which can be arranged through the Biology Department 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 focuses including, for example, molecular biology and biochemistry, cellular and developmental biology, neuroscience, or environmental and population biology. More information on these areas may be obtained from the Biology website. Those interested in specifically emphasizing the field of biochemistry in their studies can do so either as a concentration within the Biology B.S. major or consider the alternative interdepartmental Biochemistry major described in its own section of the Boston College Academic catalog.

The Biology major provides an excellent foundation for advanced study at the graduate level, for a wide array of career opportunities, and for further training in many areas. These include medicine, biomedical sciences and other health-related professions, biotechnology, environmental science, law, biomedical ethics, education, journalism, and public health.

Requirements for Majors in the Bachelor of Science (B.S.) Program

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

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

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and they must be chosen from at least two of the three categories of biology electives. Categories are listed below. Typically, undergraduate research courses (BI 461-467, BI 399, and 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.

Students may satisfy the advanced laboratory requirement in one of three ways. (1) One of the five upper division electives is a 3-credit laboratory course. (2) Students enroll in a 1-credit laboratory course designed to accompany a 3-credit upper division lecture course. (3) Students enroll in a 3-credit undergraduate research course for at least one semester. Students should consult the biology website for more information on this point. An updated list of courses satisfying the lab requirement is also available on the Biology Department website.

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

Students with strong high school preparation in biology (AP biology courses with labs) and who have achieved a score of 5 on the AP Exam are encouraged to follow the advanced placement program. This program allows students to enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and the BI 310-311 Laboratory, and replaces BI 200-202 Introductory Biology credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can select from the more focused upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bio-elective courses. The categories are listed below. Generally, with regard to other aspects of the Biology majors' program, advanced placement students follow the same rules as students in the regular program (see details above).

Summary of specific course requirements for advanced placement students:

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Seven upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Advanced laboratory requirement
- Eight corequisite courses in mathematics, chemistry, and physics (listed below)

Corequisites for the Bachelor of Science

One year each of the following:

- General Chemistry and lab (CH 109-110, 111-112)*
- Organic Chemistry and lab (CH 231-232, 233-234)*
- Physics (calculus based) and lab (PH 211-212, 203-204)*
- Calculus (MT 100-101) or, if supported by AP exam or Math Department recommendation, Calculus/Biostatistics or Calculus/Bioinformatics (MT 101 and BI 230, BI 420, or BI 424)*

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

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

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Three upper division biology electives (level 400 and 500) (taken from at least two of the three categories of bio-elective courses)

- Three B.A. electives (from the list of approved courses on the website)
- Advanced laboratory requirement
- Three co-requisite courses and labs in math and chemistry (see list below)

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

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Three B.A. electives (from list of approved courses on website)
- Advanced laboratory requirement
- Three co-requisite courses and labs in math and chemistry (see list below)

Corequisites for the Bachelor of Arts

- One year of chemistry and at least one semester of math.
- General Chemistry and lab (CH 109-110, 111-112)*
- Calculus (MT 100 or 101), Biostatistics (BI 230), or Bioinformatics (BI 420 or BI424)*

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

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a Biology Department advisor as early in their studies as possible. For freshmen, this consultation should preferably take place at summer orientation before registration. Students needing special help in replacing discontinued courses should contact the Department office at 617-552-3540.

Those interested in emphasizing the field of biochemistry in their studies can do so within the Biology major or in addition, consider the alternative interdepartmental Biochemistry major.

Biology Upper Division Elective Course Categories

B.S. program majors need five courses with at least one from each of two different categories. Advanced Placement B.S. majors need seven courses with at least one from each of all three categories. Regular B.A. Program majors need three courses from at least two categories. Advanced Placement B.A. Program majors need five courses from all three categories. Courses that also satisfy the upper-division laboratory requirement are indicated. Consult the biology website for additions and changes to this list.

Category One: Molecular Biology, Genetics, and Biochemistry

- BI 420 Introduction to Bioinformatics
- BI 424 Computational Foundations of Bioinformatics
- BI 435 Biochemistry (Biological Chemistry)
- BI 440 Molecular Biology
- BI 454 Literature of Biochemistry
- BI 480 Biochemistry Lab (satisfies lab requirement)
- BI 483 Molecular Biology Lab (satisfies lab requirement)
- BI 506 Recombinant DNA Technology
- BI 570 Biology of the Nucleus
- BI 585 Genomics Lab

Category Two: Cellular, Developmental, and Organismal Biology

- BI 409 Virology

- BI 411 Mammalian Cell Culture (satisfies lab requirement)
- BI 412 Bacteriology (Satisfies lab requirement together with BI 413)
- BI 430 Functional Histology
- BI 482 Cell Biology Lab (satisfies lab requirement)
- BI 509 Vertebrate Cell Biology
- BI 510 General Endocrinology
- BI 516 Biology of Human Pathogens
- BI 517 Parasitology
- BI 533 Cellular Transport and Disease
- BI 538 The Cell Cycle
- BI 540 Immunology
- BI 548 Comparative Animal Physiology
- BI 554 Physiology (satisfies lab requirement together with BI 555)
- BI 556 Developmental Biology
- BI 557 Neurochemical Genetics
- BI 572 Neuroscience

Category Three: Population and Environmental Biology

- BI 401 Environmental Biology
- BI 426 Comparative Vertebrate Anatomy (satisfies lab requirement together with BI 427)
- BI 442 Principles of Ecology (satisfies lab requirement together with BI 441)
- BI 443 Coastal Field Ecology (satisfies lab requirement together with BI 448)
- BI 445 Animal Behavior (satisfies lab requirement together with BI 447)
- BI 446 Marine Biology
- BI 449 Methods in Environmental Field Research (satisfies lab requirement)
- BI 458 Evolution

Information for First Year Majors

The normal course load for first term Biology B.S. and B.A. majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100. With appropriate Advanced Placement Exam scores, B.S. students can begin with MT 101 instead of MT 100, and B.A. students can be considered to have completed their math requirement. See the Biology website for details. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular program Biology and Biochemistry majors and open to others.

First term Advanced Placement Biology B.S. and B.A. majors should enroll directly into BI 304 Molecular Cell Biology 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 depending on their mathematics background. For details, consult the Biology website.

Information for Non-Majors

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Prehealth (premedical, pre dental, preveterinary) students should take BI 200-202 Introductory Biology. Those students needing a year-long biology laboratory can enroll in BI 210-211 General Biology Laboratory. In addition, prehealth students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

Information for Study Abroad

Students in the regular B.S. program, requiring five upper division bio-electives, may apply for approval to take the following major courses abroad: One upper division bio-elective equivalent (Note: No other substitutions for the remaining four required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher). Students should consult the biology FAQ pages in the Undergraduate section of the Biology website (<http://www.bc.edu/biology/>) for general information and updates about studying abroad for Biology majors.

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

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

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

Specifically approved Boston College courses for the purpose of satisfying the upper division bio-elective requirement are those numbered BI 400 through BI 599, excluding Undergraduate Research (BI 461-467), Tutorials (BI 490), and Advanced Independent Research (BI 499). In order to be considered as a possible substitute for a bio-elective, a course must be a second level course; that is, it must have published biology prerequisites and not be at an introductory level or appropriate for students with no prior college level courses in biology. Students applying to take only one semester of physics abroad must present evidence that the semester abroad will properly complement the semester taken at Boston College to form a comprehensive year long calculus-based physics course with a lab.

Students interested in study abroad should consult the undergraduate FAQ page on the Biology website. Students must meet with a member of the Biology Advising Committee for study abroad advising and course approval. In order to obtain the required prior approval for international courses as bio-elective substitutes or to fulfill corequisite requirements, students need to fill out a Course Approval Form and submit it to the Biology Department along with a copy of the catalog description for each proposed international course. The description should indicate the course level, intended audience, and prerequisites. Such application should be made well in advance and no later than the semester before leaving to study abroad to insure that the course can be reviewed, its course category determined, and adjustments made if needed. The approval process can take several days to weeks (even longer over the summer), so students should plan ahead.

Research Opportunities for Undergraduates

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

Undergraduate Research: BI 461-462 is typically a six-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be extended for a second year under Advanced Undergraduate Research (BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490). Second-semester seniors who wish to write a thesis describing their work may enroll in BI 475 Senior Thesis Research.

Advanced Independent Research: BI 499 is a 12-credit commitment over two semesters. This program 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. If the research is of sufficient quality, the student may apply to become a “Scholar of the College,” a designation that is permanently assigned to the student’s transcript. Applicants are expected to have some prior research experience before applying to the program. In most instances, applicants will have taken BI 461 and/or BI 462 or an equivalent in their junior year.

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

Biochemistry Major

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

Fifth Year B.S./M.S. Program

Undergraduate biology majors who are engaged in research projects under the guidance of a faculty mentor may apply to enter a five-year B.S./M.S. program during their junior year. Students accepted into the B.S./M.S. program will follow the curriculum for students who enroll in the regular M.S. program, except that two courses taken during senior year may be applied to the credits required for both the B.S. and M.S. degrees. Students will receive the B.S. degree after four years of study when the undergraduate degree requirements are fulfilled. Students will receive their M.S. degree after they have completed the M.S. requirements and successfully defended a thesis describing their M.S. research.

Graduate Program Description

The Biology Department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School 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 four core courses in genetics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher); and a course in the responsible conduct of research. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

For the Master's degree, a minimum of 20 graduate course credits are required. This must include the four core courses (see above); two additional graduate level biology courses (500 or higher); one seminar course (BI 800 or higher); and a course in the responsible conduct of research. Two 8-week research rotations are also required.

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

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

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

Undergraduate Course Offerings

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

BI 100 Survey of Biology I (Fall: 3)

Satisfies Natural Science Core Requirement

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

Eric Strauss

BI 102 Survey of Biology II (Spring: 3)

Satisfies Natural Science 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

BI 130 Anatomy and Physiology I (Fall: 3)

Corequisite: BI 131

Does not satisfy the Natural Sciences Core requirement. Restricted to CSON students. Other students may be admitted only during the drop/add period on a seat-available basis.

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics. The second portion of the course is a study the skeletal, muscular, and nervous systems. Molecular and cellular aspects are integrated with system physiology to provide a comprehensive analysis of organ function.

Carol Chaia Halpern

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

Corequisite: BI 130

Required of Nursing students taking BI 130. Lab fee required. This course is restricted to CSON students. Other students may be admitted only during the drop/add period on a seat-available basis.

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week.

Carol Chaia Halpern

BI 132 Anatomy and Physiology II (Spring: 3)

Corequisite: BI 133

Does not satisfy the Natural Sciences Core requirement. This course is restricted to CSON students. Other students may be admitted only during the drop/add period on a seat-available basis.

This course is a continuation of BI130/134, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

Carol Chaia Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)

Corequisite: BI 132

Lab fee required. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

A continuation of BI 131.

Carol Chaia Halpern

BI 134 Human Physiology I (Fall: 3)

Does not satisfy the Natural Science Core Requirement

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics. The second portion of the course is a study the skeletal, muscular, and nervous systems. Molecular and cellular aspects are integrated with system physiology to provide a comprehensive analysis of organ function.

Carol Chaia Halpern

BI 135 Human Physiology II (Spring: 3)

This course is a continuation of BI 130/134, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

Carol Halpern

BI 163 Understanding Urban Ecosystems: Environmental Law, Policy, and Science (Fall: 3)**Does not satisfy the Natural Science Core Requirement**

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: urban habitat and wildlife, toxic pollution in cities, urban watersheds, urban air quality and public health, and the city as a biological habitat including human behavior and the urban setting.

Charles Lord

BI 200 Introductory Biology I (Fall: 3)

Prerequisite: CH 109 or equivalent or permission of department

Corequisite: CH 109 or equivalent or permission of department

Satisfies Natural Science Core Requirement

The first of a two-course sequence that introduces students to living systems at the molecular, cellular, organismal and population levels of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization, cell signaling and growth control, genetics and developmental biology.

Laura Hake

Donald Plocke, S.J.

The Department

BI 202 Introductory Biology II (Spring: 3)

Prerequisites: BI 200 or equivalent and permission of department

Corequisites: BI 200 or equivalent and permission of department

Satisfies Natural Science Core Requirement

A continuation of the introduction to living systems begun in BI 200, with a focus on the organismal and population levels of organization. Topics introduced in this course include evolution, plant biology, animal physiology, ecology and population biology.

Robert R. Wolff

The Department

BI 210 General Biology Laboratory I (Fall: 1)

Prerequisite: One semester of college-level biology

Corequisite: One semester of college-level biology

This course does not satisfy departmental requirements for biology majors. Lab fee required.

The first semester of a two-semester introductory biology laboratory course designed for non-biology majors preparing for graduate programs in health professions. This course teaches basic laboratory skills, including microscopy, spectrophotometry, analytical electrophoresis and molecular cloning. Students are introduced to the principles of experimental design, data analysis and data interpretation. Inquiry-based activities include experiments in biochemistry, cell physiology and molecular biology.

Michael Piatelli

BI 211 General Biology Laboratory II (Spring: 1)

Prerequisite: BI 210

Corequisite: BI 202

Lab fee required.

The continuation of BI 210. Inquiry-based activities include experiments in organismic biology, ecology and field biology.

Michael Piatelli

BI 214 Capstone Science and Religion: Contemporary Issues (Spring: 3)

Cross Listed with UN 521

Restricted to seniors and second semester juniors. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

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.

Donald J. Plocke, S.J.

BI 220 Microbiology (Fall: 3)

Prerequisites: BI 130-133

Does not satisfy the Natural Sciences Core requirement. Intended only for nursing students.

This course is a study of the basic physiological and biochemical activities of bacteria, viruses and fungi. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.

Kathleen Dunn

BI 221 Microbiology Laboratory (Fall: 1)

Corequisite: BI 220.

One two-hour laboratory period per week. Lab fee required.

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

The Department

BI 224 Health and Science Education Disparities (Spring: 3)

Prerequisite: One course in biology

Satisfies Cultural Diversity Core Requirement

Does not satisfy the Natural Sciences Core requirement. This course is limited to 20 students.

This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered.

David Burgess

BI 230 Biostatistics (Spring: 3)

Does not satisfy the Natural Sciences Core requirement. Not open to students who have completed EC 151 or EC 155.

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and (4) relationships between variables (simple and multiple regression).

Richard A. McGowen, S.J.

BI 304 Molecular Cell Biology (Fall: 3)

Prerequisites: BI 200-202 or permission of department

Corequisite: BI 310

Required for biology and biochemistry majors and recommended for premedical students. Advanced placement students begin their biology major with this course.

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle and chemical signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology and genetics.

Clare O'Connor

BI 305 Genetics (Spring: 3)

Prerequisite: BI 200 or permission of the department

Corequisite: BI 311

Required for biology and biochemistry majors and recommended for premedical students.

This course focuses on genetics of microbial and eukaryotic organisms. Topics covered in the course include transmission genetics, chromosome structure, regulation of gene expression, population genetics, multifactorial inheritance and an introduction to genomics.

Jeffrey Chuang

Anne Stellwagen

BI 310 Molecular Cell Biology Laboratory (Fall: 1)

Corequisite: BI 304

Lab meets once a week. Lab fee required.

A laboratory course designed to introduce students to the core techniques and experimental strategies of modern cell biology and molecular biology. Students learn to construct hypotheses, design experiments, and critically analyze experimental results. Inquiry-based activities introduce students to the basics of sterile transfer, bacterial cell culture, molecular cloning, DNA amplification, protein overexpression and protein characterization.

Michael Piatelli

BI 311 Genetics Laboratory (Spring: 1)

Prerequisite: BI 310

Corequisite: BI 305

Lab meets once a week. Lab fee required.

A laboratory course designed to introduce students to the principles and experimental strategies of genetic analysis. The yeast *Saccharomyces cerevisiae* is used as the model organism. Inquiry-based experiments are designed to teach students the principles of phenotypic analysis, genetic complementation, recombination mapping, and gene replacement.

Jeffrey Chuang

Michael Piatelli

Anne Stellwagen

BI 387 Developmental Psychobiology (Fall: 3)

Prerequisites: BI 200-202, BI 304

Cross Listed with PS 387

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

Marilee Ogren

BI 390 Environmental Scholar I (Fall: 3)

Departmental permission required. This course does not count as a bio-elective for biology majors. By application only. Applications available in the Environmental Studies program office.

A research and internship program with the Environmental Studies Program and the Urban Ecology Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor.

Eric Strauss

BI 391 Environmental Scholars II (Spring: 3)

Departmental permission required. This course does not count as a bio-elective for biology majors.

The continuation of BI 390

Eric Strauss

BI 401 Environmental Biology (Spring: 3)

Prerequisites: BI 200-202

This course provides an interdisciplinary environmental science background with an emphasis on biology, covering topics that include: ecological principles, biodiversity and ecosystem function, wildlife and natural resource management, human population growth and its effects, energy, soils and agriculture, water quality, pollution and waste, human health and toxicology. The course stresses the development of solutions, including biological, design-based (green design, urban and regional planning), regulatory, and market-driven solutions, to major world environmental problems, as well as the role of scientists in environmental matters. Guest lecturers will further help students understand environmental problems and develop solutions-oriented approaches to these problems.

Marlene Cole

BI 409 Virology (Fall: 3)

Prerequisite: BI 304 or permission of the instructor

This course will consider eukaryotic DNA and RNA viruses that are important in human disease. Basic principles of virus structure, host cell entry and the molecular biology of virus life cycles will be considered in the context of infectious disease. Viruses to be examined include Influenza, cancer-related viruses such as the Human Papilloma Virus, HIV, and emerging viruses such as Ebola and the hantaviruses. The host immune response to viral infection and the effectiveness of various vaccination strategies will also be discussed.

Kathleen Dunn

BI 411 Mammalian Cell Culture Laboratory (Fall/Spring: 3)

Prerequisites: BI 304, BI 310

Animal cell culture models are used to elucidate cellular mechanisms involved in cell proliferation and cell survival. This laboratory course teaches the fundamental techniques used to maintain, quantify

and characterize different kinds of mammalian cell lines. Students will design and perform projects analyzing cell responses to DNA damage and control of apoptosis. Students will also use DNA transfection to construct cell lines with novel properties.

Danielle Taghian

Ann Yee

BI 420 Introduction to Bioinformatics (Fall: 3)

Prerequisite: BI 304

Corequisite: BI 304 or consent of instructor

This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a mathematics substitute. It cannot count for both.

Bioinformatics is an emerging field at the confluence of biology, mathematics and computer science. It strives to better understand the molecules essential for life, by harnessing the power and speed of computers. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn how to use bioinformatic tools from the public domain, including sequence alignment, protein structure prediction, and other algorithms used in biomedical and biopharmaceutical laboratories, to mine and analyze public domain databases, including GenBank, PDB, and OMIM.

Gabor Marth

BI 426 Comparative Vertebrate Anatomy (Spring: 3)

Prerequisites: BI 200 and BI 202

Corequisite: BI 427

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints, that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.

John Roche

BI 427 Comparative Vertebrate Anatomy Lab (Spring: 1)

Prerequisites: BI 200 and BI 202

Corequisite: BI 426

Lab meets once per week. Lab fee required.

Laboratory to accompany BI 426.

The Department

BI 430 Functional Histology (Spring: 3)

Prerequisite: BI 304

This course investigates the microscopic structure of all the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure of a tissue or organ reflects its function and its possible clinical significance. There will be two one-hour lectures and one three-hour lab each week.

Ann G. Yee

BI 435 Biological Chemistry (Fall: 3)

Prerequisites: BI 304, CH 231 or permission of the instructor

This course, together with BI 440, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.

Daniel Kirschmer

BI 440 Molecular Biology (Spring: 3)

Prerequisites: BI 304, CH 231-232

This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is an intermediate level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules, protein folding motifs and mechanisms of folding, molecular recognition, DNA topology, replication, repair and recombination, RNA synthesis and processing, genetic code and translation, and molecular mechanisms for regulation of gene expression.

Donald Plocke, S.J.

BI 441 Ecology Laboratory (Fall: 1)

Prerequisites: BI 200 and BI 202

Lab meets once per week. Lab fee required.

Laboratory course to accompany BI 442, Principles of Ecology.

BI 442 Principles of Ecology (Fall: 3)

Prerequisites: BI 200-202 or equivalent, or permission of instructor

Students are encouraged to enroll in the optional Ecology Laboratory, BI 441.

Students in Ecology will investigate interrelationships among organisms, and between organisms and their physical environments. Students will become familiar with looking at ecological processes on a hierarchy of interconnected levels, including those of the molecule, individual, population, community, and ecosystem. The class will discuss classic experiments in ecology, as well as unresolved ecological questions of special current relevance. There will be an emphasis on developing a conceptual understanding of ecological relationships, on exploring the analytical tools with which ecological hypotheses are generated and tested, and on appreciating the dynamic nature of populations and ecosystems.

John Roche

BI 443 Coastal Field Ecology (Fall: 3)

Prerequisites: BI 100-102 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in

participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.

Peter Auger

BI 445 Animal Behavior (Spring: 3)

Prerequisites: BI 100-102 or BI 200-202 or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.

Eric Strauss

BI 446 Marine Biology (Fall: 3)

Prerequisites: BI 200-BI 202 or permission of instructor

Course requirements include 2-3 field trips.

After a brief consideration of the history of oceanography, students are familiarized with the various subdivisions of the marine systems. Subsequently, the different phyla of marine organisms are discussed in a systematic fashion, starting with unicellular life forms and ending with the marine mammals. Physical factors of the world's oceans, such as tides, global current patterns, and horizontal stratification are related to the marine trophic structure in its totality. Other topics include seafloor spreading and hydrothermal vents while special attention is given to ecologically important marine habitats, such as estuaries, mangrove and sea grass communities, and coral reefs.

Silvard Kool

BI 448 Ecological Field Laboratory (Fall: 1)

Prerequisite: Permission of the instructor

This course provides students with the firsthand opportunity to visit, study, and otherwise experience the natural field conditions that are discussed in their Coastal Field Ecology course (BI 443), which is taken concurrently. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment that make up natural coastal ecosystems.

Peter Auger

BI 449 Methods in Environmental Field Research (Spring: 3)

Prerequisite: At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent.

Enrollment limited to 10 students. One (1) 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 (Spring: 3)

Prerequisite: Biochemistry, BI 435, or CH 561

This seminar-type course focuses on current topics in biochemistry and medical research. Topics include aging and telomerase, prions (the infective agent of Mad Cow Disease), nitric oxide (a tiny molecule with an astonishing variety of hormone-like effects), mammalian cloning, cancer and cell cycle regulation, the biochemistry of anthrax, and oth-

ers. This course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of experimental science as well as an appreciation for some of its latest products.

Arlene Wyman

BI 458 Evolution (Fall: 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

BI 459 Internship in Environmental Studies (Spring: 1)

Prerequisite: Departmental permission required.

Eric Strauss

BI 461-462 Undergraduate Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the instructor

Lab fee per semester required.

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. Students completing two semesters of undergraduate research within courses BI 461, 462, 465, 466 and 467 can, with departmental approval, substitute these two semesters for one bio-elective. One of these undergraduate research courses can also be used to fulfill the upper-division lab requirement.

The Department

BI 463-464 Research in Biochemistry I and II (Fall/Spring: 3)

Prerequisite: Permission of the instructor

Lab fee per semester required.

Undergraduate students majoring in biochemistry may participate in research projects in the laboratory of a faculty member during their senior year. With permission, BI 463-464 can be used to fulfill the laboratory requirement for biochemistry majors.

The Department

BI 465 Advanced Undergraduate Research I (Fall: 3)

Prerequisites: BI 461 and/or BI 462 and permission of the instructor

Lab fee per semester required.

Designed for students who have completed one or two semesters of undergraduate research under course numbers BI 461 and BI 462 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 466 Advanced Undergraduate Research II (Spring: 3)

Prerequisite: Permission of the instructor

Lab fee per semester required.

Designed for students who have completed two or three semesters of undergraduate research under course numbers BI 461, BI 462 and BI 465 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 467 Advanced Undergraduate Research III (Fall: 3)

Prerequisites: BI 465 and/or BI 466 and permission of the instructor

Designed for students who have completed at least semesters of undergraduate research under course numbers BI 461-466 and who desire to continue independent research projects under the guidance of department faculty.

BI 470 Undergraduate Research Investigations (Fall/Spring: 3)

Prerequisite: Permission of the instructor

No lab fee required.

Designed for students who are participating in research projects under the joint mentorship of a Boston College Biology Department faculty member and a scientific mentor at an off-campus laboratory.

The Department

BI 480 Biochemistry Laboratory (Fall/Spring: 3)

Prerequisites: BI 435, CH 561 or equivalent

Corequisites: BI 435, CH 561 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. Ideal for students interested in solid grounding for and exposure to academic research in biochemistry.

Arlene Wyman

BI 482 Cell Biology Laboratory (Fall: 3)

Prerequisites: BI 304, BI 305, BI 310, BI 311

Lab fee required.

This advanced project-based laboratory course is designed for students interested in conducting independent research investigations in cell biology. Student projects will consist of open-ended investigations into cellular stress responses, using fission yeast as a model system. Students will gain experience with eukaryotic cell culture, optical and fluorescent microscopy and the biochemical characterization of cellular macromolecules.

The Department

BI 483 Molecular Biology Laboratory (Spring: 3)

Prerequisites: BI 304, BI 305, BI 310, BI 311

Lab fee required.

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, 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. It is ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

Michael Piatelli

BI 490 Tutorial in Biology (Fall/Spring: 3)

Prerequisite: Permission of the instructor

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

The Department

BI 498 Advanced Independent Biochemistry Research (Fall/Spring: 6)

Prerequisite: Permission of the instructor

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

The Department

BI 499 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of chairperson required

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

The Department

BI 517 Parasitology (Fall: 3)

Prerequisites: BI 304

This course is an introduction into the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.

Marc Jan Gubbels

BI 533 Cellular Transport and Disease (Fall: 3)

Prerequisites: BI 304 and BI 305, or permission of the instructor

This advanced biology course focuses on the intracellular trafficking of macromolecules to different organelles inside the cell: the transport signals, the receptors and the molecular mechanisms and regulation. In addition, the course will analyze how different major human viruses exploit the intracellular transport pathways of host cells during their viral life cycles leading to human infectious diseases and cancers.

Junona Moroianu

BI 548 Comparative Animal Physiology (Spring: 3)

Prerequisites: BI 200-202

Offered Biennially

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 Chaia Halpern

BI 555 Laboratory in Physiology (Spring: 1)

Prerequisite: BI 200

BI 554 is strongly recommended as a corequisite. Lab fee required.

This laboratory course investigates the four major organ systems: respiratory, cardiovascular, gastrointestinal, and neurophysiology. The majority of the course consists of real time data acquisition such as spirometry, exercise physiology (running on treadmills), electrocardiograms (EKG), and nerve muscle recordings and stimulations. Other portions of the lab investigate visual system information processing and optical illusions and the auditory system with tonotopic mapping and tonograms. One two-hour lab meeting per week is required.

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.

Charles S. Hoffman

BI 509 Vertebrate Cell Biology (Fall: 3)

Prerequisite: BI 304

This is an advanced cell biology course focusing on the differentiation of vertebrate cell types from each of the three germ layers and their morphogenesis into multicellular arrangements, such as tissues and organs. The factors and environmental signals that influence these processes will be examined together with structure/function relationships of the cells within the organ systems. Topics will include stem cells, several types of epithelial cells, cells of the circulatory and nervous system as well as cell types that comprise connective tissue, including adipose, bone and muscle.

Debra Mullikin-Kilpatrick

BI 516 Biology of Human Pathogens (Spring: 3)

Prerequisites: BI 304 and BI 305 or permission of instructor

Infectious diseases are an enormous burden to human society. Some diseases, like malaria, influenza and plague, have earned places in history for their effects on human civilizations. Others are newly emerging or re-emerging diseases caused by agents like SARS virus, HIV, WNV and bird flu. Decades of concerted efforts have failed to eradicate these diseases. This course will examine bacteria, viruses, fungi, protozoa and helminthes as human pathogens, explore concepts of microbial pathogenesis and host-pathogen relationships, and discuss elements of the diagnosis and treatment of infectious diseases. The course aims to provide students with a foundation in medical microbiology.

Mohammed Shahabuddin

BI 530 Microbial Genetics (Spring: 3)

Prerequisites: BI 304, BI 305

This course will cover topics related to the regulation and function of biological processes in various microbial systems including *Escherichia coli* and its bacteriophages, as well as in the yeasts *Saccharomyces cerevisiae* and *Schizosaccharomyces pombe*. Topics will include both the molecular and genetic principles that are exemplified by these systems as well as the molecular and genetic methodologies used to obtain our current understanding of these systems.

Charles Hoffman

Anne Stellwagen

BI 540 Immunology (Spring: 3)

Prerequisites: BI 304-305, BI 435 or CH 561, or consent of instructor

This course focuses on the regulation of immune responses at the molecular level. Topics include: regulation of B and T cell development, functions of B and T lymphocytes in the development of immune responses, generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course emphasizes modern experimental approaches, including the generation of transgenic mice, CRE-mediated conditional deletion,

adoptive transfer strategies, and multiparameter FACS. Research literature is used extensively to cover current trends and advances in lymphocyte tolerance, T-regulatory cell function, Th1/Th2 cells, immune therapy, TLRs, and innate immune responses.

Thomas Chiles

BI 554 Physiology (Spring: 3)

Prerequisites: BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems are examined, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastrointestinal function. An optional laboratory (BI 555) is also offered.

Marilee Ogren

BI 556 Developmental Biology (Spring: 3)

Prerequisites: BI 304, 305, or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.

Laura Hake

BI 570 Biology of the Nucleus (Spring: 3)

Prerequisites: BI 304-305

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, DNA replication, gene activation and silencing, DNA methylation, supercoiling, and RNA interference. Emphasis is on experimental design and the primary literature.

Anthony T. Annunziato

BI 572 Neuroscience I (Fall: 3)

Cross Listed with PS 572

This course is the first in a two-course sequence that presents an advanced and comprehensive treatment of various topics in the broad field of neuroscience. The emphasis is on the mammalian (including human) brain and the course content is similar to that taught in medical schools. In addition to the text book, readings of current research articles will be assigned. Topics covered in the first semester include: historical foundations of neuroscience; neurocellular anatomy; neurophysiology, synaptic mechanisms, and neurotransmitter systems; neuroanatomy; developmental neurobiology; sensory systems.

Marilee Ogren

BI 573 Neuroscience II (Spring: 3)

Prerequisite: BI 572

Cross Listed with PS 573

A continuation of BI 572 Neuroscience I. Topics covered in the second semester include: motor systems; sleep, arousal, and attention; neuroendocrine systems and behavior; neurobiology of motivation and emotion; neurobiology of learning and memory; cognitive neuroscience; mental illness; neural mechanisms of drug addiction.

Jon Horvitz

Michael Numan

BI 585 Genomics Laboratory (Spring: 3)

Prerequisites: BI 304-305, BI 310-BI 311

This laboratory is a hands-on introduction to the foundations of functional genomics. The course incorporates both lecture format and laboratory time. The goal of the course is to familiarize students with concepts in reverse and forward genetics such as mutation detection, targeted mutagenesis, mutant library generation, mapping and sequence analysis.

Stephen Wicks

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

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics include the principles of DNA replication and repair, transmission genetics, microbial genetics, transposition, epistasis and complementation, and gene mapping.

Stephen Wicks

BI 612 Graduate Biochemistry (Fall: 2)

This course, which is designed for graduate students who have successfully completed an undergraduate biochemistry course, will cover the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics will include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes. The first half of the course will review selected topics in biochemistry, with the objective of bringing all students to a certain level of competency in the field. The second half of the course will focus on original papers from the biochemical literature.

Daniel Kirschmer

BI 614 Graduate Molecular Biology (Spring: 2)

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

Anthony Annunziato

BI 615 Advanced Cell Biology (Spring: 2)

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

Junona Moroiianu

BI 616 Graduate Bioinformatics (Fall: 2)

Gabor Marth

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.

Marc Muskavitch

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 841 Seminar in Infectious Diseases (Fall: 2)

Offered Periodically

Despite decades of efforts to control them, infectious diseases remain the most devastating causes of human death. This is due to the unusual biology of the pathogens and to the incessant transmission of infectious agents via diverse means, including air, water, food, personal contact, and blood-feeding insects. Recent advances in cell biology, molecular biology, and genomics are rapidly enhancing our understanding of microbial pathogenesis and host-pathogen relationships, thereby promising novel ways for controlling these diseases. This weekly seminar course will examine these developments and explore the unusual biology of infectious agents through a series of readings and discussions.

Mohammed Shahabuddin

BI 880 Responsible Conduct of Research/Professional Development (Spring: 2)

For graduate students in the life sciences.

Readings, presentations, and discussion centered around issues in the responsible conduct of research and professional development, for graduate students in the life sciences. Topics include data collection and management; authorship and priority; preparation, review, and publication of peer-reviewed manuscripts; sharing of research material; grant writing, review, and funding; collegial relationships; human subjects; animals in research; learning styles and undergraduate teaching; mentoring; and career progression.

Marc Muskavitch

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: 1)

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

The Department

BI 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus*; B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*; B.S., St. Peter's College; Ph.D., Columbia University

Michael J. Clarke, *Professor*; A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; B.A., Columbia University; Ph.D., Yale University

Evan R. Kantrowitz, *Professor*; A.B., Boston University; A.M., Ph.D., Harvard University

Shana O. Kelley, *Professor*; B.A., Seton Hall University; Ph.D., California Institute of Technology

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; Chairperson of the Department; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Scott J. Miller, *Professor*; B.A., Ph.D., Harvard University

Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*; B.S., Boston College; Ph.D., Illinois Institute of Technology

Lawrence T. Scott, *Professor*; A.B., Princeton University; Ph.D., Harvard University

Marc L. Snapper, *Professor*; B.S., Union College; Ph.D., Stanford University

William H. Armstrong, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

Martha M. Teeter, *Associate Professor*; B.A., Wellesley College; Ph.D., Pennsylvania State University

Torsten Fiebig, *Assistant Professor*; Ph.D., University of Gottingen

Jason S. Kingsbury, *Assistant Professor*; B.A. Hamilton College; Ph.D., Boston College

Goran Krilov, *Assistant Professor*; B.S., Drake University; Ph.D., Columbia University

Kian Tan, *Assistant Professor*; B.S., University of Virginia; Ph.D., University of California at Berkeley

Contacts

- Undergraduate Program Information: 617-552-3605
- Graduate Program Information: Dr. Lawrence Scott, 617-552-8024
- Chemistry Department Main Office: 617-552-3606
- Office Administrator: Joyce Light, joyce.light@bc.edu
- Graduate Program Administrator: Anne Michelson, 617-552-1735, anne.riordan.1@bc.edu
- Receptionist: Cathy Hill, 617-552-3605, catherine.fenton@bc.edu

- Website: <http://www.bc.edu/chemistry>

Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training.

Major Requirements

The major in chemistry consists of 10 one-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 233-234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 556), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and three semesters of calculus (MT 102-103 and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); two semesters of Calculus (MT 102-103); four 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); four elective or Core courses.

Third year: CH 575-576 Physical Chemistry; CH 556 Advanced Chemistry Laboratory; six elective or Core courses.

Fourth year: CH 461 Biochemistry (chemistry majors); seven elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CH 109-110 or CH 117-118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses chosen in consultation with a faculty advisor and approved by the Director of the departmental minor. Please contact the Chemistry Main Office for the name of the Director of the Minor (Merkert 125, ext. 23605). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

The following courses for non-science majors cannot be used to complete the minor: CH 105 Chemistry and Society I, CH 106 Chemistry and Society II or CH 163 Life Science Chemistry.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 211-212 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

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, or 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 Teaching in inorganic, organic, physical, and biological chemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Chemistry. It requires admission to both the Lynch School of Education Graduate Programs 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 practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

All first year graduate students take entry examinations in inorganic, organic, chemical biology, and physical chemistry. These exams are designed to determine core course curriculum and not to waive course requirements.

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; 18 credits and a thesis are required for the Master of Science (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 asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for an M.S. degree, or withdraw from the program.

The Master's degree requires that the student complete a minimum of 18 graduate credits of coursework, where students typically

accumulate 12 to 15 credits of coursework during the first year of study. In the second year, the course(s) selected will depend on research area and should be chosen in consultation with the research advisor. 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. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

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

For non-science majors or for those who do not require a lab science course

This is a two-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

The Department

CH 107 Frontiers in the Life Sciences (Spring: 3)

Satisfies Natural Science Core Requirement

Frontiers in Life Sciences, which serves as a Core chemistry course, will introduce students to basic concepts in chemistry (elements, molecules, bonding, states of matter, chemical reactions, etc.) and use these to explore current topics such as acid rain, recombinant DNA technology (e.g., the Human Genome Project, DNA fingerprinting, disease detection), medical techniques (CAT scans, MRI) and therapies.

Mary F. Roberts

CH 109-110 General Chemistry I and II (Fall/Spring: 3)

Prerequisite: One year of high school chemistry

Corequisites: CH 111, CH 112, CH 113, CH 114

Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry, with special emphasis on quantitative relationships, chemi-

cal 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
Dennis J. Sardella
Neil Wolfman

CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 1)
Lab fee required.

Laboratory required of all students enrolled in CH 109/CH 110. One three-hour period per week.

The Department

CH 113-114 General Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 109-110. Discussion of lecture topics and problem-solving methods, in small groups.

The Department

CH 117 Principles of Modern Chemistry I (Fall: 3)

Prerequisite: Permission of instructor

Corequisites: CH 119, CH 121

Satisfies Natural Science Core Requirement

This course begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.

Goran Krilov

CH 118 Principles of Modern Chemistry II (Spring: 3)

Prerequisite: CH 117

Corequisites: CH 120, CH 122

Satisfies Natural Science Core Requirement

This is the second part of a one-year course that serves as the Honors alternative to CH 109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds. An emphasis on biologically relevant structures will highlight an interdisciplinary presentation.

Lawrence Scott

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.

Christine Goldman

CH 161 Life Science Chemistry (Fall: 3)

Corequisite: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.

Kenneth R. Metz

CH 163 Life Science Chemistry Laboratory (Fall: 1)

Lab fee required.

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.

The Department

CH 222 Introduction to Inorganic Chemistry (Spring: 3)

Prerequisites: CH 109-110

Corequisite: CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.

William H. Armstrong

CH 224 Inorganic Chemistry Laboratory (Spring: 1)

Lab fee required.

Laboratory required of all students enrolled in CH 222. One four-hour period per week.

Department

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)

Prerequisites: CH 109-110/CH 231, CH 233

Corequisites: CH 233, CH 235/CH 234, CH 236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

Steven Bruner

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 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)

Prerequisites: CH 117-118/CH 233, 241

Corequisites: CH 233, CH 245/CH 117-118

Registration with instructor's approval only.

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.

T. Ross Kelly

Larry McLaughlin

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.

Kenneth R. Metz

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.

The Department

CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)

Prerequisites: CH 109-110

Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.

The Department

CH 461 Biochemistry (Chemistry Majors) (Fall: 3)

This course will provide chemistry majors with an introduction to biological molecules. The emphasis will be on basic chemical and physical properties of biomolecules (proteins, nucleic acids, carbohydrates, lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.

Larry W. McLaughlin

CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)

Prerequisites: CH 231-232, MT 100-101, PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, phase behavior, chemical kinetics, quantum mechanics and spectroscopy. Applications to biochemical systems are emphasized.

David McFadden

CH 495-496 Advanced Research in Chemistry I and II (Fall/Spring: 6)

Seniors only. A minimum GPA of 3.67, arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Lynne O'Connell, Chair of the Chemistry Undergraduate Studies Committee, by April 15 (November 1 for December graduates). This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

The Department

CH 497-498 Advanced Research in Biochemistry I and II (Fall/Spring: 6)

Seniors only. A minimum GPA of 3.67. Arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Prof. Evan Kantrowitz by April 15 (November 1 for December graduates). This is a two-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)

The Department

CH 575-576 Physical Chemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231-232, MT 202, PH 211-212 (or equivalent), CH 575

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.

Torsten Fiebig

David McFadden

CH 591-592 Introduction to Chemical Research I and II (Fall/Spring: 3)

Seniors only. Arrangement with an individual faculty member and department permission are required. This is a two-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

CH 593-594 Introduction to Biochemical Research I and II (Fall/Spring: 3)

Seniors only. Arrangement with an individual faculty member and department permission are required. This is a two-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

The Department

Undergraduate and Graduate Course Offerings

CH 511-512 Electronics Seminar I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

This is an introductory course in practical electronics. The student will gain hands-on experience by constructing a selected electronics project. Electronic components will be introduced and fundamental theory related to the project will be presented.

Richard Pijar

CH 523 Organometallic Chemistry (Spring: 3)

Offered Periodically

This course will present concepts of organometallic chemistry, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis. The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

Marc Snapper

CH 531 Modern Methods in Organic Synthesis I (Fall/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 Miller

Marc L. Snapper

CH 533 Intermediate Organic Chemistry (Fall: 3)

This course will extend understanding of structure, bonding and reactivity in organic systems. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and relevance to biological systems.

Scott J. Miller

CH 535 Physical Organic Chemistry (Fall: 3)

Prerequisites: CH 231-232

Organic reaction mechanisms, reactive intermediates, steric and electronic effects, chemical structure and bonding, molecular mechanics and conformational analysis, principles and applications of molecular orbital theory, aromaticity, pericyclic reactions, and molecular photochemistry.

Lawrence Scott

CH 537 Mechanistic Organic Chemistry (Fall: 3)

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.

The Department

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)

Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.

The Department

CH 556 Advanced Chemistry Laboratory (Spring: 3)

Lab fee required.

This is a one 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. Two four-hour laboratory periods per week.

Kenneth Metz

CH 560 Principles of Chemical Biology (Fall: 3)

Prerequisites: CH 231-232 or equivalent

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

Larry McLaughlin

CH 561-562 Biochemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231-232 or equivalent

Corequisites: CH 515-516

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

Evan R. Kantrowitz

CH 569 Chemical Biology: Enzyme Mechanisms (Spring: 3)

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various co-factors will be considered.

Steven D. Bruner

CH 570 Introduction to Biological Membranes (Fall: 3)

Prerequisite: CH 561

Course designed to cover (1) basic molecular aspects of structure and surface chemistry of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and (2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.

Mary F. Roberts

CH 579 Modern Statistical Mechanics (Spring: 3)

Prerequisites: CH 575, CH 231-232, MT 202 (two years of calculus), PH 211-212 (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.

Goran Krilov

CH 674 Mathematical Methods for Chemists (Fall: 3)

Prerequisite: Basic undergraduate series in calculus for chemistry majors

The course will cover following topics at an elementary level: matrices and eigenvalue problem, ordinary differential equation, orthogonal polynomials and Sturm-Liouville problems, Fourier series, partial differential equations, integral transform, functions of complex variables, calculus of variations and qualitative methods for non-linear differential equation. If time permits, we will cover advanced techniques such as functional integration and differentiation and asymptotic methods. All these techniques will be applied to problems in chemistry. The course is meant for graduate students as well as seniors (or juniors) majoring in chemistry.

Udayan Mohanty

Graduate Course Offerings**CH 589 NMR in Macromolecular Structure Determination (Spring: 3)**

The course is intended for advanced undergraduate and graduate students with a working knowledge of NMR.

This course will explore methods for structure determination in macromolecules including peptides, proteins, and nucleic acids. The course will focus on NMR methods currently available to the department, but other complementary methods, such as x-ray, ESR, and molecular modeling (energy minimization and molecular dynamics) will be considered also. It will include a practical component in the NMR laboratory (tailored to address the specific research interests of the students, when possible) and case studies (e.g., gramicidin-S and lysozyme) will be used for illustration.

John Boylan

CH 675 Topics in Physical Chemistry (Fall: 3)

The class will cover a selection of topics in the field of Physical Chemistry and its interface with other disciplines. Basic principles will be illustrated and applied to contemporary problems in molecular sciences, i.e., quantum mechanics, chemical thermodynamics and kinetics will not be reviewed in detail but rather utilized to explain molecular phenomena. Special emphasis will be placed on areas where conventional textbook material overlaps with modern experimental techniques and methods. Finally, the class will provide a general introduction into the fields of photochemistry and organic materials.

Torsten Fiebig

CH 772 Advanced Physical Chemistry/Electronics and Optics (Spring: 3)

Prerequisite: Permission of instructor

Most people working in a laboratory encounter electronics and optics in one form or another. The aim of the course is to provide a basic and intuitive understanding of the subjects both from theoretical and experimental points of view. Electronics: The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. Operation of various electronic devices will be covered. Optics: The optics part of the course will cover wave motion, geometric optics, Maxwell's equations, diffraction, interaction of light with matter and applications such as fiber optics, lasers and microscopy.

Paul Davidovits

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

Lab fee required.

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

The Department

CH 800 Reading and Research (Fall/Spring: 3)

Lab fee required.

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

The Department

CH 801 Thesis Seminar (Fall/Spring: 3)

Lab fee required.

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

The Department

CH 802 Thesis Direction (Fall/Spring: 0)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

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

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

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

This course consists of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the department will be included.

The Department

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.

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.

Shana O. Kelley

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.

John T. Fourkas

CH 888 Interim Study (Fall: 0)

The Department

CH 997 Master's Comprehensive (Fall/Spring: 0)

This course consists of a public, oral defense of the student's thesis research.

The Department

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

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: 1)

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

The Department

Classical Studies**Faculty**

Eugene Bushala, *Associate Professor Emeritus*; B.A., Wayne State University; M.A., Ph.D., Ohio State University

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

Meredith E. Monaghan, *Assistant Professor*; A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University

Gail L. Hoffman, *Visiting Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

Contacts

- Secretary: Lillian Reisman, 617-552-3661, lillian.reisman1@bc.edu
- Website: <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, and (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 his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and 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 count for the minor will be published at registration time.

Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature of political and social history, philosophy, religion, and art. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin, Greek, and Modern Greek.

If a student would like to begin a language now, or has had only one year of a language in high school, he/she should choose an elementary course: CL 010 Latin or CL 020 Greek. If a student has studied a language for two or three years in high school, he/she should choose an intermediate course: CL 056 Latin or CL 052 Greek.

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English; they make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he/she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are examined individually and, based on their academic records and the specific program, are advised accordingly. Students should arrange to meet with Charles F. Ahern, Jr., Chairperson, when planning to study abroad.

Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2006-07, for example, Heroic Poetry: Homer, Virgil and Beyond (CL 217) and Currents in Modern Greek Literature (CL 280) will be offered.

Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing one of the majors in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chairperson of the Department.

Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching

(M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

Requirements for the M.A. Degree

Candidates must complete 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 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 and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the Catalog, or call the Office of Graduate Admissions, LSOE, 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, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel. 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 students to read simple Latin prose.

Gail Hoffman

Maria Kakavas

Meredith Monaghan

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 students to read something like Plato's *Apology* after a year of 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's *Medea*.

Dia Philippides

CL 056-057 Intermediate Latin (Fall/Spring: 3)

This course gives a thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

John Shea

CL 186 Greek Civilization (Fall: 3)

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

Gail Hoffman

CL 208 Art and Myth in Ancient Greece (Spring: 3)

Cross Listed with FA 206

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

Gail Hoffman

CL 216 Art and Archaeology of Homer and Troy (Fall: 3)

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey suggested a real Troy and further work in Greece revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age "Pompeii," and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.

Gail L. Hoffman

CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3) Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) to explore the tradition of heroic or epic poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War,

but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.
Charles Abern

CL 219 Greek Art and Archaeology (Spring: 3)

Cross Listed with FA 311

See course description in Fine Arts department.

Kenneth Craig

CL 230 Classical Mythology (Fall: 3)

Cross Listed with EN 220

The goal of this course is to introduce the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the "facts" of myth (the names and places involved) and discussion of the interpretation of specific literary works. The origins of traditional stories in early Greece, their relation to religious beliefs and practice, and the evolution of their use in ancient art and literature will also be studied. Readings include Homer, Hesiod, the Homeric hymns, Greek tragedy, and Ovid's *Metamorphoses*.

Meredith Monaghan

CL 390-391 Reading and Research (Fall/Spring: 3)

Charles F. Abern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 394 Senior Thesis (Spring: 3)

Charles Abern

CL 399 Advanced Independent Research (Spring: 3)

Charles Abern

Undergraduate and Graduate Course Offerings

CL 063 Intensive Reading in Latin (Summer: 1)

This course meets for twelve weeks. It is divided into two sections (6 weeks each section). The first section provides a comprehensive and intensive introduction to the grammar and syntax of the Latin language. Wheelock's Latin textbook is used. The second half of the course focuses on readings in Classical Latin from Cicero, Caesar, selected poems of Horace/and or Jerome's *De Vita Pauli*.

Maria Kakavas

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 190 Ancient Tyranny (Spring: 3)

This course addresses the relationship between madness and political power in the ancient world. It will focus on the ways in which and the reasons why monarchical rulers are regularly depicted as insane in genres as widely disparate as ancient historiography, tragedy, philosophy and biography. This course will examine the political underpinnings of such depictions, and will consider why similar conceptions of the corrupting force of absolute power permeate the literature both of democratic Athens and of Imperial Rome.

Meredith Monaghan

CL 254 The Culture of Athenian Democracy (Spring: 3)

Cross Listed with HS 476

A political and cultural history of Athens during the creation and height of its democracy (circa 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes). Emphasis will be on integrating historical, literary and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.

Gail Hoffman

CL 262 Roman Civilization (Spring: 3)

This course is 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. Abern, Jr.

CL 268 The Christian East: Orientale Lumen (Spring: 3)

Cross Listed with SL 283, TH 383

See course description in the Slavic and Eastern Languages department.

M.J. Connolly

CL 275 Greece Viewed Through Her Films (Spring: 3)

This course looks at Greece through the medium of films made chiefly by internationally-renowned Greek filmmakers. The films are studied as reflections of the Greek landscape and climate, history and politics, literature and culture. The course offers multiple views of Greece, and comparison with films of other countries—the reel leads from the ancient Olympic spirit (reviving, Athens 2004) to the vibrant contemporary nation, in its international context *My Big Fat Greek Wedding*. All the major films viewed are in English or have English subtitles.

Dia M.L. Philippides

CL 280 Currents in Modern Greek Literature (Fall: 3)

Cross Listed with EN 084

Satisfies Literature Core Requirement

This course will focus on a selection of highlights from Modern Greek literature that examines, for all authors and works presented, the following: their Greekness, their debt to the Ancient (pagan) and Byzantine (Christian) tradition, the crosscurrents arriving from East and West, and the influence of contemporary, political, artistic, and societal conditions. Some related films will be viewed and comparative material will be included.

Dia M.L. Philippides

CL 304 Euripides' Medea (Fall: 3)

This course will focus on reading the text in the original Greek, with attention to language and style, and an overview of recent scholarship on the play, its context, and themes.

Prof. Dia M.L. Philippides

CL 311 Latin Paleography (Fall: 3)

Cross Listed with PL 866, TH 867

Satisfies Theology Core Requirement

See course description in the Theology department.

Steve Brown

CL 334 Plautus and Terence (Spring: 3)

This course will consist of reading and discussing Roman comedies from the second century B.C. Class focus will be on both internal questions of comic structure, technique, humor and staging, and external questions of a play's relation to the Roman social world in which it was written and to the Hellenistic literary context of the New Comedy from which Roman comedy developed.

Charles Ahern, Jr.

CL 337 Lucan (Spring: 3)

This advanced Latin course will focus on the poet Lucan's only extant work, a Silver Latin epic poem on the civil war between Caesar and Pompey "Bellum Civile." Daily reading in Latin will be accompanied by regular assignments of secondary reading on such topics as the historical period of the war itself (51-47 B.C.) as well as that of the poet (39-65 A.D.), the poem's relation to earlier epics (especially Virgil's *Aeneid*) the Stoic background of the poem and its author, and the "silver" aspects of the poem.

Meredith Monaghan

CL 370 Virgil: *Eclogues* (Fall: 3)

Open to undergraduate and graduate students; graduate students can expect extra readings in the several areas of background.

Close reading of Virgil's earliest works, the *Eclogues* or *Bucolics*, against three kinds of background: the literary background of ancient pastoral, the political background of the collapsing Roman republic in the first century B.C., and the cultural background of the city and the country as modes of social experience in ancient society.

Charles Ahern, Jr.

CL 385 Letters of Cicero and Pliny (Fall: 3)

This advanced Latin course will examine the wide variety of goals, subjects, styles and addressees identifiable in the epistolary genre. Translation, close readings, and analysis of a selection of letters by Cicero and Pliny will be supplemented with brief forays into poetic epistles, including Ovid's *Heroides* and Horace's epistles, and Seneca's philosophical letters.

Meredith Monaghan

CL 435 Aeschylus: *Agamemnon* (Fall: 3)

Aeschylus's tragedy *Agamemnon* will be read in its original form. Topics for discussion will include the nature of families, fate, the gods, sacrifice, the function of the chorus, language, and style.

Dia Philippides

Graduate Course Offerings

CL 790-791 Readings and Research (Fall/Spring: 3)

Charles F. Ahern, Jr.

David Gill, S.J.

Maria Kakavas

Dia M.L. Philippides

CL 888 Interim Study (Fall/Spring: 0)

Charles F. Ahern

Communication

Faculty

Dorman Picklesimer, Jr., *Professor Emeritus*; A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Dale A. Herbeck, *Professor*; Chairperson of the Department; B.A., Augustana College; M.A., Ph.D., University of Iowa

Kevin Kersten, S.J., *Professor*; B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

Marilyn J. Matelski, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Lisa Cuklanz, *Associate Professor*; B.S., Duke University; M.A., Ph.D., University of Iowa

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Elfriede Fürsich, *Associate Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

Charles Morris III, *Associate Professor*; B.A., Boston College; M.A., Ph.D., Pennsylvania State University

Jamel Santa Cruze Bell, *Assistant Professor*; B.S. Missouri Western State College; M.A., Ph.D., University of Kansas

Jonathan Bowman, *Assistant Professor*; B.A., University of California, Davis; M.A., Ph.D., Michigan State University

Ashley Duggan, *Assistant Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Kenneth A. Lachlan, *Assistant Professor*; B.A., Wake Forest University; M.A., Bowling Green State University; Ph.D., Michigan State University

Pamela Lannutti, *Assistant Professor*; B.A., LaSalle University; M.A., Ph.D., University of Georgia

James O. Olufowote, *Assistant Professor*; B.S., Ithaca College; M.A., Michigan State University; Ph.D. Purdue University

Michael Keith, *Adjunct Associate Professor*; B.A., M.A., Ph.D., University of Rhode Island

Bonnie Jefferson, *Adjunct Assistant Professor*; B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

William Stanwood, *Adjunct Assistant Professor*; B.S., Ithaca College; M.Ed., Ed.D., Boston University

Roberto Avant-Mier, *Lecturer*; B.A., University of Texas, El Paso; M.A., Ph.D. (candidate), University of Utah

Rita Rosenthal, *Lecturer*; B.A., Appalachian State University; M.A., Bowling Green State University

Contacts

- Department Counselor: Roger Woolsey, 21 Campanella Way, Room 514, 617-552-6148, roger.woolsey@bc.edu
- Department Administrator: Mary Saunders, 21 Campanella Way, Room 513, 617-552-4280, mary.saunders@bc.edu
- Office Administrator: Leslie Douglas, 21 Campanella Way, Room 513; Phone: 617-552-4280, leslie.douglas@bc.edu
- Website: <http://www.bc.edu/communication/>
- Fax: 617-552-2286

Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to expand their theoretical and critical skills and to study more applied areas such as advertising, digital communication, journalism, public relations, radio, and television. The

department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

Requirements for the Communication Major

Students must complete eleven—eight required and three elective—courses to major in communication. While the department will transfer communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

Common Requirements (4):

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

Distributed Requirements (4):

- Cluster Area Requirements—Choose one of the following courses:
 - CO 249 Communication Law
 - CO 250 Mass Communication Ethics
 - CO 251 Gender and Media
 - CO 253 Interpersonal Communication
 - CO 255 Media Aesthetics
 - CO 260 American Public Address
 - CO 263 Media, Law and Society
- Theory Requirement—Choose one of the following courses:
 - CO 372 Mass Communication Theory
 - CO 374 Human Communication Theory
 - CO 375 Argumentation Theory
 - CO 377 Visual Communication Theory
 - CO 378 Rhetorical Theory
- Writing-Intensive Seminars— Choose two of the following courses:
 - CO 425 Broadcast Century Issues
 - CO 426 Television and Society
 - CO 427 Culture, Communication, and Power
 - CO 438 Rhetoric and Public Memory
 - CO 440 Communication and Theology
 - CO 442 Intercultural Communication
 - CO 445 Freedom of Expression
 - CO 447 Communication Criticism
 - CO 448 Television Criticism
 - CO 449 Crisis Communication
 - CO 451 Gender Roles and Communication
 - CO 456 Relational Communication
 - CO 458 Radio in Culture and Society
 - CO 463 Media and Popular Culture
 - CO 465 Health Communication
 - CO 466 Nonverbal Communication
 - CO 468 Organizational Communication
 - CO 470 Capstone: Conflict, Decision and Communication

Electives (3)

The other three courses are electives, and students may select these courses based upon their interests and objectives. Any three-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major in 21 Campanella Way, Room 513. Juniors and seniors should schedule an appointment with the Department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed both Rhetorical Tradition and Survey of Mass Communication.

Information for Study Abroad

Students must complete seven communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and CO 350 Research Methods. The course requirement can be met by any one the following:

- taking seven communication courses at Boston College
- counting communication courses and approved summer school courses
- taking five communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information and departmental approval, contact the Department's counselor.

Internship Program

CO 501 Communication Internship, a one credit pass/fail course, is open to Communication majors who have sophomore, junior or senior standing and a minimum 2.5 grade point average.

CO 520 Media Workshop, a three credit course, is open to Communication majors who have senior standing and a 3.0 grade point average (or a 2.8 overall with a 3.2+ in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

Honors Program

Juniors with a qualifying grade point average (3.6 or higher for the class of 2007; 3.75 or higher beginning with the class of 2008) are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program. A more complete description of the program is available in the Honors Handbook in the Department's main office.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed 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 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.

Kenneth Lachlan

CO 030 Public Speaking (Fall/Spring: 3)

Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

Rita Rosenthal

The Department

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. 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.

Patrick Waldinger

CO 120 Blacks in Electronic Media (Fall: 3)

Cross Listed with BK 234

See course description in African and African Diaspora Studies Department.

Lawrence Watson

CO 204 Art and Digital Technology (Fall/Spring: 3)

Cross Listed with FS 276

See course description in the Fine Arts Department.

The Department

CO 213 Fundamentals of Audio I (Fall/Spring: 3)

Lab fee required.

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of cur-

rent audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces suitable for radio air play.

Judy Schwartz

The Department

CO 214 Fundamentals of Audio II (Fall/Spring: 3)

Prerequisite: Fundamentals of Audio II or permission of instructor

Lab fee required.

A comprehensive course in audio recording and production, topics covered include sound design, live recording techniques, and post production. Students will design and execute broadcast quality pieces for radio and multimedia, as well as sound art. Working in the digital audio labs both individually and in groups, students will gain experience recording and editing using professional audio production software. At the end of the semester each student will have an audio portfolio of his or her own creations.

The Department

CO 215 Soundcasting Media (Spring: 3)

This course examines the development, structure and organizational objectives of the various soundcasting media: radio, satellite, web, etc. The technologies, regulations and market forces that govern and influence traditional and new and evolving audio industries are evaluated as is the process employed in the creation, manufacture and distribution of programming content and product made available to the public.

Michael Keith

CO 222 Studio Television Production (Fall/Spring: 3)

Prerequisite: CO 227

Lab fee required.

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio. Students will learn to operate studio television equipment, and to produce and direct their own programs.

William Stanwood

The Department

CO 223 TV Field Production (Fall/Spring: 3)

Prerequisite: CO 222

Lab fee required.

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). Emphasis will be placed on advanced techniques of portable video operation and non-linear videotape editing. Elements of production such as location, sound recording, location lighting, producing, and directing will be featured. Students working in groups will produce their own video programs.

William Stanwood

The Department

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross Listed with FM 274

Lab fee required.

See course description in the Fine Arts Department.

The Department

CO 226 Final Cut Pro Editing (Fall: 3)

Cross Listed with FM 275

Restricted to majors.

This course is an introduction to Digital Video Editing using the Final Cut Pro software environment. Final Cut Pro is widely used and is becoming more prevalent in the editing industry these days. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more. Some equipment required.

*The Department***CO 227 Broadcast Writing (Fall/Spring: 3)**

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

*William Stanwood**The Department***CO 230 News Writing (Fall/Spring: 3)**

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

*The Department***CO 231 Feature Writing (Fall/Spring: 3)***Prerequisite:* CO 230

This is a course on contemporary feature writing that is, literary nonfiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform.

*The Department***CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)***Prerequisites:* Permission of the instructor and CO 227, CO 230, or CO 231

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed along with the role of the business office where it intersects with the management of the newsroom.

*The Department***CO 235 Advertising (Fall/Spring: 3)**

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

*The Department***CO 238 Marketing the Arts (Spring: 3)**

Cross Listed with CT 238

See course description in the Theater Department.

*The Department***CO 240 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.

*The Department***CO 242 Producing Performing Arts: Concept to Completion (Fall: 3)**

Cross Listed with CT 230

See course description in the Theater Department.

*The Department***CO 245 Advanced Public Relations (Fall/Spring: 3)***Prerequisite:* CO 240

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

*The Department***CO 249 Communication Law (Fall: 3)**

Satisfies the one cluster course requirement within the Communication major

This course examines the constitutional, statutory, and case law affecting the communication professions. A wide range of issues related to the First Amendment will be considered including access, broadcasting, cable, commercial speech, copyright, defamation, free press versus fair trial, fighting words, heresy, incitement, obscenity, political speech, prior restraint, privacy, public forums, special settings, symbolic speech, threats, and time-place-manner restrictions.

*Dale Herbeck***CO 250 Mass Communication Ethics (Fall/Spring: 3)**

Satisfies the one cluster course requirement within the Communication major

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.

*Kevin Kersten, S.J.***CO 253 Interpersonal Communication (Fall: 3)**

Satisfies the one cluster course requirement within the Communication major

This course focuses on theory and research concerning communication in everyday interactions. First, the course includes perspectives on the self as it is influenced by and influences communication. Second, the basic aspects of message production and understanding will be dis-

cussed. Lastly, the course focuses on communication in relational contexts. Students in the course are encouraged to evaluate their own communication practices and practice effective communication skills.

Pamela Lannutti

CO 255 Media Aesthetics (Spring: 3)

Satisfies the one cluster course requirement within the Communication major

Media producers and consumers have one common interest: good productions—meaningful, well made, and deserving an attentive audience. Critics, practitioners, and families at home all have a stake in being able to explain why one production is strikingly fine and satisfying, while another is trite and shallow. This course addresses such interests using audio and visual aesthetics based on production values, entertainment values, and human values.

Kevin Kersten, S.J.

CO 259 Cyberlaw (Spring: 3)

This course will study the extension of communication law to the Internet, assess a range of pending proposals designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, trademark, copyright, unsolicited commercial email (spam), schools, and encryption. This course will not cover issues related to electronic commerce or contracts, personal jurisdiction, or Internet taxation.

Dale Herbeck

CO 260 American Public Address (Spring: 3)

Prerequisite: CO 010

Satisfies the one cluster course requirement within the Communication major

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal and public ridicule.

Bonnie Jefferson

CO 263 Media, Law, and Society (Spring: 3)

Prerequisites: CO 010, CO 020

Satisfies the one cluster course requirement within the Communication major

This course is designed to examine the interaction among new forms of technology, the legal system, and the changing nature of society. The course seeks to explore the contours of the Information Society and to analyze the transformations that are occurring as the word communication takes on a broader meaning than it possessed during the twentieth century. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the Information Society.

Donald Fishman

CO 268 The Business of Electronic Media (Fall: 3)

Satisfies the one cluster course requirement within the Communication major

This course examines the electronic media from a financial perspective. We will discover how the media industries work and why they work

the way they do. Throughout the course, we will examine how the electronic media operate through the lens of the marketplace, governmental, and other forces that influence and shape these vital engines of our economy.

William Stanwood

CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)

This course focuses on the complexities of programming modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics. Case studies of television station and network programming will be analyzed and discussed, and techniques of both programming and promotion will be studied.

The Department

CO 293 Advanced Public Speaking (Spring: 3)

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings. Students will research, organize, develop, and deliver a variety of presentations with emphasis upon the strategic delivery of messages.

Rita Rosenthal

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 web so that they can (1) browse web pages, (2) search any necessary information on the Internet, (3) set up web pages, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the web will also be explored.

The Department

CO 310 Advertising Campaign Planning (Spring: 3)

Utilizing integrated marketing communication principles, students will prepare an advertising campaign for the American Advertising Federation's national competition. The course will augment students' abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring.

Roger Woolsey

CO 350 Communication Research Methods (Fall/Spring: 3)

Research methods are often considered tools for creating knowledge. This course will equip students with a veritable toolbox of methods for researching mass media and their audiences. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.

Jonathan Bowman

Ashley Duggan

Kenneth Lachlan

Pamela Lannutti

James Olufowote

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.

Jamel Bell

Elfriede Fursich

Marilyn Matelski

The Department

CO 374 Human Communication Theory (Spring: 3)

Satisfies the required theory course in the Communication major

This course provides an understanding of the role of theory in the study of human communication. Students will learn the process of theory development, the role of theory in the research process, and tools for evaluating theories. The course also surveys the prominent theories in the fields of interpersonal, relational and group communication.

Pamela Lannutti

CO 378 Rhetorical Theory (Fall/Spring: 3)

Satisfies the required theory course in the Communication major

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

Lisa Cuklanz

Roger Woolsey

CO 400 Advanced Video Production (Spring: 3)

Prerequisites: Permission of instructor and CO 227, CO 222, and CO 223
Lab fee required.

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce an actual television program for an actual client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show in a professional environment.

William Stanwood

CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)

Prerequisite: A basic understanding of web technologies (HTML, FTP).

This course focuses on the development of a significant interactive web project. Students will develop technical and creative skills while evaluating and organizing content to best communicate with a targeted audience. Students will develop an interactive interface, integrate digital media, consider design and communication theories, and assess current practices in a variety of genres.

The Department

CO 425 Broadcast Century Issues (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form twentieth-century broadcast media. Topics will be examined within the context of their relationship to society and culture.

Michael Keith

CO 426 TV and Society (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This writing-intensive course will provide a forum for investigating the role of television in our society. Students will examine such topics as the use of violence on TV, and the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of television on our culture.

William Stanwood

CO 427 Culture, Communication and Power (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course will examine the interaction between culture, communication, and power. We will study and discuss, for example, the role of cultural products in the definition of social and political relations. A number of theoretical perspectives will inform our study of mass mediated artifacts, including feminist theory, semiology, cultural studies perspectives and neo-Marxist theories. Similarly, we will discuss a variety of cultural products, for example, novels, magazines, advertisements and television programs.

Roberto Avant-Mier

CO 429 Globalization and the Media (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism, the role of the United Nations in regulating cultural products, latest transnational media mergers, the strategies of global television programmers such as CNN, MTV or Discovery, the increasing commercialization of media systems around the world, and the role of media in relation to war and terrorism. This writing-intensive seminar is open to juniors and seniors.

Elfriede Fursich

CO 435 Rhetoric, Resistance, And Protest (Fall/Spring: 3)

In this course we engage the discourses of discontent, mobilization, transformation and discipline that emerge and evolve whenever a movement attempts to make the world over again. Our perspective focuses on rhetorical dimensions of protest and resistance: agents, audiences, tactics, media, and contexts of specific social movements, including abolitionism, labor, anti-poverty, anti-war, civil rights, black and red power, gay and women's liberation, pro-life/choice, animal rights, AIDS activism, environmentalism, disability rights, and anti-globalization. We will venture into the fray, experiencing tactical choices and their consequences, and perhaps chart for ourselves a blueprint for future persuasive action on behalf of social change.

Charles Morris

CO 438 Rhetoric and Public Memory (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course engages in the theory, recovery, and analysis of the rhetorically-constructed past. We explore how symbolic constructions of memory—from diverse historical depictions to battlefields and museums to commemorative holidays and their ritual performances—function significantly in public life. By means of various interdisciplinary readings, we seek to explain how memory persuasively reflects, shapes, sustains, resists and transforms cultural and political meanings in the present, and provides a powerful vision of a collective future.

Charles Morris

CO 440 Communication and Theology (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Students will study mass communication in light of major insights from faith and tradition of the Christian community. Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater

good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television which will provide a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.

Kevin Kersten, S.J.

CO 442 Intercultural and International Communication

(Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

Roberto Avant-Mier

The Department

CO 447 Communication Criticism (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.

Bonnie Jefferson

Charles Morris

CO 448 Television Criticism (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

The Department

CO 449 Crisis Communication (Fall/Spring: 3)

Prerequisite: CO 240 (recommended)

Satisfies one of two writing intensive courses required within the Communication major

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

Donald Fishman

CO 451 Gender Roles and Communication (Fall/Spring: 3)

Satisfies one of two writing intensive course requirements within the Communication major

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass-mediated communication.

Lisa Cuklanz

CO 458 Radio in Culture and Society (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) of the population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to a fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.

Michael Keith

CO 462 Popular Music and Identity (Fall/Spring: 3)

The goal is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will introduce you to the theory and research in the area of popular music studies in communication, and will help you apply this knowledge in understanding popular music as meaning-making cultural practice. Seeing music as culture, we use both transmission and ritual/symbolic perspectives to address social/cultural dimensions of popular music in the U.S. as well as in international contexts.

Roberto Avant-Mier

CO 463 Media and Popular Culture (Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Media are a significant and primary contributor of popular culture in American society. This writing intensive course will explore and critically analyze the role of media in constructing and reflecting popular norms, values, and trends. Students will use a variety of texts to discuss the extent to which various types of media, including video games, music, TV, and magazines shape and reinforce society's ideas regarding issues such as race, class, gender, war, and patriotism.

Jamel Bell

CO 464 Violence and the Media (Fall: 3)

This course examines issues of violence in the mass media. Topics covered include violence in children's media, race and media violence, gendered violence, and trends in media violence. The course examines various media including film, television, popular music, and video games. Quantitative and qualitative studies are surveyed.

Lisa Cuklanz

CO 466 Nonverbal Communication (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course will explore different aspects of nonverbal communication (body language, facial expression, physical appearance, etc.) and the many ways in which they impact our lives. Class activities and discussions will be applicable directly to relationships with friends, family, and romantic partners. By the time you complete this course you will have acquired a resource-base to (1) understand why and how nonverbal signals are used to communicate, (2) understand the role of theory related to nonverbal communication, and (3) improve your ability to apply these principles to your day-to-day interpersonal relationships and work settings.

Jonathan Bowman

CO 468 Organizational Communication (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course analyzes the ways human communication and interactions organize social life as well as the roles and forms of communication in organizations. The course begins by reviewing the different metaphors framing the meanings of, and relationships between, organization and communication. These frames are then used to explore topics such as culture, power and politics, decision-making, technology, and diversity and globalization.

James Olufowote

CO 478 Producing Documentaries (Fall: 3)

This course is advanced for learning and practicing the role of producer in planning, making, and transmitting television/video documentaries. In addition to studying the role of producer, students will develop skills to handle practical requirements of the production process. Each student will co-produce one or more documentaries, working with a production crew made up of class members and Channel 46 staff. Student crew assignments will be decided after consulting Channel 46 staff and based on the teacher's assessment of student's background, experience, progress during the semester, and personal interest.

Kevin F. Kersten, S.J.

CO 485 Advanced Intercultural: studyabroad.com (Fall: 3)

Prerequisites: CO 442 or equivalent, enrolled in BC-sponsored international program, and permission of instructor

For a complete description of the course and its assignments, check the website at <http://www2.bc.edu/~matelski/>

This is a web-based, advanced intercultural communication course intended for those studying abroad. Offered by "permission only," students allowed into this class are strongly recommended to have taken CO 442 or its equivalent as a prerequisite, and should be enrolled in a BC-sponsored international program.

Marilyn J. Matelski

CO 500 Debate Practicum (Fall/Spring: 1)

Prerequisites: Participation on the intercollegiate debate team and permission of the instructor

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

John Katsulas

CO 501 Communication Internship (Fall/Spring: 1)

Prerequisite: Permission of instructor

This course is a one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.

Roger Woolsey

CO 520 Media Workshop (Fall/Spring: 3)

Prerequisites: Senior standing, 3.2 in major, six completed BC communication courses (including core requirements), and permission of the instructor

This course may not be repeated.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

Roger Woolsey

CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

The Department

CO 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 instructor

Open only to seniors.

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course.

The Department

CO 599 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of the department

This course is for seniors only.

The Department

Computer Science**Faculty**

Peter G. Clote, Courtesy Appointment, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

James Gips, Courtesy Appointment, *Professor*, *John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Robert Muller, *Associate Professor*; Chairperson; A.B., M.S., Indiana University; Ph.D., Boston University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Edward Sciore, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Sergio Alvarez, *Assistant Professor*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

Elizabeth Borowsky, *Assistant Professor*; B.A., Williams College; M.S., Ph.D., University of California, Los Angeles

David Martin, *Assistant Professor*; B.S., Princeton University; M.S., Ph.D., University of California at Berkeley

Ambitabha Roy, *Assistant Professor*; B.Tech, Indian Institute of Technology; M.S., Ph.D., University of Oregon

Gang Tan, *Assistant Professor*; B.S., Tsinghua University; Ph.D., Princeton University

Stella X. Yu, *Assistant Professor*; B.S., Xi'an Jiaotong University; M.S., Tsinghua University; Ph.D., Carnegie Mellon University

Katherine Lowrie, *Adjunct Associate Professor*; B.S., M.S., Ph.D., Purdue University

William G. Ames, *Senior Lecturer*; M.S., University of Michigan

William Griffith, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Contacts

- Department Secretary: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Website: <http://www.cs.bc.edu/>

Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor/concentration programs in Computer Science, Bioinformatics, and Scientific Computation. Consult the Information Systems Department listing under the Carroll School of Management for a description of the management concentration in Information Systems. For further information, contact the Computer Science Department at 617-552-3975.

Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Students complete a ten-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For most students, the program requires completion of thirteen courses.

Computer Science Component

(Ten courses minimum in Computer Science)

The ten computer science courses required for completion of the Bachelor of Arts major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- CS 101 Computer Science I

- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the four electives, at least three must be numbered CS 300 or above and two must be chosen from the computer systems cluster: CS 360-CS 369. The fourth elective may be any course numbered CS 200 or above.

Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major: one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, MT 200, MT 201, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Students must complete the Discrete Mathematics requirement with the one semester course CS/MT 245 Discrete Mathematics. Double majors in mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is prerequisite for the two required courses, CS 383 Algorithms and CS 385 Theory of Computation as well as CS 366 Principles of Programming Languages.

Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Students must complete a twelve-course computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

(Twelve courses minimum in Computer Science)

The twelve computer science courses required for completion of the Bachelor of Science major are grouped into two categories, seven required core courses and five electives. The seven required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 372 Computer Architecture/CS 373 Digital Systems Lab (this combination counts as one course)
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above, two must be from the computer systems cluster: CS 360-CS 369 and one must be from the social and ethical issues cluster: CS 260-CS 269.

Mathematics Component

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II - AP (Math/Science Majors)
- Discrete Mathematics (CS/MT 245 or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Introduction to Abstract Mathematics, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, this calculus requirement will often be met by enrolling in a two-semester sequence.

Science Component

Students are required to complete twelve semester hours of science courses for science majors. Course work must include one two-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210, BI 202/211 or BI 304, BI 305, BI 310/311)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Geology/Geophysics (GE 132/133, GE 134/135, GE 157/158, GE 160/161)
- Physics (PH 209/203, PH 210/204, PH 211/213, PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with CS/BI 507. The geology/geophysics sequence is an eight-credit sequence so another four credits are required. The physics sequences are ten-credit sequence so one additional three-credit course is required.

Departmental Honors

Computer Science majors of junior or senior standing with at least a 3.3 grade point average in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, the student must maintain at least a 3.3 grade point average in CS courses, and they must complete a senior thesis. In order to complete a senior thesis, an eligible student must have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year; they must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher; they must submit a written honors thesis by the last day of class in the second semester of their senior year; and they must make an oral presentation of their thesis at the end of their senior year.

Bachelor of Arts students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis in addition to the ten required courses. Thus, they are required to take twelve computer science courses. Bachelor of Science students may count one section of CS 397 Honors Thesis as a departmental elective. Thus, they are required to take thirteen computer science courses in all.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a *Concentration in Bioinformatics* by completing the following courses (or their equivalents):

- BI 304 Molecular Biology (lab not required)
- BI 305 Molecular Biology (lab not required)
- BI 420 Introduction to Bioinformatics (fall)
- BI 424 Computational Foundations of Bioinformatics (spring)
- BI 585 Genomics Laboratory (spring)
- CS 127 Introduction to Scientific Computation (fall)
- CS 327 Algorithm Analysis and Design for Computational Scientists (initial offering spring 2006)
- MT 226 Probability for Bioinformatics (initial offering in spring 2006)

Completion of the concentration will lead to provision of a letter from the chair of the department in which the student majors, certifying that the student has completed the requirements for the *Concentration in Bioinformatics*.

Computer Science majors enrolled in the Bachelor of Science program can complete (equivalents of) CS 127 and CS 327, BI 304, BI 305, BI 420 and the MT 226 course in the course of completing the requirements for the Bachelor of Science in Computer Science. Over and above the requirements for the major, these students would be required to take BI 424 and BI 585.

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during first 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 CS 101 Computer Science I or CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students

who have achieved a score of 4 or higher on the Computer Science A.P. Examination, or students entering with significant programming backgrounds, should speak with the Computer Science chairperson about proper course placement (e.g., directly taking CS 102).

First Year Non-Majors

The department offers five introductory courses in computer science: CS 021, CS 074, CS 101, CS 127 and CS 157. CS 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 College of Arts and Sciences students who want business computer skills.

CS 074 is a gentle survey of computer science, intended for Arts and Sciences 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 CS 101 course.

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take CS 101 sometime. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 127 is an introduction to programming with an orientation to scientific applications. This course is taught using the C programming language. It is the first course in the minor in Scientific Computation.

CS 157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

Course Availability

Most introductory courses (e.g., CS 021, 074, 101, 102, and 157) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters CS and are registered as courses in the College of Arts and Sciences. However, because the department serves both the College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CS 021, CS 157, CS 257 and CS 258) are cross-listed with the Operations and Strategic Management Department and Information Systems in the Carroll School of Management. CS 260 is also cross-listed with the Operations and Strategic Management Department, but it is not primarily management-oriented.

Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (GRE) usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the junior year: CS 272 Computer Organization, CS 245 Discrete Mathematics, CS 383 Algorithms, CS 385 Theory of Computation, and CS 366 Principles of Programming Languages. In

addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372 Architecture/CS 373 Digital Systems Lab.

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/>.

CS 021 Computers in Management (Fall/Spring: 3)

Cross Listed with MI 021

CSOM students should sign up for MI 021, a required course, during their first year at Boston College.

Students in A&S should consider taking CS 074. Credit will not be given for both CS 021 and CS 074.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students work with technology for problem solving, developing increasingly sophisticated models in Excel. In the other module students are introduced to the strategic value and the organizational effects of modern information systems and communications technology.

The Department

CS 031 Computers in Management—Honors (Fall: 3)

Cross Listed with MI 031

This course is a more rigorous version of CS 021 designed for students enrolled in the Honors Program in the Carroll School of Management.

James Gips

CS 074 The Digital World: An Introduction to Information and Computing (Fall: 3)

Satisfies Mathematics Core Requirement

Credit will not be given for both CS 021 and CS 074.

How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? A survey of Computer Science for students who know little about computing. Students will learn the answers to these questions through weekly hands-on computer exercises.

Robert Muller

Howard Straubing

CS 101 Computer Science I (Fall/Spring: 3)

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Java programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance. Some experience with computers is helpful

The Department

CS 102 Computer Science II (Fall/Spring: 3)

Prerequisite: CS 101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.),

both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming.

The Department

CS 127 Introduction to Scientific Computation (Fall: 3)

Cross Listed with EC 309

This course is required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization, and data visualization.

The Department

CS 157 Introduction to Programming for Management (Fall/Spring: 3)

Prerequisite: CS 101

Cross Listed with MD 157, MI 157

This course is required for Information Systems concentrators. Students who have taken CS 101 may not take this course.

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.

James Gips

Ed Sciore

CS 199 Internship (Fall: 1)

The Department

CS 245 Discrete Mathematics (Fall/Spring: 3)

Prerequisite: One year of college mathematics

Cross Listed with MT 245

This course 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

CS 257 Database Systems and Applications (Fall: 3)

Prerequisites: CS 021 and CS 157

Cross Listed with MI 257

This course is required for Information Systems concentrators.

This course provides an in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, the use of Visual Basic to build sophisticated forms and applications, and accessing database servers from the web. The goal of the course is to turn users into power users, people who have the knowledge and skills to use databases to their advantage in any business situation.

Edward Sciore

CS 258 Systems Analysis and Design (Spring: 3)

Prerequisites: CS 021 and CS 157. CS 257 is recommended.

Cross Listed with MD 258, MI 258

This course is required for Information Systems concentrators.

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

Katherine Lowrie

CS 260 Social and Ethical Issues in Information Technology (Spring: 3)

(Spring: 3)

Cross Listed with MD 260

The emergence of the Internet and the digital revolution present new threats and opportunities for business in the twenty-first century. This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

Richard Spinello

CS 266 Technology and Society (Fall/Spring: 3)

Cross Listed with SC 046

Satisfies Social Sciences Core Requirement

See course description in the Sociology Department.

Ted Gaiser

The Department

CS 267 Technology and Culture (Fall: 3)

Cross Listed with SC 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 lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

William Griffith

CS 271 Computer Systems (Fall/Spring: 3)

Prerequisite: CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.

The Department

CS 272 Computer Organization (Fall: 3)

Prerequisite: CS 101

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer repre-

sentation of numbers, combinational circuit design (decoders, multiplexers) sequential circuit design and analysis, memory design (registers and main memory) simple processors including datapaths, instruction formats, and control units.

Katherine Lowrie

CS 273 Computer Organization Lab (Fall: 1)

Corequisite: CS 272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 272. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.

William Ames

CS 290 Multi Media Programming (Spring: 3)

Prerequisite: Some programming experience

Cross Listed with MI 290

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software packages. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.

Peter Olivieri

CS 333 Computer Graphics (Fall: 3)

Prerequisite: CS 102

An introduction to the algorithms and techniques involved in representing, animating and interacting with three-dimensional objects on a computer screen. The course will involve significant programming in Java and OpenGL.

William Ames

CS 343 Computer Vision (Fall: 3)

Prerequisites: CS 102 Computer Science II, MT 202 Multivariable Calculus, MT 210 Linear Algebra

This course introduces the biological and theoretical foundations, as well as the mathematical and algorithmic techniques, of 2D and 3D computer vision. We will spend some time with the writings of scientists from past centuries who formulated the problems of visual perception, such as Leonardo da Vinci, Hermann von Helmholtz, Max Wertheimer, and D'Arcy Wentworth Thompson. Topics include: cameras and image formation; linear filtering and feature extraction; texture; stereopsis and motion; clustering and image segmentation; and object recognition. This is a hands-on course. Students will implement a variety of vision systems in Matlab.

David Martin

CS 345 Machine Learning (Spring: 3)

Prerequisites: CS 101 and either CS 245 or MT 202 or permission of the instructor.

This course provides an introduction to the field of machine learning. Specific learning paradigms to be covered include decision trees, neural networks, genetic algorithms, probabilistic models, and instance-based learning. General concepts include supervised and unsupervised adaptation, inductive bias, generalization, and fundamental tradeoffs. Applications to areas such as human-machine interaction, machine vision, bioinformatics, and computational science will be discussed.

Sergio Alvarez

CS 357 Database Systems Implementation (Spring: 3)

Prerequisite: CS 102

This course will not cover the use of commercial database systems; students interested in that topic should consider taking CS 257.

An introduction to the internals of client-server database systems. A database system is large and sophisticated; by studying its components, one also learns techniques that apply to numerous other large systems. Topics include JDBC drivers, disk and memory management, transaction processing, and efficient query execution. This course will involve substantial programming in Java.

Ed Sciore

CS 359 Distributed Systems (Fall: 3)

Prerequisite: CS 271 or permission of instructor

Students will learn the major paradigms of distributed computing including client-server and peer-to-peer models. Topics studied in these models include communication, synchronization, performance, fault-tolerance and security. Students will learn how to analyze the correctness of distributed protocols and will be required to build distributed applications.

Elizabeth Borowsky

CS 373 Computer Architecture Lab (Spring: 1)

Prerequisites: CS 272, CS 273

Corequisite: CS 372

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 372. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.

William Ames

CS 381 Cryptography (Spring: 3)

Prerequisites: CS 102 and CS 245

How can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? How can Bob ensure that the message he receives really did come from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private and public-key cryptography, digital signatures, cryptographic hash-codes and authentication schemes. We will consider real-world protocols and practices (e.g., SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).

Howard Straubing

CS 383 Algorithms (Fall: 3)

Prerequisites: CS 102, CS 245

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

The Department

CS 385 Theory of Computation (Spring: 3)

Prerequisites: CS 102 and either CS 245 or MT 445

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems, and computational complexity.

The Department

CS 390 Topics in Computer Science (Fall: 3)

Prerequisites: CS 102 and CS 271

This course will cover a topic that will vary from semester to semester. For the fall of 2006, this course covers a broad range of topics and practices in computer security, including security protocols, software security, virus/worms, firewalls, access controls, secure information flow, software anti-piracy, and others.

Gang Tan

CS 391 Games and Numbers (Spring: 3)

Prerequisite: CS 245 or MT 245

Cross Listed with MT 481

This course is about the mathematical theory of two-person strategy games without chance elements. We examine a large number of such games, find out what mathematics can tell us about finding winning strategies, and a little bit of what Computer Science can tell us about how easy or hard it is for a computer to play such games well. We'll also see how the same ideas can be used to construct numbers, then go back to the world of play and look at the (very different) mathematical ideas behind the solution of puzzles like jump-peg solitaire and Rubik's cube.

Howard Straubing

CS 392 Art and Visual Perception (Fall/Spring: 3)

In this new course, we will bring neuroscience, psychology, computer science and visual art together in examining how we perceive light, color, motion, shape, material, depth and distance. This is a course on the contribution of visual perception to the generation and viewing of pictorial art, as well as the contribution of artistic rendering to the understanding of inner workings of visual sense. We will have guest lectures from both artists and scientists. Students will participate in scientific experiments as well as art productions, with projects tailored to students' majors. Course website: www.cs.bc.edu/~syu/art/

Stella X. Yu

CS 397 Honors Thesis (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent study project for students enrolled in the departmental honors program.

The Department

CS 399 Readings in Computer Science (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

The Department

Undergraduate and Graduate Course Offerings**CS 342 Computational Photography (Fall: 3)**

Prerequisites: CS 102 Computer Science II (or equivalent), MT 202 Multivariable Calculus, MT 210 Linear Algebra

No prior experience with MATLAB is assumed, but students must have some programming experience.

How are digital images created and enhanced? How can a computer recognize people from their fingerprints, faces, or eyes? How are special effects done in the movies? This class introduces the computational and mathematical problems of modern digital photography primarily through applied linear algebra. Mathematical topics will be introduced as needed and in context, emphasizing intuition; examples

are eigenvectors, the SVD, linear least squares, density estimation, affine maps and homographies, constrained optimization, and Lagrange multipliers. This is a hands-on course focused on programming projects using MATLAB.

CS 367 Compilers (Spring: 3)

Prerequisites: CS 271 and CS 272. CS 366 is recommended.

Compilers are programs that implement high level programming languages by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. Topics include static analysis, translation, memory management and code optimization. This course includes a significant programming project using Java.

Robert Muller

CS 372 Computer Architecture (Spring: 3)

Prerequisites: CS 272, CS 273

Corequisite: CS 373

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction programming and control, computer arithmetic, processor design (multicycle datapaths, pipelining), memory hierarchy, input/output, and advanced architecture topics.

Katherine Lowrie

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

Susanto Basu, *Professor*; A.B., Harvard University; Ph.D., Harvard University

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Donald Cox, *Professor*; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; Chairperson of the Department; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

William B. Neenan, S.J., *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joseph F. Quinn, *Professor and Dean*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

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

Tayfun Sonmez, *Professor*; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan
Luisa Lambertini, *Associate Professor*; B.S., Università degli Studi di Bologna, Italy; M.A., University of Warwick, United Kingdom; Ph.D., University of California-Berkeley

Douglas Marcouiller, S.J., *Associate Professor*; A.B., Princeton University; M.A., Yale University; M. Div., Weston School of Theology; Ph.D., University of Texas, Austin

Francis M. McLaughlin, *Associate Professor*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Zhijie Xiao, *Associate Professor*; M.A., M.Ph., Ph.D., Yale University

Ingela Alger, *Assistant Professor*; M.S.C., Stockholm School of Economics, Sweden; Ph.D., Université de Toulouse, France

Fabio Ghironi, *Assistant Professor*; M.A., Università Bocconi, Italy; Ph.D., University of California, Berkeley

Matteo Iacoviello, *Assistant Professor*; M.Sc., Ph.D., London School of Economics

Marina Pavan, *Assistant Professor*; B.S., Università di Trieste, Italy; M.S., Ph.D., University of Pennsylvania

Catherine G. Schneider, *Senior Lecturer*; Assistant Chairperson; A.B. Middlebury College; M.A., Ph.D., Johns Hopkins University

Contacts

- Director of Graduate Studies: Frank Gollop, 617-552-3693, gollop@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu
- Director of Undergraduate Studies: Catherine Schneider, 617-552-3786, catherine.schneider@bc.edu
- Administrative Secretary: Kathy Tubman, 617-552-3670, tubman@bc.edu
- Website: <http://www.bc.edu/economics/>

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems, policies, and theory; and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, 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 neces-

sary. 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 3-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and five electives. At least three of the five electives must be upper-level courses, i.e., courses with a theory and/or statistics prerequisite. Requirements for double majors are the same as those for the major.

The Economics major is meant to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. 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. Students should complete at least one Theory course before beginning the electives, although we recognize that late starters may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the professor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Knowledge of the basic elements of calculus is required of all Economics majors prior to taking the Micro and Macro Theory courses and upper-level electives. 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 or MT 102 and many high school calculus courses provide the basic elements of calculus needed for the Economics major. Any student with a serious interest in economics should take at least one full year of calculus, (MT 100-101, MT 102-103, or the equivalent); additional mathematics 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 155) as soon as possible and then Econometric Methods (EC 228). MT 100-101, MT 102-103, or the equivalent are prerequisites for both Econometrics and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (EC 497-498) in

the senior year under the direction of a faculty member. In addition to Econometrics and the Thesis sequence, honors students take three other electives, at least one of which must be an upper-level course.

The distinction of Honors in Economics may only be conferred upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The following courses are required for the minor in Economics: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives. At least one elective must be an upper-level course.

Finally, students should know the basics of calculus for the Theory courses and for some electives. MT 100 or MT 102 would meet this prerequisite, as would a high school calculus course.

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 that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency supervisor must provide an evaluation to the Director. 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 two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major.

Information for Study Abroad

There are many good economics programs offered through universities overseas; students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with particularly strong reputations in economics include the London School of Economics and University College/London in England; Trinity College and University College/Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris/Dauphine in France; Luiss Guido Carli and Bocconi University in Italy; and Melbourne University in Australia.

To insure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five cours-

es completed before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. At a minimum, students must complete Micro and Macro Principles and one of the Theory courses.

Department policies on study-abroad courses are as follows: Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. A&S minors and CSOM Economics concentrators are limited to counting one elective from abroad towards their degree requirements. Note that the restrictions on upper- versus lower-level electives apply to courses taken abroad. Micro and Macro Theory cannot be taken abroad.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad; very tight deadlines during the fall semester of senior year make this advance planning essential.

Students must contact the Director of the Undergraduate Program to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Graduate Program Description

Ph.D. Program

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

Students are required to pass written comprehensive examinations in micro theory, macro theory, 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, advanced micro theory, advanced macro theory and finance. Each exam is based on a 2-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.

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

Admission Information

An on-line application for your convenience is located at <http://www.bc.edu/schools/gsas/>. If the on-line application is not convenient, requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140

Commonwealth Avenue, Chestnut Hill, MA 02467 or send an e-mail request to gsasinfo@bc.edu. Any questions regarding admission requirements should be directed toward gsasinfo@bc.edu. For further information, regarding the Ph.D. program, send an e-mail to sullidde@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/>.

EC 131 Principles of Economics I—Micro (Fall/Spring: 3) **Satisfies Social Sciences Core Requirement**

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3) **Satisfies Social Sciences Core Requirement**

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 151 Economic Statistics (Fall/Spring: 3)

Not open to students who have completed BI 230.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—Honors (Spring: 3)

Prerequisite: Calculus

Not open to students have completed BI 230.

This course is a more intensive analytical treatment of the topics covered in EC 151 and it is designed for Carroll School of Management students.

Richard McGowan, S.J.

EC 199 Economics Internship (Fall/Spring: 1)

The student works under the direction of an individual professor.

Catherine Schneider

EC 201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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.

Robert Murphy

EC 228 Econometric Methods (Fall/Spring: 3)

Prerequisites: Calculus, and EC 151 or 155

Enrollment limited. Significant writing/research component

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

Christopher Baum

Mark Kazarosian

Shannon Seitz

EC 229 Economic and Business Forecasting (Fall: 3)

Prerequisites: Calculus and EC 151 or 155

Cross Listed with MD 606

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.

Richard McGowan, S.J.

EC 233 History of Economic Thought (Fall/Spring: 3)

Prerequisites: EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.

Francis McLaughlin

EC 261 Money, Banking & Financial Markets (Spring: 3)

Prerequisites: EC 131-132

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

Bani Ghosh

EC 271 International Economic Relations (Fall: 3)

Prerequisites: EC 131-132

Enrollment limited. Significant writing/research component

EC 271 is an introduction to international economic relations. The course is intended for international studies majors and requires permission of the instructor. Expectations are high in international

studies, so the work load is ambitious. Topics include elements of game theory, the theory of international trade and trade policy, and the theory of open economy macroeconomic policy.

Robert Murphy

EC 277 Economics of the Middle East (Spring: 3)

Prerequisites: EC 131-132

Satisfies Cultural Diversity Core Requirement

Roni Aharon

Hossein Kazemi

EC 278 Environmental Economics (Fall: 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.

Catherine Schneider

EC 308 Game Theory in Economics (Spring: 3)

Prerequisite: EC 201

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

Tayfun Sonmez

EC 309 Introduction to Scientific Computation (Fall: 3)

Cross Listed with CS 127

This course is required for students minoring in Scientific Computation.

This is an introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as, solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization and data visualization.

Sergio Alvarez

EC 311 Mathematics for Economists (Fall: 3)

Prerequisites: Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.

Catherine Schneider

EC 315 Numerical Methods and Scientific Computation (Spring: 4)

Prerequisites: MT 202, and one of PH 330, MT 330, CH 330, EC 314, and permission of instructor

Cross Listed with PH 430

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors. Enrollment limited; significant writing/research component.

See course description in the Physics Department.

Jan Engelbrecht (Physics)

EC 327 Advanced Econometrics (Spring: 3)

Prerequisites: EC 228 or equivalent and calculus. Linear algebra strongly recommended.

Enrollment limited; significant writing/research component.

This course extends EC 228 to present instrumental variables and GMM estimators, panel data models, limited dependent variable models and selected topics in time series analysis.

Christopher Baum

EC 338 Law and Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

James Dalton

EC 340 Labor Economics (Fall/Spring: 3)

Prerequisites: EC 201-202

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

Francis McLaughlin

EC 353 Industrial Organization—Competition and Antitrust (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

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

Frank Gollop

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.

James Dalton

EC 361 Monetary Theory and Policy (Fall/Spring: 3)

Prerequisite: EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

Hossein Kazemi

EC 365 Public Finance (Fall: 3)

Prerequisite: EC 201 or EC 203

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

Anthony Laramie

EC 371 International Trade (Spring: 3)

Prerequisite: EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

Orban Akisik

EC 372 International Finance (Fall: 3)

Prerequisite: EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

Hossein Kazemi

EC 380 Capital Markets (Fall/Spring: 3)

Prerequisites: EC 201 or EC 203 and EC 151

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.

Harold Petersen

EC 394 Urban Economics (Fall: 3)

Prerequisite: EC 201 or EC 203

This course deals with the economy of cities. The subjects treated are location and land use, urban transportation, housing, and local taxation and provision of public services. While the emphasis of the lectures will be on theory, there will be some discussion of public policy. Also, all students must write a field essay which entails applying urban economic theory to some aspect of the Boston urban scene.

Richard Arnott

EC 399 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

Catherine Schneider

EC 497 Senior Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.

Robert Murphy

EC 498 Senior Honors Thesis (Spring: 3)

Prerequisite: EC 497

Required of all seniors seeking a degree with Honors in Economics.

Robert Murphy

EC 601 Advanced Independent Research (Fall/Spring: 3)

Required of all seniors seeking a degree with Scholar of the College status.

Catherine Schneider

Graduate Course Offerings**EC 720 Math for Economists (Fall: 3)**

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

Peter Ireland

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.

Hideo Konishi

Uzi Segal

EC 750 Macroeconomic Theory I (Fall: 3)

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

Susanto Basu

EC 751 Macroeconomic Theory II (Spring: 4)

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

Fabio Ghironi

Matteo Iacoviello

EC 770 Statistics (Fall: 3)

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

Zhijie Xiao

EC 771 Econometrics (Spring: 4)

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

Christopher Baum

EC 798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Frank Gollop

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

Prerequisite: Permission of the Director of Graduate Studies

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

Frank Gollop

EC 802 Advanced Microeconomic Theory (Fall: 3)

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

Tayfun Sonmez

EC 820 Fundamental Elements of Econometrics (Spring: 3)

Topics will be chosen from among the linear model, the geometry of regression, hypothesis testing, non-spherical disturbances, general projections and their geometry, conditioning analysis, asymptotics, structural modeling and simultaneous equations.

David Belsley

EC 821 Time Series Econometrics (Fall: 3)

Prerequisite: EC 751

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

Zhijie Xiao

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

Prerequisite: EC 771

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

Peter Gottschalk

EC 827 Econometric Theory I (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.

Arthur Lewbel

EC 828 Econometric Theory II (Fall: 3)

Prerequisite: EC 827 or equivalent

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models. Topics include forms of convergence, consistency and limiting distri-

bution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.

Arthur Lewbel

EC 853 Industrial Organization I (Spring: 3)

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

Hideo Konishi

EC 854 Industrial Organization II (Fall: 3)

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

Frank Gollop

EC 861 Monetary Economics I (Spring: 3)

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

Matteo Iacoviello

EC 862 Monetary Economics II (Fall: 3)

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

Fabio Schiantarelli

EC 865 Public Sector Economics I (Fall: 3)

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

Richard Tresch

EC 871 Theory of International Trade (Fall: 3)

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

James Anderson

EC 874 Topics in International Macroeconomics (Spring: 3)

Prerequisite: EC 872

Corequisite: EC 861 recommended

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

course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.

Fabio Ghironi

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

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information.

James Anderson

EC 885 Analysis of Labor Markets (Fall: 3)

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

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

Peter Gottschalk

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

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

Shannon Seitz

EC 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.

Frank Gollop

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

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

Ingela Alger

Susanto Basu

Fabio Schiantarelli

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

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

Ingela Alger

Susanto Basu

Fabio Schiantarelli

EC 998 Doctoral Comprehensives (Fall/Spring: 0)

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

Frank Gollop

EC 999 Doctoral Continuation (Fall/Spring: 1)

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

Frank Gollop

English

Faculty

Leonard Casper, *Professor Emeritus*; B.A., M.A., Ph.D., University of Wisconsin

Albert Duhamel, *Professor Emeritus*; A.B., Holy Cross, A.M., Boston College, Ph.D., University of Wisconsin

Joseph A. Longo, *Professor Emeritus*; B.S., Ed.M., A.M., Rutgers University

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

John Fitzgerald, *Associate Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

John F. McCarthy, *Associate Professor Emeritus*; B.A., Harvard University; M.A., Ph.D., Yale University

Daniel L. McCue, Jr., *Associate Professor Emeritus*; A.B., Boston College; M.A., Ph.D., Columbia University

John H. Randall, III, *Associate Professor Emeritus*; B.A., Columbia University; M.A., University of California at Berkeley; Ph.D., University of Minnesota

Andrew J. Von Hendy, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University. He should be removed from the professors and move to Emeritus section.

Joseph A. Appleyard, S.J., *Professor and Vice President for Ministry and Mission*; A.B., Boston College; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Mary Thomas Crane, *Professor*; Chairperson of the Department; A.B., Harvard College; A.M., Ph.D., Harvard University

Elizabeth Graver, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Rattigan Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

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

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

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Carlo Rotella, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Maxim D. Shroyer, *Professor*; Co-Director, Jewish Studies Program; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale 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*; Newton College Alumnae Chair in Western Culture; 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; M.Phil., University of Oxford; Ph.D., Harvard University

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Rhonda Frederick, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Marjorie Howes, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Elizabeth Kowaleski-Wallace, *Associate Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

Philip T. O'Leary, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Kalpna Rahita Seshandri, *Associate Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Andrew Sofer, *Associate Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, *Associate Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

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

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

Cynthia Young, *Associate Professor of English*; B.A. Columbia University; Ph.D., Yale University

Caroline Bicks, *Assistant Professor*; A.B., Harvard University; Ph.D., Stanford University

Lisa Fluet, *Assistant Professor*; B.A., College of the Holy Cross; Ph.D., Princeton University

Christina Klein, *Assistant Professor*; B.A., Wesleyan University; Ph.D., Yale University

Paula Mathieu, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

Joseph Nugent, *Assistant Professor*; B.A., Ph.D., University of California, Berkeley

Kevin Ohi, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

James Smith, *Assistant Professor*; B.A., M.A. University College, Dublin; Ph.D., Boston College

John Anderson, *Adjunct Assistant Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

Ellen Donovan-Kranz, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

George O'Har, *Adjunct Assistant Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Susan Roberts, *Lecturer*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Lecturer*; B.A., Rutgers University; M.A., Boston College

Contacts

- Administrative Staff Assistant: Dee Speros, 617-552-3708, despina.speros.1@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Department Secretary: Julia Langdon, 617-552-3708, langdonj@bc.edu
- Department Secretary: Tracy Downing, 617-552-8281, downingt.plank@bc.edu
- Website: <http://www.bc.edu/english/>

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught

largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

EN 080-084 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in five major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

English for Foreign Students

The department offers core level courses in language and literature for foreign students. These classes require exam placement for registration. Interested students should contact the English department for exam dates and locations.

Major Requirements

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two Core courses, students must take ten courses from the department's offerings. These must include the following required courses: EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- one course in pre-1700 British or American literature
- two courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies and/or over the summer cannot be counted toward the major.

By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

American Studies Program

The minor is committed to interdisciplinarity, meaning that it requires one to think beyond assumptions of any single department. The over-arching subjects an American Studies minor investigates are race, class, ethnicity, and gender. But within these broadly defined categories, minors are exposed to a number of more explicit, and contentious, debates within the field of American Studies. By the end of the six-course sequence, minors can expect to have a working knowledge of these topics, and their significance to an understanding of American culture. Minors can elect to enroll in a special concentration in Asian American Studies. This concentration requires minors to take the requisite course in the minor, as well as five other pre-defined courses that specifically address Asian American identity, culture, history, gender, and literary production within a larger discussion on race. Students interested in the American Studies program should contact Professor Carlo Rotella.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music,

and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

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

Women's Studies

Please contact Professor Kalpana Seshadri-Crooks in the English Department.

Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a twelve-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 eight-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sophomore year, are available in the English office. Interested sophomores are strongly encouraged to register for fall sections of Introduction to Creative Writing or Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Narrative and Interpretation, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students

should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may be historical requirements or as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters, but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Mansfield and Manchester Colleges, Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, University of Paris.

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.

Graduate Program Description

Master of Arts Program

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

Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

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

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

Master of Arts Concentration in Irish Literature and Culture

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

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

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

Master of Arts in Teaching

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

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

Graduate Assistantships and Teaching Fellowships

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

Program in Linguistics

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

Doctor of Philosophy Program

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

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

Language Requirement

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

Examinations

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

A minor field examination normally runs one and one-half hours. Students often decide to design minor examinations that approach a given subject with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, historical period, theoretical field, or genre.

A major examination is broader in scope, and consists of a two-hour oral examination usually on a period or genre.

A dissertation field exam, two and one half hours long, explores a topical area in which the dissertation is likely to take place.

All examinations are graded according to the University scale for graduate examinations. 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.

Prospectus and Dissertation

After completing the dissertation field exam, the student will write a prospectus in consultation with his or her Dissertation Director describing the thesis topic and including a working bibliography. This prospectus will be then submitted to two additional faculty members who will also approve the dissertation. All dissertation boards will have at least three faculty readers. Submission of the dissertation will culminate in an oral defense.

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.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students will spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses: at least one semester of Freshman English, a course in the student's major field or subject area, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. Graduate students and faculty are invited.

Good Standing

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

Undergraduate Course Offerings

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

EN 010 First Year Writing Seminar (Fall/Spring: 3)

A 15-student course designed to engage students with writing as a source of learning and a form of communication.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

The Department

EN 080 Literary Forms (Fall/Spring: 3)

Satisfies Literature Core Requirement

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of form. They include examples of forms from different literary periods to study their variety and development.

The Department

EN 081 Literary Themes (Fall/Spring: 3)

Satisfies Literature Core Requirement

These courses follow a particular theme through several genres and historical periods or cultures, focusing especially on elements in the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.

The Department

EN 082 Literature and Society (Fall/Spring: 3)

Satisfies Literature Core Requirement

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as literature.

The Department

EN 083 Literature: Traditions and Countertraditions (Fall/Spring: 3)

Satisfies Literature Core Requirement

These courses put two traditions of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and countertraditions built around gender, religion, or class are also possible.

The Department

EN 084 Literatures of the World (Fall/Spring: 3)

Cross Listed with CL 084, GM 063, RL 393

Satisfies Literature Core Requirement

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

The Department

EN 093 Introduction to Modern Irish I (Fall: 3)

This course continues in second semester as SL 028/EN 094.

This is 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.

Joseph Nugent

EN 094 Introduction to Modern Irish II (Spring: 3)

Prerequisite: SL 027/EN 093 or equivalent

Memoirs and autobiographical prose permit the individual to make sense of his relationship to larger historical forces. For the writer

of fiction and poetry, they enable reflection on the tensions between biography and the creative process. And for us readers, they open up privileged access to the formation of the modern subject. We'll examine how that very curious subject, the Irishman (and woman) was formed. We'll study, of course, the fictionalized memoirs of major authors like Joyce, Bowen, and Flann O'Brien. We will not neglect minor literature, and we'll particularly observe questions of narratology, of gender, and of historiography.

Joseph Nugent

EN 097 Continuing Modern Irish I (Fall: 3)

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres.

Joseph Nugent

EN 098 Continuing Modern Irish II (Spring: 3)

A course in the reading of literary texts of all genres in modern Irish.

Joseph Nugent

EN 101 Celtic Heroic Age (Fall: 3)

Fulfills the pre-1700 requirement.

A survey of the medieval heroic literature of Ireland and Wales. Emphasis will be on the prose tales of the Irish Ulster and Fenian Cycles and of the Welsh Mabinogi and related tales, but the Welsh heroic poetry of Aneirin and Taliesin will also be read. While the primary focus of the course will be literary, there will be discussion of mythological survivals in the literature as well as of relevant historical and anthropological aspects of Celtic society. All texts will be read in translation.

Philip O'Leary

EN 106 Undergraduate Pedagogy Lab (Fall: 1)

Teaching English Content is a one-credit workshop which will focus on issues and strategies related to teaching the subject matter of the course to which it is attached. It is highly recommended for Lynch School of Education students enrolled in the course, but is also open to any students interested in teaching.

Andrew Sofer

EN 118 Essentials of English Composition (for Foreign Students) (Fall: 3)

Cross Listed with SL 118

Exclusively for students whose native language is not English. Enrollment by placement test only

Extensive practice in the writing and editing of academic prose. Emphasis on sentence structure and paragraph development as well as on the rhetorical strategies used in academic essays. Review of selected topics in English grammar. This course prepares foreign students for Core-level English writing and literature courses.

The Department

EN 119 The Craft of Writing (for foreign students) (Fall/Spring: 3)

Cross Listed with SL 119

Satisfies Writing Core Requirement

Exclusively for students whose native language is not English. Enrollment by placement test only

Further practice in the writing of academic essays and exposure to English rhetoric, with emphasis on written analysis and the logical support of ideas. Attention to skills such as paraphrase, summary, critical synthesis, and documentation.

Robert Maguire

EN 120 The Study of Literature (for Foreign Students) (Spring: 3) **Cross Listed with SL 120**

Satisfies Literature Core Requirement

Exclusively for students whose native language is not English.

Enrollment by placement test only.

Sheri Taub

EN 123 Language and Ethnicity (Spring: 3)

Cross Listed with SL 279, SC 275

Satisfies Cultural Diversity Core Requirement

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

Fulfills Women Writer's requirement for EN/LSOE majors.

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach applying numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.

Connie Griffin

EN 131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.

The Department

EN 133 Narrative and Interpretation (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of the character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

EN 141 American Literary History I (Fall: 3)

Students need not take these courses in chronological order. Fulfills the pre-1900 requirement.

This course surveys the early development and first full flowering of the literary culture of the United States, from Jamestown (1610) to the eve of the Civil War. The genres and themes to be addressed include settlement, Puritan poetry, captivity narrative, slave narrative, fiction by Irving, Hawthorne and Melville, poetry by Whitman and Dickinson, the founding of the nation, the growth of democracy, the rise of feminism, and the internal conflicts leading to the war. This course includes an optional 1-credit pedagogy lab.

James Wallace

EN 142 American Literary History II (Fall: 3)**Fulfills pre-1900 requirement.**

This course is an introduction to American Literature from the Civil War to World War I. Topics cover include the rise of industrial class structure; the emergence of the color line; the role of gender in shaping class and cultural norms; and the literature of immigration. Authors commonly covered: Mark Twain, William Dean Howells, Sui Sin Far, Charles Chesnutt, Pauline Hopkins, Abraham Cahan, Theodore Dreiser, Sarah Orne Jewett, and others. Especially suited for American Studies minors.

*Chris Wilson***EN 143 American Literary History III (Fall/Spring: 3)****Non Majors welcome, especially suited for American Studies minors.**

This course follows the development of American literature from 1914 to the present.

*Henry Blackwell**George O'Har***EN 165 Nineteenth-Century Irish Literature Survey (Fall: 3)**

This course will survey nineteenth-century Irish literature written in English, including fiction (Edgeworth, Owenson, Carleton, Lawless, and Somerville and Ross), poetry (Ferguson, Mangan, Allingham, and Davis), and drama (Boucicault, Wilde, Shaw and Yeats). In the process we will consider the social, political and historical contexts represented by this body of literature, e.g., the Union between Great Britain and Ireland, the Young Ireland Movement, the Great Famine, the Fenian, Land War and Home Rule Movements, the Anglo-Irish Ascendancy, and the origins of the Irish Literary Revival.

*James Smith***EN 170 Introduction to British Literature and Culture I (Fall: 3)****Fulfills the pre-1700 requirement.**

An introduction to major literary works from the medieval period through the Restoration. We will explore important texts from each period, including epic (*Beowulf*; excerpts from *The Fairie Queene* and *Paradise Lost*); romance (*Gauvain and the Green Knight*; *The Tempest*; Aphra Behn's *Oroonoko*); and a variety of prose forms and lyric poems. What were the most important changes from the Middle Ages to the early modern period? What crucial themes persist in literature despite these changes?

*Amy Boesky***EN 171 Introduction to British Literature and Culture II (Spring: 3)****Fulfills the pre-1900 requirement.**

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which were written.

*John Anderson***EN 182 Irish Literature Survey Eighteenth Century (Spring: 3)****Fulfills the pre-1900 requirement.**

This class will provide a survey of well-known and some not-so-well-known texts from eighteenth-century Ireland. Exploring works by Swift, Sheridan, Goldsmith, and Edgeworth, but also Ni Chonail, and Ó Súilleabháin, among others, we will move through the thorny questions of religious, economic, and political difference within an emerging Irish

nation. However, we also will bring to bear questions about how Ireland's writers helped to reflect and shape the country's role in the dynamic European and global changes of the age. We will read all texts in English.

*Amy Witherbee***EN 200 The Body in Sickness and Health (Spring: 3)**

This course will use contemporary literature to explore how the body shapes identity in contexts including illness, obesity, poverty, disability, pregnancy and aging. Literary texts may include fiction by Margaret Atwood, Rebecca Brown, Lorrie Moore and Jhumpa Lahiri, poetry by Mark Doty and Sharon Olds, and prose by Anatole Broyard, Sherwin Nuland and Atul Gawande. We will also explore portrayals of the body in film, photography and American popular culture. Although this class is open to all students, it may be of special interest to those considering careers in medicine or social work.

*Laura Tanner***EN 201 Versions in Black (Fall: 3)****Cross Listed with BK 201****Satisfies Cultural Diversity Core Requirement**

The phrase Black Women's Writing implies that such writing is a fixed, if not homogenous, thing that can be neatly defined and represented. Our course constitutes itself against this idea; rather than experiencing writing by black women as easily definable, we seek to represent Black Women's Writing as diverse, complicated, and contradictory. Reading these works will encourage us to re-examine notions of blackness, gender, sexuality, community, and history. We will examine the varied genres black women writers use to articulate their experiences.

*Rhonda Frederick***EN 204 The Literatures of Homelessness (Spring: 3)**

"Homeless" is a term that came into popular usage during the 1980s and has been used to described everything from a temporary lack of housing to a type of person who may or may not have a place to sleep. In this course, we will read, discuss and write about various literatures surrounding homelessness, both fictional (novels, short stories, poetry) and nonfiction memoirs, news accounts and policy studies. A primary goal of this course will be to examine connections between how, why and by whom stories of homelessness get told and the material consequences of those stories

*Paula Mathieu***EN 220 Classical Mythology (Fall: 3)****Cross Listed with CL 230**

See course description in the Classical Studies Department.

*Meredith Monaghan***EN 221 Introduction to Creative Writing (Fall/Spring: 3)**

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision.

*The Department***EN 226 Nabokov (Fall: 3)****Cross Listed with SL 275****Conducted entirely in English**

See course description in the Slavic and Eastern Languages Department.

Maxim D. Shrayar

ARTS AND SCIENCES

EN 228 Twentieth-Century Russian Literature (in translation)
(Spring: 3)

Cross Listed with SL 223

Conducted entirely in English. All readings are in English.

See course description in the Slavic and Eastern Language Department.

Cynthia Simmons

EN 229 Literature of the Other Europe (in translation) (Fall: 3)

Cross Listed with SL 232

All readings in English translation

See course description in the Slavic and Eastern Languages Department.

Mariela Dakova

Cynthia Simmons

EN 231 Literature of the Civil War (Spring: 3)

Satisfies the pre-1900 requirement.

This course explores the ways the Civil War has been represented, asking why authors choose certain forms of representation, tracing the 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. Though the title of the course refers to literature, other forms of representation, such as film and music, will be considered.

James Wallace

EN 237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)

Cross Listed with ED 140

Disney and the Wondertale Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, *Bible* stories about Moses, *Exodus*, etc) and secondary studies.

Bonnie Rudner

EN 238 Medieval Women Writers (Fall: 3)

Fulfills pre-1700 requirement.

Fulfills Women Writers requirement for LSOE/EN majors

This course examines a female-authored texts from the Middle Ages, ranging 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, political theory, and the correspondence of aristocratic women. Can we find essential characteristics of female-authored texts, can we locate a female literary ethos in particular genres, or are we encountering a fortuitous selection of typical literature? All texts are in English translation.

Robert Stanton

EN 241 Playwriting (Fall: 3)

Cross Listed with CT 384

See course description in Theater Department.

Scott T. Cummings

EN 246 Introduction to Asian American Literature (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course is a broad introduction to Asian American literature, criticism, and culture. This means that we will read at least one book-

length work from each of the following ethnic groups: Chinese, Filipino, Japanese, Korean, and South Asian. In addition, we will read a selection of short stories, essays, and historical documents, as well as screen a number of multimedia material. In our discussion of these works, we will foreground the most salient issues of race/ethnicity, sexuality/gender, class, and history as they affect the creative lives of Asian Americans.

Min Song

EN 250 Approaches to Russian Literature (Fall: 3)

Cross Listed with SL 306

For undergraduates and non-Slavic graduate students. All readings are in English translation.

See course description in the Slavic and Eastern Languages Department.

Cynthia Simmons

EN 254 Literature and Revolution (Fall: 3)

Cross Listed with SL 288

All readings will be in English translation.

See course description in the Slavic and Eastern Languages Department.

Maxim Shrayner

EN 255 Introduction to Post-Colonial Literature (Fall: 3)

Cross Listed with BK 254

Satisfies Cultural Diversity Core Requirement

This is a course in the politics and literature of colonial domination. Questions we will pose this semester include: What is a people, what is a nation? What are the political and economic outcomes of colonial domination? How does the asymmetrical arrangement of political power, civil rights, and opportunities under colonialism affect colonizers and the colonized? How should we understand contemporary phenomena such as terrorism, the permanent war on terror, the urgency of human rights, and grassroots social movements organized by the urban and rural poor against big business and international capitalism in relation to colonial practices?

Kalpana Rabita Seshadri

EN 261 Writing The Self (Spring: 3)

Fulfills the pre-1700 requirement.

This course examines the emergence of a variety of modes of "life writing" in the sixteenth and seventeenth centuries. How did early modern notions of self emerge alongside of (and sometimes as a consequence of) the genres which gave them form? Diaries, speeches and plays will be read alongside of portraits, films, and selections from modern criticism and biography. The lives studied may include Anne Askew, Thomas More, Elizabeth I, Anne Clifford, Margaret Cavendish, and Samuel Pepys.

Amy Boesky

EN 270 Reading and Teaching Young Adult and Adolescent Literature (Spring: 3)

Fulfills the Adolescent/Young Adult Literature requirement for LSOE/EN majors.

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing.

Bonnie Rudner

EN 275 Early Women Writers (Spring: 3)

Fulfills the pre-1700 requirement.

Cross listed with Women's Studies

In this course, we will study the writings of a variety of women in sixteenth and seventeenth-century England. We will look at early modern ideas and ideals of femaleness, and we will read from a range of genres, including plays, poetry, diaries, letters, medical texts, speeches, political pamphlets, and prose romance. We will examine how gender operates in these texts, but also how these women writers engaged in the religious, political, and social debates of their times. Writers that we will read include Anne Askew, Elizabeth I, Isabella Whitney, Aemilia Lanyer, Mary Sidney, Mary Wroth, Margaret Cavendish, and Aphra Behn.

Katherine Kellett

EN 303 Tolstoy and Dostoevsky (Spring: 3)

Cross Listed with SL 205

All readings in English translation.

Conducted entirely in English. For a Russian-language version of this course see SL 308.

See course description in the Slavic and Eastern Languages Department.

Cynthia Simmons

EN 307 History of the English Language (Spring: 3)

This course reads English language and culture through one another over the 1500-year history of English. We will look at issues of language use, such as the notion of linguistic correctness, the construction of "standard" and "non-standard" English, "literary" language, simplified or plain language, spelling reform, pidgins and creoles, the increasing hegemony of English on a world scale, and the important variations of English around the world. We will also take a historical approach to topics within the language itself, such as semantics (meanings), syntax (sentence structure), phonology (sounds), orthography (spellings), and word formation.

Robert Stanton

EN 309 James Joyce (Fall: 3)

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

Marjorie Howes

EN 310 Shakespeare (Fall/Spring: 3)

Fulfills the pre-1700 requirement.

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays. Since one learns much about Shakespeare on one's feet, the collaborative staging of a scene is also required, along with active class participation.

Mary Crane

Andrew Sofer

EN 316 Chaucer (Fall: 3)

Fulfills pre-1700 requirement.

The course will survey the poetry of Geoffrey Chaucer in the original Middle English, including a majority of the *Canterbury Tales* and *Troilus and Criseyde*. Among the ancillary readings are Boethius' *Consolation of Philosophy*, which is fundamental to an understanding of Chaucer, and C. S. Lewis' *Discarded Image*, which is a study of the medieval world view.

Richard Schrader

EN 319 Literature and Technology (Fall: 3)

This course examines how technology helps shape and, in turn, is shaped by culture. One way to do this is to look at areas where technology intersects with other modes of expression that at first glance might appear to be unrelated to technology—disciplines such as literature, history, philosophy and the fine arts. In this course, we study a series of multi-disciplinary representations that illuminate the various nodes where technology, somewhat broadly defined, intersects with these other forms of cultural expression. Consequently, readings in this course are diverse, based on a number of academic disciplines.

George O'Har

EN 330 Sixteenth- and Seventeenth-Century Poetry (Spring: 3)

Fulfills the pre-1700 requirement.

Building on the "Studies in Poetry" course, an exploration of poetry from the Tudor and Stuart eras. Concentration on developments in erotic and in religious poetry, the emergence of satire, and the transition from manuscript culture to print publication. Writers likely to be featured prominently include Sidney, Shakespeare, Spenser, Ben Jonson, Mary Herbert, Countess of Pembroke, Donne, Herbert, Vaughan, Marvell, and the young Milton.

Dayton Haskin

EN 333 British Modernism (Spring: 3)

This semester, we'll be taking up terms like "British" and "Modernism" and coming up with working definitions of our own, based on British literature of the early-mid twentieth century, and exploring the conflicts that lead us to these provisional definitions. Authors to be covered will include: Joseph Conrad, H. G. Wells, George Bernard Shaw, E. M. Forster, James Joyce, T. S. Eliot, D. H. Lawrence, Rupert Brooke, Wilfred Owen, Isaac Rosenberg, Agatha Christie, W. H. Auden, Rebecca West, J. R. R. Tolkien, Virginia Woolf, Graham Greene, John Osborne, and Samuel Beckett.

Lisa Fluet

EN 340 Milton (Spring: 3)

Fulfills pre-1700 requirement.

Readings in Milton's English poetry and political writings, with emphasis on *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the personal and political imperatives felt by writers—and readers—during the English Revolution and after its failure.

Dayton Haskin

EN 348 Modern Middle Eastern and Arabic Literature (Fall: 3)

Cross Listed with RL 292, SL 148

This course examines the complex, multicultural nature of the Middle East by surveying twentieth-century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will

read the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects, we will survey the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.

Franck Salameh

EN 351 British Romantic Poetry (Spring: 3)

Fulfills the pre-1900 requirement.

This course will focus on a range of major poetry and its historical and cultural contexts: Blake's *Songs*; Wordsworth's *Lyrical Ballads*, *1807 Poems*, and *The Prelude*; Coleridge's Conversation poems, *The Ancient Mariner*, *Kubla Khan*, and *Christabel*; Byron's Heroic Poems; the lyrics of Keats and Shelley; and key poems by a variety of women writers. Attention will also be given to central critical and theoretical statements: Wordsworth's *Lyrical Ballads Preface*; Coleridge's *Biographia Literaria*; Shelley's *Defence of Poetry*; Keats's *Letters* along with twentieth and twenty-first approaches to the period and the poetry.

John Mahoney

EN 352 Women In/And Avant-Garde (Spring: 3)

The literary and visual avant-gardes are often perceived as a predominantly white male domain, its female practitioners reduced to companion or Muse, or socially marginalized by race, sexual orientation or madness. In this course we will examine the construction of the concept "woman" by male avant-garde artists and writers in (Dada, Surrealism, Futurism), but our main focus will be on a selection of avant-garde works by women in poetry, prose narrative, critical manifesto, and the visual arts.

Robin Lydenberg

EN 362 Theory and Pedagogy (Fall: 3)

This semester introduces teacher candidates, as well as others interested in the art of teaching, to five major types of literary analysis with the goal of creating lesson plans and other curricular materials for the high school language arts classroom. With an emphasis on the mastery of different critical lens for reading text, it also concentrates on strategies for teaching pupils the necessary reading and writing skills for successful learning.

Elizabeth Wallace

EN 364 Nineteenth-Century British Fiction (Spring: 3)

In nineteenth-century England, the novel was in its heyday, reaching a wide audience, who learned to think of the shape of their society and its urgent issues through the fiction they read. We will study novels drawn from the work of Charles Dickens, Charlotte Brontë, Wilkie Collins, George Eliot, George Gissing, R.L. Stevenson and Thomas Hardy. We will work with the effects of different narrative styles and genres, and study the ways novelists imagined and critiqued class and gender relations in changing social contexts.

Rosemarie Bodenheimer

EN 370 Catholic Characters in Film and Fiction (Fall: 3)

Within the general field of religion and literature the new field of Catholic Studies is now emerging, to study Catholic culture both from the inside and the outside. In that context this course follows the imagination and presentation of Catholic characters, and the character of the Catholic in modern culture, by Catholic, post-Catholic, and non-Catholic writers and filmmakers in England and America over the past

hundred years. We'll read short stories and novels from Joyce and Hemingway to *The DaVinci Code*. Films include *Angels with Dirty Faces*, *Bells of Saint Mary's*, *Household Saints*, *Priest*, and others.

Judith Wilt

EN 393 Jane Austen and Her Contemporaries (Fall: 3)

Satisfies the pre-1900 requirement.

Satisfies the Women Writers requirement for LSOE.

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 396 Contemporary Irish Literature and Culture (Spring: 3)

This course will survey contemporary Irish literature and culture in all their richness and variety. We will examine the major trends and important works in a number of fields, including fiction, drama, poetry, and film. We will also consider the historical, social, and political contexts offered by a rapidly changing Ireland in an increasingly globalized world.

Marjorie Howes

EN 397 The Whitman Tradition (Spring: 3)

Fulfills the pre-1900 requirement.

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

Robert Kern

EN 398 Modernist Poetry and the Problem of Religious Belief (Spring: 3)

This course examines the evolution of poetic imagination in an urbanized, technological, post-Christian society driven by industrial capitalism. We will consider the strategies modernist poets developed as they sought a new language to sing of the fragmented self and praise the metropolis rather than the Romantic countryside. These strategies include free verse, Imagism, and literary collage and draw upon various sources, from non-Western texts to vernacular language-or traditional religious belief. Readings will cover both modernist lyrics and modernist long poems (potential works include Eliot's *The Waste Land* and *Four Quartets*, Crane's *The Bridge*, and Williams's *Paterson*).

Timothy Thompson

EN 399 The City and American Literature (Spring: 3)

We will consider how writers and filmmakers have responded to the formal, material, social, and conceptual challenges posed by cities. The course will not attempt a comprehensive historical survey, nor will we spend much time comparing novels to the films based on them. Instead, we will explore some ways in which artists working in different forms have imposed stories, images, and aesthetic choices on the complicated fact of the city. Some titles include: *Sister Carrie*, *M, A Walker in the City*, *Gangs of New York*, *Native Speaker*, *Blade Runner*.

Carlo Rotella

EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives.

The Department

EN 422 The Self and the City: A Personal Response (Spring: 3)

Cross Listed with PL 222

We will explore the many forms of written expression that serve as “witness” to contemporary urban life. Some of the best writing being produced today in poetry, prose, non-fiction, and journalism attempts to give voice to the city’s silent ones, to its tensions and unresolved injustices, as well as to its vibrant grassroots and cultural life. Using published models, and students first-hand experience in urban volunteer settings, students will produce their own works (field sketches, journal entries, creative pieces, and a magazine piece) as we explore writing as a vital form of story telling, healing, and inspiration in public life.

Kathleen Hirsch

EN 427 British Society and Literature in the First World War (Fall: 3)

The First World War (1914-1918) is often understood as a historical watershed that separated nineteenth-century views of society from darker, more fragmented twentieth-century ideas about the self and the social order. This course will explore the British experience of the War and its immediate aftermath, tracing shifts in social sensibilities and literary forms. What changed in the relations between ruling and working classes, in the roles of men and women? What did the experience of war trauma do to concepts of madness and sanity? Such questions will inform our readings of social histories, poems, novels, stories and memoirs.

Rosemarie Bodenheimer

EN 429 The Filipino American Experience (Spring: 3)

Designed as a topic seminar for concentrators in Asian American studies, this course is open to all students.

What does it mean to be Filipino American? How is literature, film, and discourse by Filipino Americans integrated into or neglected by mainstream America? In this course, we will seek to understand texts by Filipino American authors, scholars, and filmmakers; write creative non-fiction that reflects students’ ethnic heritage; and engage in discussion of history and contemporary issues particular to Filipinos in America (such as the U.S./Philippine War, immigration, culture). Possible texts include: Bulosan, Hagedorn, Ascalon Roley, Cordova, and prominent Pinoy poets.

Ricco Siasoco

EN 431 Contemporary American Poetry (Spring: 3)

The aims of this course will be to make students better readers of poetry and increase their understanding of poetry’s formal effects, to introduce students to a wide range of major contemporary American poets, and to familiarize students with critical approaches to poetry. Probable poets for discussion will include Rich, Merwin, Olds, Dove, Simic, Williams, Levine, Glück, Collins, and others.

Suzanne Matson

EN 432 Literature and Society in the 1920s (Spring: 3)

The course takes many of its themes from literary and social criticism of H. L. Mencken, examining the “carnival of buncombe” of the Twenties. Among his interests were the literature of realism, the changing South, the emancipated woman, and the American language. Our other authors (many championed by Mencken) include F. Scott

Fitzgerald (*Flappers and Philosophers*), Willa Cather (*The Professor’s House*), Ernest Hemingway (*The Sun Also Rises*), Theodore Dreiser (*Jennie Gerhardt*), Anita Loos (*Gentlemen Prefer Blondes*), Sinclair Lewis (*Babbitt*), and William Faulkner (*Flags in the Dust*).

Richard Schrader

EN 444 Major Irish Writers (Spring: 3)

This course surveys the major literary figures of modern Ireland, including William Butler Yeats, John Millington Synge, James Joyce, Sean O’Casey, Seamus Heaney, Eavan Boland and Nuala Ní Dhomhnaill. We will study the historical and social background linking nationalism and literature in Ireland. We will examine themes including cultural nationalism, literature and violence, and the relationships between class, gender, religion and identity formation.

James Smith

EN 446 Early American Travelers (Fall: 3)

As explorers, missionaries, or even as prisoners, early Americans were often in motion. Travelers have long shaped and challenged American cultural identity; this course will examine their place in understanding American literature. We’ll study diverse encounters with the foreign to understand the ways in which crossing borders leads to cultural exchange. We can investigate the implications of different kinds of travel undertaken by different kinds of travelers, primary readings will come from authors such as John Smith, Mary Rowlandson, John Ledyard, Henry W. Longfellow, Margaret Fuller, and Herman Melville.

Alisa Iannucci

EN 452 Gender Trouble in Irish Culture (Spring: 3)

The course considers representation of gender in nineteenth and twentieth-century Ireland. It explores traditional gender identities and then turn to a persistent, and occasionally revolutionary, undermining of such norms. The course begins by looking at nineteenth-century precursors and then considers images of gender in twentieth-century literature, film, and visual art. Readings will include novels, short stories, or drama by writers such as Maria Edgeworth, Sheridan Le Fanu, Oscar Wilde, J.M. Synge, Sean O’Faolain, Elizabeth Bowen, Molly Keane, Kate O’Brien, Emma Donoghue. We will screen some films and explore imagery by Irish visual artists such as Rita Duffy and Dorothy Cross.

Vera Kreilkamp

EN 478 Poe and the Gothic (Fall: 3)

Working with Poe as a central figure, this course examines the development of English and American gothic fiction from *The Castle of Otrantoto* “The Yellow Wallpaper” and beyond. In addition to Poe, we will read work by some of the following writers: Horace Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H. P. Lovecraft and Stephen King.

Paul Lewis

EN 480 Convents, Covens, and Crusaders: Reading Groups of Women (Fall: 3)

From the virgin martyrs to the legendary Amazons to the witches of *Macbeth*, female groups play a central role in literary and non-literary texts. At their worst, they kill men, cast spells, and try to hurt other women; at their best, they confide in, instruct and heal one another. The goal of this class is to examine the patterns of these portrayals in medieval and Renaissance writings and to ask why they carried (and, in some cases, continue to carry) the meanings that they did.

Caroline Bicks

EN 482 African American Writers (Spring: 3)

Cross Listed with BK 410

Satisfies Cultural Diversity Core Requirement

Cross Listed with BK 410

This course explores literature of the African Diaspora, while concentrating on the sub-division called "African Americana." Accordingly we will read productions that cover a range of genres from fiction, to poetry, to film and advertisements, with the intention of discovering what literature tells us about how racial ideologies work in practice.

*Henry A. Blackwell***EN 495 Asian Cinema (Spring: 3)**

Cross Listed with FM 495

This class investigates recent films from China (mainland, Hong Kong, Taiwan, diaspora), South Korea, Japan, and India. We will watch art films (*Raise the Red Lantern*), mainstream commercial films (*Dilwale Dulhania Le Jayenge*), and films that fall between these two categories (*Oldboy*). We will approach these films from a variety of critical perspectives, including formalism, auteurism, historicism, and genre theory. We will ask how these industries have been affected by globalization and how their relationship to Hollywood is changing.

*Christina Klein***EN 510 Contemporary American Women Writers (Spring: 3)**

Focusing on poetry and fiction written by American women since World War II, this course will explore issues of race, ethnicity, power, violence, space and embodiment, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art that manipulates language and literary form. Writers may include Jhumpa Lahiri, Toni Morrison, Lorrie Moore, Gish Jen, Marilynne Robinson and Sharon Olds.

*Laura Tanner***EN 519 Advanced Creative Non-Fiction Workshop: Humor (Fall: 3)**

This intensive writing class focuses on the serious business of humorous writing. The first third of the course examines the work of writers such as Calvin Trillin, Nora Ephron, George Saunders, Anthony Lane and others in the hopes of discovering how to make readers laugh—and think. We will cover: satire, self-deprecation, and confessional risk-taking. The rest of the course will be devoted to workshop.

*Steve Almond***EN 526 Shakespeare: Early Plays (Fall: 3)**

Fulfills pre-1700 requirement.

This course will consist of plays from Shakespeare's Elizabethan period. We will focus on Comedies and Histories, and may also read one of the Roman plays. So, in addition to a small amount of contextual material, the reading list may include *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Richard II*, *1 Henry IV*, *Henry V*, and *Julius Caesar*. In turn, we will consider not only questions of genre and form, but issues such as gender, representation of otherness, poetic language, and theatrical performance.

*David Tennant***EN 529 Shakespeare: Later Plays (Spring: 3)**

This is a course in Shakespeare's later plays and the culture within which they were written and performed. Plays include *Hamlet*, *Macbeth*, *Antony and Cleopatra*, *Othello*, *All's Well that Ends Well*, and *The Winter's Tale*.

*Caroline Bicks***EN 537 Aestheticism (Spring: 3)**

Exploring the movement known for its doctrine of "art for art's sake," we will examine aestheticist texts from (primarily) the turn of the century in England and America. Why do critics find aestheticism "morbid," "unhealthy," "unwholesome," and "insincere," and why are queer writers and readers often drawn to it as a mode of expressing their desires? What use have women writers made of aestheticism? Emphasizing the fascination in many decadent texts with the seductions of perverse sexuality, disease, crime, hysteria, and the unnatural, we will explore the links between such thematic concerns and aesthetic styles of artificiality, difficulty, and self-referentiality.

*Kevin Obi***EN 541 Twentieth-Century British Women Novelists (Fall: 3)**

Our task this semester will be to situate the history of novels by British women in relation to the anthologized twentieth century, as well as to consider ways of challenging the received histories we have about British literature of this period. In a sense, we will be devising alternative categories of periodization for twentieth-century British literature through the texts we study. Authors may include: Olive Schreiner, Frances Hodgson Burnett, Jean Rhys, Rebecca West, Virginia Woolf, Mary Butts, Radclyffe Hall, Dorothy Sayers, Agatha Christie, Elizabeth Bowen, Muriel Spark, Iris Murdoch, Doris Lessing, Angela Carter, A.S. Byatt, Zadie Smith.

*Lisa Fluet***EN 543 Humor (Spring: 3)**

An experimental course that seeks to move from the study of humor to its creation. During the first half of the semester, students will collect circulating jokes, review theory and research on the forms and functions of humor, and study contemporary comedy in entertainment, politics, the culture wars, and everyday life. Then, both as individuals and in groups, students will write and perform humorous works of their own.

*Paul Lewis***EN 547 Japanese American Internment Narratives (Spring: 3)**

This course explores the development of narratives about the Japanese American internment. It begins with a focus on the most important accounts of the internment, memoirs and fiction by former internees, and reads them alongside other kinds of extant accounts, including government-funded sociological studies, photographs, and journalistic accounts. The course proceeds to examine historical debates sparked by this event, the redress movement, its impact on other kinds of historical remembrances, and newer narratives that demonstrate the continued relevance of this historical experience on contemporary preoccupations.

*Min Song***EN 560 Beyond Tradition: Experimental Arts in the Twentieth Century (Fall: 3)**

This course will focus on several key figures whose experimental work has challenged the most basic conventions of Western culture and aesthetics. Particular attention will be given to Marcel Duchamp, whose artwork and writings have inspired several generations of artists and critics interested in experimentation in the arts. Duchamp's long career will be contextualized as we study other examples of European avant-garde practice in the early decades of the century, and the explo-

sion of American experimentation and collaboration in the arts in the 1960's. We will explore the role of chance, collage aesthetic, spectatorship, sexuality and gender, and more.

Robin Lydenberg

EN 562 Seminar: Rakes, Harlots, and Gin Alley: Visual Eighteenth Century (Fall: 3)

In this class, we will look at the tumultuous world of eighteenth-century London through the eyes of William Hogarth, one of Britain's most famous and influential artists. From London's darkest corners to the sheltered grandeur of its aristocratic homes, Hogarth's work will lead us toward some of the most pressing questions of a newly emerged modernity and give us new perspectives on the written and performed works of his contemporaries.

Amy Witherbee

EN 563 Gothic and Romantic Novel (Fall: 3)

Fulfills the pre-1900 requirement.

The late eighteenth and early nineteenth centuries saw remarkable developments in the novel form, including the emergence of the Gothic, the historical novel, women's domestic fiction, the psychological novel, and the ideological (propaganda) novel. Although best known for the achievements of Jane Austen and Walter Scott, the period also produced a number of strange and brilliant works that far too many readers miss out on. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Bronte, we will consider the novel from historical, ideological, feminist, and psychological perspectives.

Alan Richardson

EN 571 Advanced Creative Nonfiction: Writing About Place (Spring: 3)

Through the reading and writing of creative non-fiction essays, we will use place as a lens through which to explore questions of home and exile, ideology and belief, and the human relationship to both natural and peopled worlds. Readings will include work by Annie Dillard, E.B. White, Joy Williams, Jamaica Kincaid, Andre Aciman, Wendell Berry, and others.

Elizabeth Graver

EN 577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.

Elizabeth Kirschner

Andrew Sofer

EN 579 Writing Workshop: Fiction (Fall/Spring: 3)

Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Steven Almond

Suzanne Matson

Sophie Powell

EN 588 Business Writing (Fall/Spring: 3)

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes and presentation materials.

Rita Owens

EN 597 Advanced Creative Nonfiction: Writing for Social Change (Spring: 3)

Can writing make the world a more just place? If so, how? In this intensive workshop, we will explore creative nonfiction writing that could be described as advocacy journalism work that seeks to reach readers' heads and hearts while exploring an issue of social importance. We will read a wide range of activist and advocacy writing "from environmental writing, anti-war tracts, and homeless-advocacy writing" to explore the possibilities and limitations of this genre. Students will develop their own advocacy-based writing projects, based on a cause you already care about or an issue you learn about and explore during the course.

Paula Mathieu

EN 598 Advanced Nonfiction Workshop: Considering Suffering. (Fall: 3)

This course will consider creative nonfiction as a vehicle for both public grief and private heartache. We will look at several authors for strategy, asking such questions as through what lens is this suffering viewed, at what distance, and to what purpose. We will also consider the role of joy and hope as they foreground, contextualize and frame such suffering. Readings may include Lawrence Weschler's *Vermeer in Bosnia*, Maus, Sebald's *Emigrants*, essays from John Berger's *On Looking*, Anne Carson's essays on pilgrimage, and Fanny Howe's *Bewilderment*.

Kim Garcia

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

EN 600 Honors Thesis (Spring: 3)

The Department

EN 601 Internship (Fall: 1)

Treseanne Ainsworth

EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Cross Listed with HS 665

Fulfills the Women Writers requirement for EN/LSOE majors.

See course description in the History Department.

Department

EN 615 Advanced Fiction Workshop (Spring: 3)

Prerequisite: Permission of instructor

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. Students are expected to produce a steady stream of fiction throughout the semester and to revise their work deeply and extensively. 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 essential. Individual conferences with the instructor and readings of published texts will supplement our workshop discussions.

Elizabeth Graver

EN 617 Advanced Poetry Workshop (Spring: 3)**Admission by writing sample.**

Advanced Poetry Writing Workshop is for students who have had some experience with creative writing and who want an intensive and demanding writing atmosphere for further development. The course puts an emphasis on aspects of craft (including work in form and meter) and revision.

*Suzanne Matson***EN 620 Seminar: Elizabethan and Jacobean Drama (Fall: 3)****Fulfills the pre-1700 requirement.**

This course will look at a variety of plays written for the Elizabethan and Jacobean stage, spanning the time before, during, and after Shakespeare was writing his plays. The course will include two plays by Shakespeare as well as by Marlowe, Jonson, Webster, and others. We will read some historical works in order to learn more about the culture in which the plays were written and performed, and also some critical essays.

*Mary Crane***EN 626 Seminar: Studies in American Culture (Fall: 3)**

This seminar will focus on transnational American Studies. The United States is, and also has been, intimately bound up with other parts of the world. We will explore a variety of texts (literature, non-fiction, movies) and conceptual models that encourage us to think critically about those connections. Topics to be discussed may include: immigration, diaspora, contact zones, and globalization.

*Christina Klein***EN 627 Capstone: Ways of Knowing (Spring: 3)****Cross Listed with UN 513**

See course description in the University Courses Department.

*Carol Hurd Green***EN 628 Capstone: Five Heroic Americans (Spring: 3)****Cross Listed with UN 531**

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.

*Robert Farrell, S.J.***EN 630 Capstone: Passages (Fall: 3)****Cross Listed with UN 538**

In our passages through this enigmatic world we reflect on the vision of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story and essay the many writers considered in this Capstone, including Ann Tyler, Willa Cather, Judith Guest, Marcus Aurelius, Emily Dickinson and Robert Frost, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development and joy in work.

*Robert Farrell, S.J.***EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Spring: 3)****Cross Listed with UN 544****Satisfies Cultural Diversity Core Requirement**

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer*, *The Life of Pi*, *Go Tell It On the Mountain*, *The Bonesetter's Daughter*, and *How the Garcia Girls Lost their Accents*, and films *Thunderheart* and *The Whale Rider*.

*Dorothy Miller***EN 639 Seminar: Victorian Poetry and Cultural Criticism (Spring: 3)**

We will investigate the Christian positions in Victorian Britain—Catholic, Anglican, and Evangelical—and their roles in poetry and cultural polemic. During the course of the century, conventional piety was undermined by the Higher Criticism, the New Geology, Evolutionary theory, and various aesthetic belief-systems. We will trace the course of anxiety about faith and culture in the work of Tennyson, Arnold, Christina Rossetti, Ruskin, Newman, Hopkins, Isaac Williams, Annie Besant, the Brownings, Keble, Pater, and other authors.

*James Najarian***EN 646 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)****Cross Listed with UN 546**

Coming at a time when you find yourself at a crossroads, a significant juncture where the challenge of choosing a future direction faces you, this Capstone course offers a brief pause, a calm, still space where you may sort through the complex and often contradictory aspects of your lives. Weaving among your educational experiences, relationships, as well as the various communities of which you have been a part, we will explore questions of personal meaning and purpose as we move toward understanding how our personal values might most happily intersect with our engagement with the work of the world.

*Connie Griffin***EN 648 Seminar: Self and Other (Fall: 3)****Cross Listed with BK648**

This course addresses the fundamental issue at the heart of every structure of domination and subordination: violence and power. We will examine the nature and meaning of human violence as a process that fundamentally dehumanizes the other. Our question is: how is the human/animal distinction, which is founded in language, ultimately constitutive of a "grey zone" that we call inhuman? We will focus on classes of the not-quite human—such as feral children, circus freaks, the autistic and mentally ill, the enslaved, and animals—inhuman spectacles that secure the identity of the fully human.

*Kalpana Rabita Seshadri***EN 653 Seminar: Queer Literary Traditions (Fall: 3)**

For many writers, philosophers, and theorists, to confront the question of literary and cultural tradition is to engage a paradoxical object, one that is inherited through repeated scenes of its failed or thwarted transmission. This course will examine the queer allure of such scenes, suggesting, among many other things, the possibility of understanding thwarted transmission as synonymous with the literary tradition as such and, hence, of bringing into view the queerness of that tra-

dition. Writers might include some of the following: Plato, Sappho, Shakespeare, George Eliot, Wilde, Pater, James, Swinburne, Hopkins, Faulkner, Nabokov, Sedgwick, de Man, Barthes, Foucault, and Deleuze.
Kevin Obi

EN 654 Junior Honors Seminar: Contemporary Literary and Cultural Theory (Spring: 3)

Course will focus on how to generate critical questions leading to large research projects. We will begin by reading a series of well-known essays by authors such as Freud, Althusser, Barthes, Derrida, Foucault, and Greenblatt. An accompanying set of exercises will enhance critical inquiry skills and will help with the formulation of research topics. We'll also discuss how to generate an appropriate bibliography for a long research project. Though this seminar is primarily for those planning to write a critical thesis, creative writers are welcome.

Elizabeth Kowaleski-Wallace

EN 657 British Literature and Empire 1688-1832 (Spring: 3)
Fulfills the pre-1900 requirement.

This course looks at British literature in a period of imperial expansion and crisis. We will read literary texts from the late seventeenth century through the early nineteenth century with a range of questions regarding the relations of literature to empire, colonialism, and slavery in mind. Authors and texts to be studied will most likely include: Behn, *Oroonoko*; Swift, *Gulliver's Travels*; selected "Oriental" tales (including Byron's verse tale *The Giaour*); slave narratives by Equiano and Prince and other examples of early Black British writing; antislavery poems by Blake, More, and others; Austen's *Mansfield Park*; and Shelley's *Frankenstein*.

Alan Richardson

EN 659 Seminar: Faulkner, O'Connor, Percy and Wright (Fall: 3)

This course is a seminar which deals with fiction, essays and letters of four widely acclaimed American writers of the twentieth century.

Henry Blackwell

EN 670 Capstone: Into The Woods (Spring: 3)

Cross Listed with UN 541

Wallace Stevens believed that fantasy worlds help us to visualize actual worlds. The metaphor of the journey into the woods seems like an ideal one for our students to consider as they prepare to leave Boston College. For each student to evaluate his/her experience in the "woods," he/she will have to look backwards, as well as forwards. In addition, as seniors prepare to enter the "real world" they will be thinking about and discussing their commitments to other people, to their chosen professions, to their communities, and to their spirituality. The fairy tales consider all of these areas of human endeavor.

Bonnie Rudner

EN 673 Coming of Age (Fall: 3)

Prerequisite: Permission of the instructor. Limited to 15.

This seminar will integrate reading and writing (creative and critical) with the study of coming-of-age narratives. We will explore ways in which stories intersect with the complex procedures of making choices as we read narratives in which young adults struggle for self-determination and expression. Texts will include *This Boy's Life*, *Annie John*, *Lolita*, *Everything is Illuminated*, *The Lovely Bones*, and *The Things They Carried*. An integral part of the seminar is the experience of mentoring students in English classes at Brighton High. Please contact the instructor for permission to join the class.

Amy Boesky

Undergraduate and Graduate Course Offerings

EN 121 The Linguistic Structure of English (Fall: 3)

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language.

Cross Listed with SL 323

Fulfills the History of the English language requirement for EN/LSOE majors.

See course description in the Slavic and Eastern Language Department.

Margaret Thoma

EN 175 Jewish Writers in Russia and America (Spring: 3)

Cross Listed with SL 375

Satisfies Cultural Diversity Core Requirement

All readings and classes conducted in English.

See course description in the Slavic and Eastern Language Department.

Maxim D. Shrayer

EN 282 Knights, Castles, and Dragons (Spring: 3)

Cross Listed with GM239

See course description in the German Studies Department.

Michael Resler

EN 392 Syntax and Semantics (Spring: 3)

Cross Listed with SL 344

See course description in the Slavic and Eastern Languages Department.

Michael J. Connolly

EN 443 Chinese Literature and Society (Spring: 3)

Cross Listed with SL 256

A study, in English, of selected works by Chinese writers. Fiction, non-fiction and poetry studied within the context of changing social, political, and cultural conditions.

The Department

EN 527 General Linguistics (Fall: 3)

Cross Listed with SL 311

Fulfills the History of the English Language requirement for EN/LSOE majors.

See course description in the Slavic and Eastern Language Department.

M.J. Connolly

EN 622 Capstone: Planning for Success and Failure (Fall: 3)

Cross Listed with UN 506

Where do we come from? What are we? Where are we going? (Gauguin, MFA, Boston) This course is a chance for a concluding shared meditation on what faces us beyond the campus. Relationships and private spaces, love and failure, work and a life in process, will be explored in conversation and through various works of literature.

Dennis Taylor

Graduate Course Offerings

EN 675 Art and Craft of Literary Translation (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.

Cross Listed with SL 427 AND RL 899

Conducted in English. Instructor's permission is required for undergraduates and in the cases of other languages.

See course description in the Slavic and Eastern Language Department.

Maxim D. Shrayner

EN 701 Chaucer: *Canterbury Tales* (Spring: 3)

We will read all of the poetic *Canterbury Tales*, one or two other poems by Chaucer as time permits, ancillary documents treating medieval life and art, and selected Chaucerian scholarship.

Richard Schrader

EN 734 African American Literature (Fall: 3)

A course in fiction, poetry, political essays, photographs and painting, produced by members of the African American Diaspora. Considerable attention will be given to foundational texts which have contributed to issues in early, modern and contemporary debate.

Henry Blackwell

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

This graduate seminar is designed to explore how sex, gender and the body were variously negotiated in sixteenth and seventeenth century English texts—everything from the medical to the pornographic, from the poetic to the pedestrian. We will also be considering the main scholarly debates that have shaped and currently are shaping studies of the early modern body and sexuality. Texts include: Lyly's *Gallathea*, Cavendish's *Bell in Campo* and the *Convent of Pleasure*, Sapphic poetry, *The Countess of Lincoln's Nursery*, Jane Sharp's *The Midwives Book*, Nashe's *Choise of Valentines*, Shakespeare's *Titus Andronicus*, Marlowe's *Edward II* and Thomas Laqueur's *Making Sex*.

Caroline Bicks

EN 748 Early American Fiction and Nonfiction (Spring: 3)

This course reads early American fiction by such writers as Rowson (*Charlotte Temple and Lucy Temple*), Murray (*The Story of Margaretta*), Foster (*The Coquette*), Brown (*Ormond*), Sedgwick (*A New-England Tale*), Poe (*The Ligeia*), Hawthorne (*Rappaccini's Daughter*), Melville (*Benito Cereno*), Douglass (*The Heroic Slave*) and Stowe (*Uncle Tom's Cabin*) in relation to contemporaneous nonfiction. Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which it evolved. Topics we will follow across generic boundaries include gender roles, poverty and slavery.

Paul Lewis

EN 752 Contemporary Literary and Cultural Theory (Fall: 3)

Initially, we will rely on *The Norton Anthology* to become acquainted with classic essays and primary theorists. We are apt to read pieces by Freud, Derrida, Barthes, Bhabha, among others. We will subsequently take on full-length studies, possibly Agamben's *Homo Sacer*. Lacanian and Kristevan texts will make up our next segment, which will present psychoanalytic concepts. We will then turn to Marxist theory, with Adorno, and political theory, possibly with Butler. Sustaining a political perspective, we will then move on to feminist as well as queer theory. Finally, we will tackle Foucault, Deleuze, and possibly Hardt and Negri.

Frances Restuccia

EN 761 Black Cultural Studies (Spring: 3)

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

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

Cynthia Young

EN 770 Foucault (Spring: 3)

Not hagiography but critical inquiry, this course explores the ways in which Michel Foucault continues to endure after his death as an inspiration for contemporary thought. We will read several of his major works and the works by those who both influenced him and were influenced by him. Along the way, we will hopefully gain a fuller appreciation of terms that we now take for granted, including discourse, archeology, technology, biopower and biopolitics.

Min Song

EN 771 Victorian Novel (Fall: 3)

This course will be organized around three pairs of Victorian novels: Charles Dickens's *Oliver Twist* and George Gissing's *The Nether World*, Dickens's *David Copperfield* and Charlotte Brontë's *Villette*, George Eliot's *The Mill on the Floss* and Thomas Hardy's *Jude the Obscure*. Through these pairings we will study certain kinds of fiction prominent in the nineteenth century—the social-problem novel, the fictional autobiography, and the novel of frustrated ambition—and compare examples that come from different historical moments and different class or gender perspectives. Supplementary readings will include brief non-fictional writings from the Victorian period, and some contemporary critical essays.

Rosemarie Bodenheimer

EN 776 Walter Pater and Oscar Wilde (Spring: 3)

The two most influential aestheticist writers, Walter Pater and Oscar Wilde each made style an inextricable part of their philosophical, literary, and critical projects. This course will seek to come to terms with some of the effects of these writers' often contrasting styles; its primary focus will be the detailed examination of their texts. Situating them in their intellectual and social context, we will read both famous and lesser-known texts: Pater's *The Renaissance*, *Marius the Epicurean*, *Plato and Platonism*, and other short stories and essays; Wilde's *Picture of Dorian Gray*, his plays, short stories, poems, and essays, and prison writings.

Kevin Obi

EN 778 Class and the Twentieth Century British Novel (Fall: 3)

This course will address the British novel—Edwardian, modernist, post-war, and contemporary—within the varying contexts of British class history, and the theoretical frameworks for studying class associated with social and literary theory. We'll be considering some (although not all) of these authors: Henry James, George Gissing, H. G. Wells, E. M. Forster, Evelyn Waugh, W. Somerset Maugham, D. H. Lawrence, Virginia Woolf, Radclyffe Hall, Rebecca West, Muriel Spark, George Orwell, Graham Greene, Samuel Selvon, John Braine, Kingsley Amis, Alan Sillitoe, Doris Lessing, David Lodge, Hanif Kureishi, Zadie Smith, Kazuo Ishiguro, Ian McEwan, John LeCarre, Alan Hollinghurst.

Lisa Fluet

EN 783 The World According to William Carlos Williams (Spring: 3)

This seminar will focus on the American literary experiment in High Modernism and its subsequent metamorphoses through the Depression years, World War II, and the Cold War by focusing on the poetry and poetics of William Carlos Williams. The approach here will be to cross-refer-

ence Williams' achievement against the background of other Modernists: Pound, Yeats, Stein, Frost, Eliot, Stevens, Joyce, Moore, Loy, Crane, Kandinsky, Picasso, Gris, Braque, Matisse, Duchamps, Demuth, Scheeler, and Antheil, etc. Texts include Williams's collected poems, *Paterson*, *In the American Grain*, fiction, plays, and letters.

Paul Mariani

EN 784 Studies in Early Modern Poetry (Fall: 3)

An exploration of poetry from the Tudor and Stuart eras, with some attention to theories of editing that respond to the differences among poems by Shakespeare and Jonson, Donne and Milton. Concentration on developments in erotic and in religious lyrics, the emergence of satire, and the transition from manuscript culture to print publication. Other poets likely to be featured include Sidney, Spenser, the Countess of Pembroke, Herbert, Marvell, and the young Milton.

Dayton Haskin

EN 785 Stuart Literature and Culture (Spring: 3)

This course investigates the early seventeenth century in Britain through canonical and non-canonical materials. Our central concern will be the representation of the body in competing discourses—the medical, the juridical, the political, and the aesthetic. The body's regulation and refinement will be considered through conduct manuals, masques, and diaries. Topics to be explored may include gender and sexual difference; virginity; deviance; the reproductive body; colonial bodies and foreign tongues; anatomical and funereal practices; melancholy; boundaries, identification, and individuation. Readings may include works by John Donne, Shakespeare, George Herbert, Gabriel Harvey, and John Milton.

Amy Boesky

EN 787 Ireland: The Colonial Context (Spring: 3)

As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how Irish culture manifests and/or resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity. Students engage with a wide variety of writers and cultural critics.

James M. Smith

EN 791 Avante-Garde (Fall: 3)

This interdisciplinary course will track avant-garde practice in a selection of textual and visual works produced in the twentieth century. We will focus on two moments: the early decades of the historical avant-gardes (Futurism, Dada, Surrealism), and the resurgence of avant-garde transgressions in the aesthetics and politics of postmodernism. We will survey the debates between various theorists of the avant-garde (Burger, Poggioli, Benjamin, Adorno, Jameson), and study some exemplary manifestoes by avant-garde artists and writers (Marinetti, Tzara, Breton, Cixous, Haraway). Additional readings will include texts by and about Duchamp, Breton, Ernst, Carrington, Bellmer, Hoch, Stein, Wittig, Burroughs and others.

Robin Lydenberg

EN 792 Critical Approaches to the Gothic (Spring: 3)

The course will consider classic and contemporary issues about Gothic fiction from the late eighteenth century to the present — its relationship to Enlightenment, reason, consciousness, and religion, its impli-

cation in nation-making and race, gender and sexuality, its evocation of processes of repression and retrieval, loss, lack and plenitude. We'll also be concerned with the history of this unstable genre, its relationship with writing and legibility, with its persistence in classic high culture texts of the nineteenth and twentieth century. Heavy/scary reading from *Frankenstein* and *Melmoth the Wanderer* through Victorian classics.

Judith Wilt

EN 801 Thesis Seminar (Fall: 3)

The Department

EN 802 Joyce's *Ulysses* (Fall: 3)

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.

Marjorie Howes

EN 810 Pedagogy and the Public Sphere (Fall: 3)

Within the field of English, especially in rhetoric and composition, are various pedagogies and initiatives that seek to connect students, classes, or faculty to local communities and public issues in a variety of ways. This course explores the theoretical bases for public-sphere engagement within English studies and surveys the range of publicly oriented English pedagogies, including critical pedagogy, cultural-studies pedagogies (including place-based writing and ethnographies), service learning, community literacy, and online and community publishing.

Paula Mathieu

EN 813 Immigrant Narratives (Fall: 3)

Explores literature, non-fiction writing, and film that foregrounds the immigrant experience in the United States. We will look at narratives that establish the immigrant mythology (Yeziarska's *Bread Givers*), revise it (*Godfather Part II*), and challenge its foundations (Proulx's *Accordion Crimes*). We will consider alternative models for understanding the transnational flow of people, including refugees (Fadiman's *The Spirit Catches You and You Fall Down*), diaspora (Bollywood film *Kabhi Kushi Kabhie Gham*), and borderlands (*Lone Star*). We will also read an Indian novel about people who failed to become immigrants (*Mistry's Family Matters*).

Christina Klein

EN 814 Modern Irish Poetry (Fall: 3)

A survey of Irish poetry since the death of W.B. Yeats in 1939. Among topics to be discussed will be the influence of Yeats on subsequent Irish poets, the emergence of a distinctly post-colonial voice on both sides of the Border between North and South, and, more specifically, the interaction between poetry and politics in the North of Ireland over the past three decades. Among poets to be read will be Patrick Kavanaugh, Austin Clarke, Louis Mac Neice, Thomas Kinsella, Mírtín Ó Direáin, Máire Mhac an tSaoi, Seamus Heaney, Paul Muldoon, Nuala Ní Dhomnaill, Medbh McGuckiean, and Evan Boland.

Philip T. O'Leary

EN 817 Seminar: the New Historicism (Fall: 3)

This course engages both the theory and the practice of New Historicism, from its origins in anthropology and Continental philosophy to recent work in cultural studies, emphasizing Althusser and Jameson, Michel Foucault, Stephen Greenblatt and Louis Montrose,

and the ways other critical schools have reacted to or against New Historicism. Finally, we will consider how New Historicism has influenced the rise of Cultural Studies as a critical practice.

James Wallace

EN 819 British Romanticism and Imperial Culture (Spring: 3)

Topics will include antislavery poetry, early slave narratives, anti- and pro-slavery polemics; literary Orientalism and other forms of exoticism; anti-imperialist poetry and polemics; Ireland and Scotland as sites for colonial appropriation (including literary appropriation) and emergent nationalist cultures. Attention will be given as well to literary constructions of the Americas in this era and to the beginnings of Creole literary traditions. Texts may include poems by Chatterton, Rushton, More, Yearsley, Blake, Barbauld, Williams, Wordsworth, Coleridge, Shelley, and Byron; novels by Austen (*Mansfield Park*), Morgan (*Wild Irish Girl*), Scott (*Waverley*), Edgeworth (*Castle Rackrent*); and slave narratives by Equiano and Prince.

Alan Richardson

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

This course is designed (1) to prepare graduate students to teach introductory, college-level writing courses; (2) to introduce students to central issues, problems, and theories in composition studies; and (3) to examine ways in which contemporary critical theory has influenced the teaching and study of composition. Though the emphasis is on the central, nuts-and-bolts tasks in the teaching of writing, this is not a prescriptive “how to” course. Instead, students are asked to consider pedagogical issues in the teaching of writing from a variety of personal and theoretical perspectives.

Laurence Tobin

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

The course begins with an overview of standard reference works, including electronic resources. We will then focus on broader questions about the nature of the text: canonicity, the uses of historical scholarship, the deceptive question of influence and the nature literary authorship and authority. We will also examine the challenge to traditional notions of textual criticism, based on questions about the originality of a literary work, what constitutes it as an entity, and the problem of authorial intention.

James Najarian

Rhonda Frederick

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

The Department

EN 922 Ph.D. Seminar: Bodies and Borders (Fall: 3)

How does twentieth-century American literature use the human body to map cultural and representational borders? In two sections on modernist and contemporary American fiction, this course will focus on representations of the body to explore the cultural construction and dissolution of borders between subjectivity and embodiment, life and death, health and illness, whiteness and “color,” individual and national identities. Course topics will include grief, ghosts, wounds, objects, trauma, violence, space, sexuality and technology. Literary texts may include works by Fitzgerald, Hemingway, Larsen, Faulkner, West, Robinson, DeLillo and Morrison.

Laura Tanner

EN 929 Ph.D. Seminar: Performance and Representation (Spring: 3)

The Department

EN 934 Advanced Research Colloquium (Fall: 3)

This Ph.D. seminar will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include: The Dissertation, The Conference Paper, Scholarly Articles, Teaching, The Academic Job Market, and Preparing a Curriculum Vitae. Students will present a 15-20 minute conference paper to the class, and to respond to questions and comments after the paper. By the end of the semester, each student should also have submitted two works for professional critique: a conference paper proposal and an article.

Chris Wilson

EN 998 Doctoral Comprehensives (Fall/Spring/Summer: 0)**Cross Listed with PY 998**

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

EN 999 Doctoral Continuation (Fall/Spring: 0)**Cross Listed with ED 999**

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.

The Department

Fine Arts**Faculty**

Josephine von Henneberg, *Professor Emerita*; Doctor in Letters, University of Rome

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

Richard Blake, S.J., *Professor*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

Jeffery W. Howe, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

John Michalczyk, *Professor*; Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy D. Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

John Steczynski, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

Andrew Tavarelli, *Adjunct Professor*; B.A., Queens College

Claude R. Cernuschi, *Associate Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Sheila Gallagher, *Assistant Professor*; B.A., Connecticut College; M.F.A., Tufts University

Stephanie Leone, *Assistant Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

Mark Cooper, *Adjunct Associate Professor*; B.S., Indiana University; M.F.A., Tufts University

Charles Meyer, *Adjunct Associate Professor*; B.A., Goddard College

Alston Conley, *Adjunct Assistant Professor*; B.F.A., Tufts University

Katherine Nahum, *Adjunct Assistant Professor*; B.A., Sarah Lawrence; M.A., Ph.D., Boston University

Contacts

- Administrative Secretary: Joanne Elliott, 617-552-8592, joanne.elliott.1@bc.edu
- Website: <http://www.bc.edu/finearts/>

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include: teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of eleven courses must be completed in the following way:

- FA 101 and FA 102 Survey of Art History
- FA 103 or FA 104 Art History Workshop
- FA 401 Research Seminar
- Courses with FA number, 3 of which have to be at least at the 200 level and 3 at least at the 300 level. They must be distributed as follows: Ancient Art, Medieval Art, Renaissance/Baroque Art, Nineteenth and Twentieth Century Art, Non-Western Art, Any area of student's choice

Double majors in the department must fulfill all requirements for both majors.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several 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 twelve courses, four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
- At least two (2) American Film History courses. Courses in excess of two may be counted as electives
- At least two (2) production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Six (6) electives, at least two of which must be at the 300 or 400 level
- Senior Project: A film, or film script, historical or critical essay.

An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of twelve courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

The Studio Art Major has a track for A&S students and a second track for Education students who are double majors.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor).

Required Courses:

- FS 103 Issues and Approaches to Studio Art (3 credits)
- Choose two (2) of the following four courses (6 credits)

- FS 101 Drawing 1
- FS 102 Painting 1
- FS 141 Ceramics
- FS 161 Photography 1

(In consultation with an advisor, one of these choices should set the direction and future course of the major).

- FA 356 Art since 1945 (3 credits)
- Six additional courses with FS numbers over 100 (18 credits). These must include at least two (2) 200 level and two (2) 300 level courses.
- Two semesters of the senior project (FS498) (6 credits) Students must have taken at least four semesters of work relating to their senior project prior to their senior year.

In addition to the required courses, the following Studio Art and Art History courses are recommended:

- FS 325 Studio/Critical Issues
 - FA 101 Art from Prehistoric Times to the High Middle Ages
 - FA102 Art from the Renaissance to Modern Times
 - FA 109 Aspects of Art
 - FA 257 Nineteenth Century Art
 - FA 258 Modern Art: 19th and 20th Century II
 - FA 285 Nineteenth and Twentieth Century Photographic History
- Summer travel and summer courses are recommended for enrichment. Consult department advisor.

Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. Students who are interested in declaring a minor can contact Professor Michael Mulhern by e-mail (mulhernm@bc.edu) or by telephone (2-4296).

The minor comprises six (6) classes to be selected as follows:

- Required introductory course for all Studio Minors: FS 103 Approaches and Issues to Studio Art (3 credits)
 - One introductory level class to be selected from the following: (3 credits)
 - FS 101 Drawing 1
 - FS 102 Painting 1
 - FS 141 Ceramics 1
 - FS 161 Photography 1
 - The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
 - Two (2) classes at the 100 level or above (6 credits)
 - One (1) class at the 300 level (3 credits)
- FS 325 Studio/Critical Issues (In this class students will be expected to complete a significant thesis project.)

If a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, e.g., three painting or three photography classes. If a student wishes to pursue a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:

FA 356 Art Since 1945

Or

FA 258 Modern Art: 19th and 20th Century II

FA 285 Nineteenth and Twentieth Century Photographic History

Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history and criticism. Requirements normally include FM 202, An Introduction to Film Art, then one production course and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad.

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor Pamela Berger, and Professor John Michalczyk, Chairperson, are department Study Abroad Advisors and contacts for course approval.

Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Cinema (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two (2) film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the Department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England/Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor Richard Blake, S.J. are the department Study Abroad Advisors and the Department's contacts for course approval.

The co-directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor. Students should have the following courses completed prior to studying abroad:

- Two courses (six credits) of the following: FS 141 Ceramics I, FS 101 Drawing I, FS 102 Painting I, FS 161 Photography I, FS 103 Approaches & Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli,

Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

Art History

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed 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 Arts Core Requirement

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. .

Pamela Berger

Kenneth Craig

FA 102 Art from the Renaissance to Modern Times (Spring: 3) Satisfies Arts Core Requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. Assignments will include museum visits and study of significant works of art in greater Boston.

Claude Cernuschi

Stephanie Leone

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 fully the formal and technical aspects of works of art studied in the general survey of art history. Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

ARTS AND SCIENCES

FA 107 History of Architecture (Fall: 3)

Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.

Katherine Nahum

FA 108 Great Art Capitals of Europe (Spring: 3)

Satisfies Arts Core Requirement

Students that have taken FA101 and FA 102 cannot take this class for credit.

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in-depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

Pamela Berger

FA 109 Aspects of Art (Fall/Spring: 3)

Satisfies Arts Core Requirement

Art can be the stepping stone to the investigation and greater understanding of our world. In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

Judith Bookbinder

FA 174 Islamic Art and Civilization (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Islam, the religion revealed to the Prophet Muhammad in seventh-century Arabia, is the fastest growing religion in the world today, practiced by some one-fifth of the population around the globe. This course surveys the civilization that accompanied the spread of that religion over the past 1,400 years, with particular emphasis on art, architecture, literature, and society.

Sheila Blair

FA 176 Jerusalem (Fall: 3)

Students will be expected to participate fully in class discussions based on readings and prepare several short (5-page) research reports. Enrollment is limited to 12, with preference given to Freshman.

Jerusalem, a unique city, holy to and contested by the three great monotheistic religions of Judaism, Christianity, and Islam. To understand the conflicting claims, this seminar will explore the history and changing perception of the city over three thousand years not only through scripture and written sources but also through the study of physical remains, including archaeology, architecture, and art, and how representations of Jerusalem in art and cartography have changed over the centuries. This interdisciplinary seminar is designed to introduce students, particularly freshmen, to a broad range of topics to the study of Art History, Middle Eastern and Islamic Studies.

Johnathan M. Bloom

FA 203 Great Cities of the Islamic Lands (Spring: 3)

Satisfies Arts Core Requirement

Satisfies Cultural Diversity Core Requirement

Contrary to common stereotypes, Islam has traditionally been an urban culture. Its cities were some of the biggest in medieval times, and their products the finest money could buy. This course examines a dozen metropolises in the Islamic lands, ranging from Damascus in the seventh century to Delhi in the seventeenth, and their major monuments, both architecture and objects.

Sheila Blair

FA 204 The Roots of Civilization: Ancient Near Eastern and Aegean Art (Fall: 3)

The beginnings of civilization in Mesopotamia (Iraq), Turkey and Iran, and the establishment of agriculture, writing, and urbanization, will be traced through art and monumental architecture, through to Egypt and Greece. From Neolithic times, themes of fertility, war, kingship and state, as well as animal representations and sacrifice to the gods, permeate the early art of the Eastern Mediterranean region and affect the development of the art of classical Greece.

Diana McDonald

FA 206 Art and Myth in Ancient Greece (Spring: 3)

Cross Listed with CL 208

Satisfies Arts Core Requirement

See course description in the Classical Studies Department.

Gail Hoffman

FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)

Satisfies Cultural Diversity Core Requirement

The Aztec, Maya and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to sixteenth-century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire, and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.

Diana K. McDonald

FA 213 Introduction to Islamic Art and Architecture (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.

Sheila Blair

FA 214 The Art of the Silk Road (Fall: 3)

Satisfies Cultural Diversity Core Requirement

The Silk Road is the term coined in the nineteenth century for the overland trade route that connected China to the Mediterranean via Central Asia and Iran. This course surveys the arts and ideas that traveled and developed along this trans-continental route over several millennia.

Sheila Blair

FA 216 Art and Archaeology of Homer and Troy (Fall: 3)

Cross Listed with CL 216.01

See course description in the Classical Studies Department.

Gail Hoffman

FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)
Satisfies Arts Core Requirement

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth-century Spain.

Pamela Berger

FA 222 Art of the Later Medieval World: Imagination and Imagery (Spring: 3)
Satisfies Arts Core Requirement

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

Pamela Berger

FA 228 Museum of Art (Spring: 3)

A study of the emergence of museums tracing their development from private and ecclesiastical collections of the classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the Doria Pamphilj Gallery, Rome. Topics include: selecting, researching and installing works of Italian art; the museum's function in its social context; the role of museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums and their educational mission; philosophy of installation and care of collections.

Jonathan Bloom

Stephanie Leone

Nancy Netzer

FA 231 Early Renaissance Art in Italy (Fall: 3)

Satisfies Arts Core Requirement

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello and Botticelli.

Stephanie Leone

FA 232 Northern Renaissance Art (Spring: 3)

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

Kenneth Craig

FA 235 Arts of Persia (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Persia, also known as Iran, has one of the oldest civilizations in the world, stretching back at least five thousand years. This seminar introduces students to the myriad arts produced there, from the painted ceramics made by the first settlers through the glories of Persepolis and the building of sixteenth-century Isfahan, lauded in its time as half the world, to the posters used to foment revolution in the twentieth century.

Sheila Blair

FA 251 Modern Architecture (Spring: 3)

Satisfies Arts Core Requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

Katherine Nahum

FA 256 Impressionism and Neo-Impressionism (Spring: 3)

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.

Katherine Nahum

FA 257 Nineteenth Century Art (Spring: 3)

Satisfies Arts Core Requirement

An introduction to European and American art of the late eighteenth century to 1900. The work of major painters and sculptors will be investigated in the context of contemporary cultural and political developments. Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh and Rodin.

Jeffery Howe

FA 258 Modern Art: Nineteenth and Twentieth Century (Fall: 3)

Satisfies Arts Core Requirement

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada and Surrealism.

Claude Cernuschi

FA 263 American Icons: Nineteenth Century Images of National Identity (Fall: 3)

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.

Judith Bookbinder

FA 264 American Modern: The Twentieth Century Avant-Garde (Spring: 3)

American artists began the twentieth century by looking to avant-garde European art for inspiration. Precisionists celebrated and expressionists doubted the benefits of the modern world. By mid-century, the United States had become a superpower, and America had become the center of the avant-garde art world. Color field and hard edge abstraction, pop and op art, earthworks and environmental sculpture, conceptual art, and neo-expressionist figuration build on the pioneering experiments of the post-World War II abstract expressionist artists. This course traces the transformation of American art in the context of the changing political, social, and cultural environment of the twentieth century.

Judith Bookbinder

FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)**Satisfies Arts Core Requirement**

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available as a website on the Boston College Infoeagle.

Jeffery Howe

FA 276 Islamic Art (Fall: 3)**Satisfies Arts Core Requirement****Satisfies Cultural Diversity Core Requirement**

This course explores the great variety of architecture and art produced in the Islamic lands from Spain to India between the 7th and 17th centuries through the study of about a dozen masterpieces, ranging from great mosques to illustrated manuscripts. Particular emphasis will be placed on understanding works of art in their technical, historical and social contexts.

Jonathan Bloom

FA 293 The Museum of Art (Spring: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the Middle Ages to their present form as public institutions. Topics include the following: the function of the the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art.

Nancy Netzer

FA 296 Italy: Art, History, Literature (Fall: 3)**Cross Listed with HS 249, RL 294**

This course focuses on early modern Rome, considering interdisciplinary perspectives of history, art, architecture, literature. Jointly taught by Professors from the History Department, Fine Arts Department and the Romance Languages and Literatures Department, the course considers the connections between society and culture in the age of the Renaissance and the Baroque (c. 1500-1700). Rome will be discussed as early modern urban environment, artistic capital of

Europe, and center of Italian culture, and the world center of Roman Catholicism, with attention to importance of historical, literary, and artistic developments for shaping Roman Catholic culture and piety.

Stephanie Leone

Franco Mormando

Larry Wolf

FA 305 The Museum of Art, Philosophy and the Practice of Organizing an Exhibition of Islamic Art (Spring: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the Middle Ages to their present form as public institutions. Topics include the following: the function of the the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art.

Nancy Netzer

Sheila Blair

FA 306 Houses of the Rich and Famous (Spring: 3)

In all cultures and times houses tell us how people lived and what they cared about. This seminar explores the abodes of the rich and famous throughout history. Seminar topics will investigate the history of the palace and highlight key examples of rural and urban grand living across Eurasia, such as Piazza Armerina in Roman Sicily, the Alhambra in Nasrid Granada, Fatehpur Sikri in Mughal India, Palazzo Medici in Renaissance Florence, Palazzo Pamphilj in Baroque Rome, and Versailles in Bourbon France.

Jonathan Bloom

Stephanie Leone

FA 310 Puzzles and Problems in Renaissance Art (Spring: 3)

Is the Mona Lisa a self-portrait of Leonardo in drag? Was Michelangelo educated enough in theology to plan independently the complex program of the Sistine Ceiling? The course will focus upon answering questions such as these by analyzing Renaissance works of art whose meanings remain the subject of modern scholarly debate. Through studying various interpretations of contested Renaissance paintings and sculpture, students will be exposed to a diversity of art historical methodologies and modes of criticism in their journey to solve these art historical puzzles.

Ross Bresler

FA 311 Greek Art and Archaeology (Spring: 3)**Cross Listed with CL 219**

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)**Satisfies Cultural Diversity Core Requirement**

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt

and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

Kenneth Craig

FA 316 Eastern Influences on Western Art (Spring: 3)

Nineteenth and twentieth-century European and American painters were affected by Eastern paintings, prints, decorative arts, spiritual ideas as Chinese and Japanese trade opened. Results were new ways of depicting reality, light, space and invention of abstract line, shape, color and texture rendering spiritual states of mind. Through comparisons of Asian paintings, prints, decorative art objects and European and American paintings and prints, students will study the impact of Eastern art on path-breaking developments of modern art in the West.

Judith A. Bookbinder

FA 326 The Sleep of Reason and the Fete Galante (Spring: 3)

Irrationality erupts early in the so-called Age of Enlightenment (James Barry, Blake, Fuseli, Goya, Piranesi, Wyatt's Fonthill Abbey), running past the art of 'substance and reason' (J-L David, Thomas Jefferson) and bizarre distractions from worry (Salon de la Princesse, caricature, Watteau). It courses through artistic expression until the end: revolutions that change the world and its art.

Katherine Nahum

FA 327 Early Medieval Art in Ireland and Britain (Fall: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.

Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth-Century Art in Italy (Spring: 3)

The course begins with High Renaissance, of brief duration (1500-1520) but whose artists, especially Leonardo, Michelangelo and Raphael attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.

Stephanie Leone

FA 335 Italian Palaces From 1450 to 1650 (Fall: 3)

In mid-fifteenth-century Florence, the Medici—the city's de facto ruling family—built a private palace unprecedented in its monumentality. This bold move prompted other wealthy families, first in Florence and then in centers like Rome and Venice, to express their status through grand private residences. This seminar will study the architecture, painted decoration, and material culture (furniture, collections, and objects) of Italian palaces from 1450 to 1650. Particular focus will also be placed on the motives and justifications behind living "magnificently" in Renaissance and Baroque Italy.

Stephanie Leone

FA 340 German and American Expressionist Painting in the Twentieth Century (Fall: 3)

The twentieth century witnessed periods of the greatest growth and worst carnage in human history. The exuberance and terror, hope and despair inspired by these circumstances was particularly profound in Germany and America where artists turned their personal experiences into outward manifestations of their emotions. The images they created, both figurative and abstract, constituted a general orientation called Expressionism. This course will explore the varied manifestations of Expressionism beginning with the German Brücke and Blaue Reiter groups, continuing with the American Figurative Expressionists and Abstract Expressionists, and concluding with Neo-Expressionists in both countries in the later decades of the century.

Judith Bookbinder

FA 342 Age of Rembrandt (Fall: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.

Kenneth Craig

FA 347 Age of Baroque: Seventeen-Century Art in Italy (Fall: 3)

This course will study the painting, sculpture, architecture and urban development of Italy during the late sixteenth and seventeenth century. We will focus on the abundant artistic projects in Rome, the home to the papacy and the birthplace of the Baroque. Particular emphasis will be placed on the relationship between artistic endeavors and powerful patrons, many of whom were members of the Roman Catholic Church. We will investigate the meanings and uses of art in relation to its social and cultural contexts to understand how art served both sacred and secular goals.

Stephanie Leone

FA 356 Art Since 1945 (Fall/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 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 I (Fall: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.

The Department

FA 451 Symbolism and Art Nouveau (Fall: 3)

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of

the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.-K Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.

Jeffery Howe

FA 453 Psychoanalytic Approaches to Art (Fall: 3)

How can art be approached psychoanalytically? The focus of this seminar is on late nineteenth-century artists such as Manet, Gauguin, Cezanne, and Van Gogh, and on 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 the historic, iconographic and stylistic context of artistic expression. We will explore how the formal means of the artist might be used toward a psychoanalytic interpretation.

Katherine Nahum

FA 454 Abstract Expressionism (Spring: 3)

An analysis of the artistic movement commonly called Abstract Expressionism and the New York School. Emphasis on gestural painting and color field with particular attention to issues of intellectual context, criticism and interpretation. Among the artists covered are Bazliotes, Gorky, de Kooning, Kline, Pollock, Motherwell, Hofmann, Gottlieb, Rothko, Newman, Krasner, Still, Reinhardt, as well as lesser known figures such as Stamos, Poussette-Dart, Tworokov, Tobey, and Tomlin. Attention shall also be given to sculptural manifestations of Abstract Expressionism in Smith, Roszack, Feber, etc.

Claude Cernuschi

FA 456 Bad Boy Gauguin (Spring: 3)

Thumb sucking self portraits in paintings and ceramics define one side of Paul Gauguin; the other comes off as an aged sophisticate. We will explore several dualities in the life and work of Gauguin (saint/sinner, French/Spanish, male/female, real/hallucinatory) against the art-historical and social background.

Katherine Nahum

FA 461 Frank Lloyd Wright (Spring: 3)

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.

Jeffery Howe

FA 469 Goya, Spain, and Modernism (Spring: 3)

Goya, the commanding figure of Spanish art at the end of the eighteenth century has garnered a complex scholarship. Writers have addressed his Spanishness, his position within history as the ordinary modernist, and his vital psychology. We will explore these topics as well as the realist/idealist nature of his paintings and prints, and his enlightened interpretation of human seeing and not seeing as a way of understanding the coherence of the man and his art.

Katherine H Nahum

**FA 480 History, Literature, and Art of Early Modern Rome (Spring: 3)
Cross Listed with HS 480, RL 370**

Not open to students who have taken HS 232.

See course description in the Romance Languages and Literatures Department.

Stephanie Leone

Franco A Mormando

Lawrence Wolff

Film Studies***Undergraduate Course Offerings***

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

FM 171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form or expression and communication. A class for beginners. Equipment is provided.

Michael Cville

FM 202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

Richard Blake, S.J.

FM 216 Shooting Nazis: German Film From 1933-1945 (Spring: 3)

Cross Listed with GM 216

Conducted in English.

See course description in the German Studies Department.

Rachel Freudenberg

FM 220 Holocaust and the Arts (Spring: 3)

To express the inexpressible tragedy of the Holocaust from 1933 to 1945 remains a challenge. The Arts nonetheless attempt to get at the intrinsic experience of this twentieth-century genocide through poetry, film, music and literature. These symbolic, realist and at times surrealist expressions help us in a human way to understand the historical and personal events of the Holocaust.

John Michalczyk

FM 273 Filmmaking II (Fall/Spring: 3)

Prerequisite: Filmmaking I or permission of the instructor

Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process.

The Department

FM 274 Digital Non-Linear Editing (Fall/Spring: 3)

Prerequisite: Departmental permission

Cross Listed with CO 224

Limited to ten students. Lab fee required.

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid 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 in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

Adam Bush

Michael Civille

Chris Schmidt

FM 275 Final Cut Pro Editing (Fall: 3)

Cross Listed with CO 275

Major restricted.

This course is an introduction to digital video editing using the Final Cut Pro software environment. Final Cut Pro widely used and is becoming more prevalent in the editing industry these days, students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more. Some equipment required.

Kristoffer Brewer

FM 280 American Film History : Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.

Richard Blake, S.J.

FM 281 American Film History: Studio Years (Spring: 3)

Satisfies Arts Core Requirement

Looking at several of the key films and directors emerging from the studio system of the 1930's and 1940's, students will gain greater awareness of the development not only of film technique but also of the social and cultural changes brought about in audiences by the Depression and World War II. The films of Lubitsch, Sturges and others will be considered as products of the commercial, artistic and social forces exerted on their creators.

Richard Blake, S.J.

FM 282 Political Fiction Film (Spring: 3)

Political fiction film has often served as a dramatic means to deliver an ideological message. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915). During World War II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) combined thriller elements with a non-conventional political perspective. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

John Michalczyk

FM 283 History of European Cinema (Fall: 3)

Satisfies Arts Core Requirement

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

John Michalczyk

FM 284 Eastern European Film (Fall: 3)

This course will give an historical overview of the production of several Eastern European countries following World War II. The focus will be on the principal events, themes, directors, and film of this vast production from countries such as Poland, Russia, the former Czechoslovakia and Yugoslavia, as well as Hungary. Chief among the films of this geographical area will deal with war, both World War II and the Cold War and its impact upon the respective country.

John Michalczyk

FM 297 Irish Political Film (Fall: 3)

The recent "Troubles," or the socio-political unrest in Northern Ireland from the civil rights movement of the Sixties to the promising Good Friday Accords of 1998, have been graphically captured in film. This course will offer a study of social, religious, and political issues with a focus on conflict resolution. From the post-World War I struggles of Michael Collins to the current return of the paramilitary prisoners into society, it will trace Ireland's evolving socio-political history.

John Michalczyk

FM 301 Screenwriter (Fall/Spring: 3)

This course explores the role of the screenwriter in the film making process, from original story idea to the finished screenplay and film. Students learn about each of the elements of screenwriting including: structure, creating character, the role of dialogue in film, theme and message, genre, and rule breaking. Both individually and as a classroom project, students will read screenplays and analyze films to gain a better understanding of how those elements work in combination and contribute to the final project.

Drew Yanno

FM 303 Advanced Screenwriting (Fall/Spring: 3)

Prerequisite: FM 301

Limited to 15 students

This course is for students interested in writing for film. Students will apply the knowledge gained in FM 301 to write their own screenplays. Film Studies majors and minors will be given preference in enrolling. Students will select an idea for a film and transform that idea into a story suitable for the screen. Students will examine critically each other's ideas/stories and move on to outline their script.

Drew Yanno

FM 312 World Cinema (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural, and political contexts from which these films arise, both in the country of origin and in the West.

Bo Smith

Pamela Berger

FM 381 Propaganda Film (Spring: 3)

This course introduces the student to various forms of propaganda usage during the twentieth century, primarily during wartime. Using lectures, film, slides, and outside screenings, it will present in a modified chronological order, the mind set and values of governments in crises periods. On a personal level, the course will offer the student the occasion to see several sides of an issue and help in determining one's own perspective on the situation.

John Michalczyk

FM 382 Documentary Film (Spring: 3)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.

John Michalczyk

FM 383 Film Criticism and Theory (Spring: 3)

In essence, we become film critics when we explore our opinions about a film in light of the plot, characterization, dramatic tension, etc. As an art form, film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussion of primarily independent films. Students will read extensive critiques and theory, while developing sharp critical and writing skills.

John Michalczyk

FM 384 History and Art History into Film (Fall: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.

Pamela Berger

FM 387 Disabilities on Film (Fall: 3)

The disabled, the disenfranchised, and the disfigured are often marginalized in a society that sees external beauty as the essence of humanity. Through film and photos, the course will provide a deeper understanding of the disabled in the wide sense of the term. From *Elephant Man* on disfigurement to *Rain Man* on the savant, the films will shed light on many diverse areas of disabilities, helping the viewer to grasp more fully the beauty and talent within each individual. Guest speakers will supplement the presentations and screenings.

John Michalczyk

FM 389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.

Richard A. Blake, S.J.

FM 391 American Film Genres (Fall: 3)

This course will provide a critical method of analyzing the film genres that were characteristic of the American film from the introduction of sound in the 1920s. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir, and the Horror Film.

Richard Blake, S.J.

FM 392 History of American Film: Post-Classical Period (Spring: 3)

After the court-mandated demise of the old studio system beginning in 1948, the industry entered a period of independent production, media conglomerates and television production. A survey of historiographical methods addresses the problems of creating a film history that accounts for these on-going changes in the industry. The films of Scorsese, Coppola, Allen, Altman and Kazan illustrate the response of the post-studio generation to the new realities of Hollywood and its audience.

Richard Blake, S.J.

FM 393 American Classic Auteurs (Fall: 3)

Based on an updated form of auteur criticism, which concentrates on the director as author of the film, this course will treat films several of the great American film makers of the classic Hollywood period, like John Ford, Howard Hawks, Orson Welles, Frank Capra and John Huston. In addition to class screenings, students will privately view other films of these directors and research the social contexts that influenced their artistic development and reception by the public.

Richard Blake, S.J.

FM 395 Teaching Assistantship (Fall: 3)

John Michalczyk

FM 440 Independent Study (Fall/Spring: 3)

John Michalczyk

FM 495 Contemporary Asian Cinema (Fall: 03)

Cross Listed with EN 495

**Satisfies Cultural Diversity Core Requirement
Cultural Diversity**

This class investigates recent films from China (mainland, Taiwan, Hong Kong, diaspora), South Korea, Japan, and India. These films will be approached through a variety of critical perspectives, including formalism, auteurism, historicism, and genre theory, watching art films, mainstream commercial films, and films that fall between these two categories. Asking how these industries have been affected by globalization, their relationship to Hollywood is changing. Films to be shown include: Ang Lee's *Crouching Tiger, Hidden Dragon*, Hayao Miyazake's *Spirited Away*, Wong Kar-Wai's *In the Mood for Love*, Aditya Chopra's *Dilwale Dulhania Le Jayenge*, Park Chan-wook's *Oldboy*, and Quentin Tarantino's *Kill Bill*.

Christina Klein

FM 598 Teaching Assistantship (Spring: 3)

Drew J Yanno

Studio Arts***Undergraduate Course Offerings***

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

FS 101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Arts Core Requirement

Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. 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.

Sheila Gallagher

Khalid Kodi

Michael Mulhern

Mary Sherman
John Steczynski
Andrew Tavarelli

FS 102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Arts Core Requirement

Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves 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
Sheila Gallagher
Khalid Kodi
Mary Sherman

FS 103 Approaches and Issues to Studio Art (Fall: 3)

Lab fee required.

This is not a Core course.

Course is intended for Studio Majors, Minors and serious students with previous drawing experience. This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of materials, tools, and methods. Practical exercises include live models, scenarios, memory, imagination. Students develop skills, confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions, group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

Michael W. Mulhern
John Steczynski

FS 105 Principles and Concepts in the Arts (Fall/Spring: 4)

Satisfies Fine Arts Core Requirement

Offered Biennially

Limited to 15 students from the Lynch School of Education only. A foundations level Fine Arts Studio Course designed to introduce student teachers to visual art and its importance in the Elementary School curriculum.

Art should be at the heart of the young child's learning experience. To enable this to happen, the teacher must have confidence in his/her ability to handle basic art materials and concepts. We begin with basic skills with drawing and painting. As the semester progresses, the emphasis shifts to the elementary school classroom. At this point the students are introduced to art projects, with a strong multicultural, interdisciplinary component, that they can use in their classrooms. These art projects are designed to promote a spirit of inquiry and community.

Mary Armstrong

FS 106 Foundations of Visual Arts (Fall/Spring: 4)

Satisfies Fine Arts Core Requirement

Offered Biennially

This Foundation level course will introduce students to the process, art materials, and concepts of making visual artworks. Class assignments will examine historical approaches, techniques and devel-

op skills through drawing and painting. Drawing is a crucial companion to seeing, for the student to train their vision, and fundamental image making skill. A secondary focus of the class, its lab component, will also explore how to use a museum effectively as a resource of information and inspiration. Visits to the Boston Museum of Fine Arts, and Boston College's McMullen Museum of Art, to discover learning and teaching possibilities from exhibitions.

Alston Conley

FS 141-142 Ceramics I and II (Fall/Spring: 3)

Lab fee required.

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

FS 146 Sculpture Projects (Fall: 3)

Lab fee required.

In the last twenty-five years artists have turned to every type of material imaginable in their efforts to produce sculpture and installation. Artists like Anthony Goldsworthy, Janine Antoni, Tony Craig, Jessica Stockholder, and Judy Pfaff have used found materials, telephone wire, chocolate, lard, and piles of rocks to make their art. Other artists like Thomas Schutte and Kiki Smith have recontextualized the traditional approach to figure sculpture. This course will address and develop these approaches through individual projects and research

Mark Cooper

FS 161 Photography I (Fall/Spring: 3)

Lab fee required.

This class will introduce students to the use of the 35mm film camera and traditional black and white photography. Particular emphasis is placed on exploring the potential of the photographic image and its related light sensitive materials. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly shooting and printing assignments.

Karl Baden

Charles Meyer

Sharon Sabin

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 201 Drawing in Another Dimension (Spring: 3)

Lab fee required.

Artist's materials such as paper have been used as flat, blank surfaces to be marked or obscured by the use of other media. This course will encourage students to investigate basic properties of a material such as paper, its flexibility and rigidity, its flatness which can easily be transformed into three-dimensionality, its fragility and its durability. Utilizing processes such as collage, origami, laminating, layering, students will explore a wide range of materials and other drawing dimensions. Student pieces are intended to function as independent works or piece of larger conceptual possibilities, such as combines or installations.

Michael W. Mulhern

FS 203 Drawing II: Perspective and Tone (Spring: 3)

Prerequisite: FS 101 or permission of the instructor

Lab fee required.

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media.

John Steczynski

FS 204 Drawing III: Introduction to the Figure (Fall: 3)

Prerequisite: FS 203 or permission of the instructor

Lab fee required.

The course is an introduction to drawing the human form. It approaches it in a broad variety of ways, from traditional static ones of proportion and volume, through organic analogies to plants and animals, to the body as a mechanical machine, as dynamic movement, as a part of a spatial continuum. Out of these explorations, the student is expected, in the final weeks, to develop a personal approach to figure drawing.

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 206 Large Scale and Thematic Drawing (Spring: 3)

Prerequisite: FS 101 or permission of instructor

Lab fee required.

Beginning where Drawing I leaves off with the issue of scale, this course will investigate the problems of the miniature and the gigantic, the sketch and the "cartoon." Through a theme or series of drawings, students will be encouraged to explore individual directions in relation to subject matter and personal intent. Critiques, discussions and slide presentations are an integral part of the studio sessions and students are expected to participate in these. Significant work outside of class will be expected.

Michael Mulhern

FS 211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a

historical and theoretical context. The course will stress the relevance of the material under study to studio practice. Students are expected to complete reading and written assignments as well as a visual project.

The Department

FS 223 Painting II (Fall: 3)

Prerequisites: FS 101-102 or permission of the instructor

Lab fee required.

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting 1. Assignments are aimed toward encouraging the student to respond to contemporary issues in image making in order to further the development of a more personal vision. We work from complex still lifes to develop strong optical and technical painting skills in addition we will consider the meanings, references and psychological charge that objects may have.

Andrew Tavarelli

FS 224 Painting III (Spring: 3)

Prerequisites: FS 101-102 or permission of the instructor

Lab fee required.

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a variety of painting styles and techniques through side presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.

Mary Armstrong

FS 225 Watercolor I (Fall: 3)

Lab fee required.

Previous drawing experience is recommended.

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.

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.

Khalid Kodi

Andrew Tavarelli

FS 243 Ceramics III (Fall/Spring: 3)

Lab fee required.

Stress is placed on the use of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside class on specific projects.

Mark Cooper

FS 246 Scene Painting I (Fall: 3)*Crystal Tiala***FS 248 Computer Aided Drafting (Fall: 3)****Cross Listed with CT 248, CO 248**

See course description in the Theater Department.

*Crystal Tiala***FS 261 Photography II (Fall: 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 Sabettier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside class will be expected.

*Karl Baden***FS 276 Art and Digital Technology (Fall/Spring: 3)****Cross Listed with CO 204****Lab fee required.**

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

*Karl Baden***FS 303 Drawing and New Media (Spring: 3)***Prerequisites:* Two studio art courses, one of which should be a drawing course, or permission of the instructor**Lab fee required.**

Advanced-intermediate level class. Traditional drawing approaches will be transformed by exploring varieties of technical and material choices available to twenty first-century artists. Emphasis is placed on art making as synthesis of media, subject, concept, where technology is viewed as a means for manifesting individual artistic vision. Projects incorporate hand on mark-making and introduction to programs Adobe photoshop and Dreamweaver. While surveying possibilities of web art, digital manipulation and printing techniques, students are encouraged to seek non-conventional approaches and tools for artistic problem solving. Gallery visits, web assignments, readings, slide lectures, expose students to contemporary artist who use new media technologies.

*Sheila Gallagher***FS 304 The Figure in Context (Spring: 3)***Prerequisites:* Two of the following: FS 101, FS 203, FS 204 or permission of instructor

This drawing course uses the human figure to expand the student's abilities in the direction of more conceptual and more analytical drawing skills. It is only recommended for the student with previous experience drawing the figure. Students will use a variety of media to examine the human form through traditional and non-traditional approaches. Studio work will include finished drawings from observing the model, as well as studies from reproductions of art, memory and imagination. Specific attention is placed on examining the figure through a broad variety of art historical and cultural resources.

*Sheila Gallagher***FS 305 Collage and Mixed Media (Fall: 3)***Prerequisites:* At least two art courses at the 200 level or above or permission of instructor**Lab fee required.**

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photocopy, transfers, stamping, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Students will have regular exposure to artists processes and imagery since 1945.

*Sheila Gallagher***FS 323 Painting IV: Landscape (Fall: 3)***Prerequisites:* FS 223 and FS 224**Lab fee required.**

Designed for advanced level student who is familiar with the fundamentals of painting, this course will encourage students to strengthen their technical and conceptual skills to achieve an increasingly sophisticated level of mastery. Landscape, still life and photographic source material, students will work to achieve a clear and unique representations of their ideas. Through slide lectures, readings and field trips, students will become acquainted with ideologies and practices important to contemporary artists. Emphasis will be placed on the development of personal imagery.

*Mary Armstrong***FS 324 Painting V: The Figure (Spring: 3)***Prerequisites:* FS 223-224 or permission of the instructor**Lab fee required.**

Upper level class assumes the student has working knowledge of painting techniques and a growing understanding of contemporary and historical issues. Explores the body as a source for image making and a vehicle for improving technical skills, "seeing" and most importantly, as subject matter for developing personal vision. Although models are available for 2/3 of the studio time, this is not a course in anatomical figure painting. We will explore political, gender issues, formal problems and personal expression with the figure/body as the starting point. Students are expected to work from observation and other means to develop their own interests.

*Andrew Tavarelli***FS 325 Studio/Critical Issues (Spring: 3)****Requirement for Studio Art minors.**

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues

explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

Michael Mulhern

FS 352 Stage Design I (Spring: 3)

Cross Listed with CT 352

See course description in the Theater Department.

Crystal Tiala

FS 361 Photography III (Spring: 3)

Prerequisites: Two (2) of the following courses: FS 161 Photography I, FS 261 Photography II, FS 267 Experimental Photography

Lab fee required.

Advanced production photography course explores documentary qualities and symbolic potential. Course is for students with strong technical background in photography and interest in the medium of visual expression. We investigate interrelationships of subject matter, approach, technical decisions. Building on a firm understanding of exposure, film processing, printing, students are encouraged to experiment with aesthetic and technical solutions to problems including camera formats, scale mixed media, presentation. Lectures and assignments concentrate on traditional and non-traditional photographic-based picture-making and digital technologies.

Charles A. Meyer

FS 385-386 Independent Work I and II (Fall/Spring: 3)

Prerequisite: Department permission

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

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 485-486 Independent Work III and IV (Fall/Spring: 3)

Prerequisite: Department permission

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

The Department

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

FS 598 Teaching Assistantship (Fall: 3)

Prerequisite: Permission of instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and imple-

menting various aspects of a course. Open only to Juniors and Seniors and enrollment is limited to one student per class. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

The Department

Geology and Geophysics

Faculty

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

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

John F. Devane, S.J., *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; Chairperson of the Department; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Gail C. Kineke, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., University of Washington

Yvette Kuiper, *Assistant Professor*; M.S., Utrecht University; Ph.D., University of New Brunswick

Noah P. Snyder, *Assistant Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@bc.edu
- Director of Undergraduate Studies: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- Department Chairperson: Dr. Alan L. Kafka, kafka@bc.edu
- Website: <http://www.bc.edu/geology/>

Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of the Department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Geologists, geophysicists, and environmental scientists study the earth's complex systems and the interrelations among the solid earth, the hydrosphere, the biosphere, and the atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society will require ever larger amounts of energy and natu-

ral resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, 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 for improved city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities for a rewarding career.

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 a proposed research project. Honors will be awarded upon: (1) successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor, and (2) approval of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

Minor in Geology and Geophysics

In addition to the four major programs, a student may choose to minor in the Department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Gail Kineke, the Department's Director of Undergraduates Studies, for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the department structured as follows:

- (A) Two required courses:
 - Exploring the Earth I (GE 132) with lab (GE 133)
 - Earth Materials (GE 220) and lab (GE 221)
- (B) Two additional departmental courses numbered 100 or higher
- (C) One additional departmental course numbered 200 or higher
- (D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by a faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult the Boston College Catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

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 ten courses in the Department of Geology and Geophysics, no more than four of which may be at the 100-level. These courses must include:

- (A) Each of the following four courses:
 - Environmental Geosciences I (GE 167)
 - Exploring the Earth I (GE 132-133)
 - Earth Materials with laboratory (GE 220-221)
 - Environmental Geology with laboratory (GE 250-251)
- GE 180 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Two courses from among the following:

- Exploring the Earth II (GE 134)
- Oceanography I (GE 157)
- Rivers and the Environment (GE 170)
- Environmental Geosciences II (GE 168)
- Weather, Climate, and Environment (GE 172)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)

(C) At least two courses from among the following:

- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 374)
- Environmental Oceanography (GE 380)
- Environmental Geochemistry (GE 392)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)
- Estuarine Studies (GE 578)
- Environmental Seminar (GE 580)

(D) Two additional electives in the department numbered 300 or above to be chosen by the student with his or her advisor, or courses from outside the department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 401)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 278)
- Environmental Law (PO 270)
- Environmental Sociology (SC 348)

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

- (E) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH

117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory BI 210-211).

Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee.

Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences majors should take the following courses:

Environmental Geosciences I: Resources and Pollution (GE 167), fall semester, first year. Exploring the Earth I (GE 132), may be taken either freshmen or sophomore year. The laboratory science requirement (E above) may be taken in either freshman or sophomore year.

Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the department:

(A) Students majoring in Geology must take the following seven (7) courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three (3) additional electives (with a minimum of two numbered 300 or above) in the department to bring the total number of departmental courses to ten (10).

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101, MT 200)
- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(D) The department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology.

Credit from a summer field course may be used for one of the 300-level department electives upon written approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First Year Geology Majors

The following courses are recommended for first year majors, if their schedules permit:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- General Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus (MT 102-103)

Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses from the following list, with at least two (2) in Geophysics:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 655)
- Engineering Geology (GE 470)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

(C) Two (2) additional electives approved in advance by the student's advisor.

- These two (2) courses may be in departmental courses numbered 400 or above, or in advanced courses in physics or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one (1) advanced departmental course and one (1) advanced physics course.

In addition to the required courses listed above, the outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department should be determined by the student

and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by, the departmental Undergraduate Program Committee.

Information for First Year Geophysics Majors

The following courses are recommended for First Year Geophysics majors, if their schedules permit: Exploring the Earth I and II (GE 132 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs, and Calculus (MT 102-103).

Major Requirements: Geology-Geophysics

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Estuarine Studies (GE 518)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Geophysical Data Processing (GE 572)
- Exploration Seismology (GE 655)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

Students should plan their program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First Year Geology-Geophysics Majors

The following courses are recommended for First Year Geology-Geophysics majors if their schedules permit:

- Exploring the Earth I and II (GE 132 and GE 134) with laboratories

- General Chemistry (CH 109-110) with laboratories
- Calculus (MT 102-103)

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This 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 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, such as Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should call the department at 617-552-3640 (Devlin Hall 213) or see Professor Gail Kineke (Devlin Hall 322).

Information for Study Abroad

Our Department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Since the Department has four majors, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the Department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Program Committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before travelling abroad so that they may take full advantage of their foreign experience and are able to take courses abroad that they do not have the opportunity to take at Boston College. In general, students in any of our majors should complete GE 132, GE 220, and a year of Chemistry, Physics or Biology before they go abroad. Environmental Geoscience majors should also have taken GE 167, and Geology, Geophysics or Geology/Geophysics majors should have completed a year of calculus.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the departmental Undergraduate Program Committee, the Foreign Study Advisor (Prof. J. Christopher Hepburn) or the department Chairperson. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students to not only other cultures, but other physical environments and geological situations. The Department will try to be as flexible as possible to allow students the opportunity to study abroad. Based upon prior student experience, the Department particularly recommends programs in Ecuador and Australia. Students should contact Professors Hepburn or Kineke to plan their semester or year abroad.

Graduate Program Description

Master of Science

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

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

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

The Department offers a number of Teaching and Research Assistantships.

Application

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

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required, and we encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by 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 ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

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

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

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

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is February 15.

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

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston

College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch 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 thirty-six credit minimum M.S.T. degree program is required, in which at least five courses are in earth sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a thirty 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 Master's Programs in Secondary Teaching section in the Lynch School of Education or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

M.S.T. Degree Requirements

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

Cooperative Program

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

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics of Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a 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 equip-

ment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at <http://www.bc.edu/westonobservatory/>.

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 125 Exploring Earth History (Spring: 3)

Corequisite: GE 126

Satisfies Natural Science Core Requirement

The Earth is not finished, but is now being and will forever be remade," C.R. Van Hise (1898). The objective of this course is to describe the history of the Earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. Two hours of lecture per week. Field trips to New York and Cape Cod/Plum Island. Two hours lab explores rocks, fossils, and major stratigraphic techniques.

Kenneth G. Galli

GE 132 Exploring the Earth I: Origin and Systems (Fall: 3)

Corequisite: GE 133

Satisfies Natural Science Core Requirement

The Earth is a dynamic planet, one that our species is clearly changing. A great challenge of the twenty-first century will be to maintain the Earth's ability to support the ever-growing human population. To do this, an understanding of the Earth and its systems is necessary. This course discusses the origin and materials of the Earth and the geological processes by which it has evolved. This course is designed as a first course for majors and minors in the Department of Geology and Geophysics and minors in Environmental Studies, as well as Core for students interested in exploring earth processes.

J. Christopher Hepburn

Noah Snyder

GE 134 Exploring the Earth II: Structure and Internal Processes (Spring: 4)

Corequisite: GE 135

Satisfies Natural Science Core Requirement

May be taken without GE 132

In this course, we will explore the structure and internal processes of Planet Earth. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A laboratory (GE 135) gives students hands-on experience with the concepts covered in the course.

The Department

GE 146 Origin and Evolution of Life on Earth (Fall: 4)

Corequisite: GE 147

Satisfies Natural Science Core Requirement

The course makes extensive use of the Internet as a learning resource.

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules and the search for life on

other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.

Paul K. Strother

GE 148 Dinosaurs: An Exploration of Prehistoric Earth (Fall: 3)
Satisfies Natural Science Core Requirement

The course will deal with our understanding of how dinosaurs fit into the world. Although we will spend time discussing different cultural perspectives on dinosaurs and the roles they've played in both social and scientific thought, the main emphasis will be on how we know what we know about dinosaurs. We will examine how different fields of study have increased our knowledge about how dinosaurs lived and we will spend some time every day learning how to interpret the information preserved in fossils. Students will have opportunities to handle and work with actual dinosaur fossils.

David A. Krauss

GE 150 Astronomy (Fall: 3)
Satisfies Natural Science Core Requirement

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.

The Department

GE 157 Oceanography (Fall: 4)
Corequisite: GE 158

Satisfies Natural Science Core Requirement

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical and biological processes. Topics include: origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea. Three hours of lecture and one two-hour laboratory each week.

Gail C. Kineke

GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)

Satisfies Natural Science Core Requirement

Technology and population growth are causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its vital resources. The focus will be on geological issues critical to planning for a sustainable future. Topics, geared for the non-science major, include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and meeting our energy needs.

Judith Hepburn

GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)

Satisfies Natural Science Core Requirement

This course may be taken independently of GE 167.

This course deals with the Earth's natural processes that make our planet at times a dangerous place for its human inhabitants. Subject matter will include volcanoes, earthquakes, river and coastal flooding, landslides, violent cyclonic storms, climate changes ranging from Ice Age cooling to Global Warming, large extraterrestrial bodies that have on rare occasions smashed into Earth, causing major extinctions of ancient life. A major focus will be on assessing the risks of living on a dangerous planet, and what we can do about making us safer through such means as early warning systems, construction practices, risk analysis, and public awareness.

Judith Hepburn

GE 170 Rivers and the Environment (Spring: 3)

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect and restore these systems.

Noah Snyder

GE 172 Weather, Climate, and the Environment (Fall: 4)
Corequisite: GE 173

Satisfies Natural Science Core Requirement

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El 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.

John E. Ebel

GE 177 Cosmos (Spring: 3)

Satisfies Natural Science Core Requirement

We are in the process of exploring the solar system, our galaxy and the universe. The results from recent manned and unmanned space programs will be used to help develop models for the formation and evolution of our solar system and each of its planets. We will effectively build the solar system from scratch. The question of life on other planets, particularly Mars, will also be discussed. Throughout the course, the fundamentals of how science works will be emphasized.

J. Christopher Hepburn

GE 180 The Living Earth I: Probing the Depths of Our Restless Planet (Fall: 3)

Corequisite: GE 181

Satisfies Natural Science Core Requirement

Course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined,

with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanos, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system. Two one-hour lectures and one two-hour laboratory per week. Second semester may be taken without the first semester.

Alan Kafka

GE 182 The Living Earth II: From Outer Space to Life on Earth (Spring: 3)

Corequisite: GE 183

Satisfies Natural Science Core Requirement

This course may be taken independently of GE 180.

This is the second semester of GE 180.

Michael Barnett

GE 187 Geoscience and Public Policy (Spring: 3)

Satisfies Natural Science Core Requirement

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. 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 Science Core Requirement

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.

Rudolph Hon

GE 264 Stratigraphy and Sedimentation (Spring: 4)

Prerequisites: GE 132-133

Corequisite: GE 265

Offered Biennially

This course deals with the systematics of stratified sedimentary rocks and the processes that form individual layers. Lectures will cover the processes that produce sediment (weathering, erosion); transportation of particulate sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. Using fossils, radiometric techniques, and paleomagnetism, time correlations can be made over very large distances; even on a global scale.

The Department

GE 297 Environmental Hydrology (Fall: 3)

Prerequisites: GE 132-133 or equivalent

Course presents principles of hydrogeology and contaminant behavior, illustrating their applications to environmental problems. Topics include natural ground water systems, their interaction with sur-

face waters, aquifer parameters, ground water occurrence, physics of flow, basic ground water chemistry, ground water contamination, Darcy's Law, steady-state and transient flow conditions, unconfined and confined flow systems, flow nets, aquifer testing and geologic controls on local and regional ground water movement, contaminant behavior, ground water pollution, ground water remediation and regulatory issues. Course includes use of 2-D ground water modeling software and aquifer test analysis software. Case studies integrated into discussions

Dale Weiss

GE 596 Reading and Research in Environmental Geology

(Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on departmental theses.

The Department

GE 597 Reading and Research in Geology (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on departmental theses.

The Department

GE 598 Reading and Research in Geophysics (Fall/Spring: 3)

Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on departmental theses.

The Department

GE 599 Advanced Independent Research (Fall/Spring: 6)

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

The Department

Undergraduate and Graduate Course Offerings

GE 220 Earth Materials (Fall: 4)

Prerequisite: GE 132 or equivalent

Corequisite: GE 221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary and metamorphic processes are investigated to develop the classifications of these groups of rocks. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.

J. Christopher Hepburn

GE 250 Environmental Geology: Environmental Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)

Prerequisites: GE 132-133 or equivalent

Corequisite: GE 251

The course focus is on quality of ground and surface waters within the watershed boundaries. Concepts of chemical aqueous equilibria, chemical weathering, changing chemical and mineralogical composition inside the watershed systems will be introduced and discussed. Contaminations of natural waters will be assessed in the context of toxicity and risk, regulatory requirements and statutory limits. Practical field and laboratory exercises will introduce methods for environmental characterizations and protection of water resources.

The Department

GE 285 Structural Geology I: Field Aspects (Fall: 4)

Prerequisites: GE 132-133

Corequisite: GE 286

Offered Biennially

The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. Structures such as folds, faults, foliations, lineations and shear zones will be considered at various scales, as visible in the field or in thin section. Some inter- and intra-granular deformation mechanism will be discussed.

Yvette Kuiper

GE 330 Paleontology (Fall: 4)

Prerequisite: One year of introductory geology, one year of introductory biology, or permission of the instructor

Corequisite: GE 331

Methods in paleontology will be considered. We will look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme. This course will concentrate on fossil animals, but will also consider plants and environmental analyses. The study of invertebrates will occupy a large portion of the course. A significant amount of time will be spent discussing the evolution of dinosaurs, birds, and other vertebrates. The goal of this course is to give students a better understanding of modern environmental systems through the study of the fossil record.

Paul Strother

GE 372 Petrology I (Fall: 4)

Prerequisite: First year chemistry, GE 132, GE 220, or equivalent

Corequisite: GE 373

This course has two parts: The first part is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part of the course covers the basic principles of polarized light microscopy (PLM) and its application to mineral identification using a polarizing light microscope. Students will learn the techniques of the polarizing microscopy to identify minerals in thin sections.

Rudolph Hon

GE 374 Petrology II (Spring: 4)

Prerequisites: GE 372 or equivalent and a course in Chemistry

Corequisite: GE 375

This course, a continuation of GE 372, is devoted to an understanding of the petrology and petrography of igneous and metamorphic rocks. Lectures on the petrology of how rocks form will be integrated with the laboratory (GE375) where students will use the petro-

graphic microscope to identify the textures and mineral phases that make up these rocks. Phase diagrams will also be used to help better constrain to origin of igneous and metamorphic rocks.

J. Christopher Hepburn

GE 380 Environmental Oceanography (Spring: 3)

Prerequisites: GE 132 or GE 157, or permission of the instructor

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

Gail C. Kineke

GE 392 Environmental Geochemistry (Fall: 4)

Prerequisite: First year chemistry or equivalent, computational math Excel

Corequisite: GE 393

This course is designed for students who wish to learn current topics of environmental geochemistry. Subject matters include a discussion of origin of elements and their distribution on Earth, elemental cycling, and anthropogenic impact on the natural steady state equilibrium. Other topics include atmospheric chemistry, aqueous chemistry, soil geochemistry, geochemistry of hazardous substances, and methods and techniques of environmental mitigation. Discussions will incorporate problematic environmental practices and methods of possible environmentally friendly substitutes.

Rudolph Hon

GE 398 Statistical Analysis of Scientific Data (Spring: 3)

Offered Biennially

The scientific process involves the collection of data for the testing and development of scientific models. This course covers the statistical methods commonly used to acquire, analyze and interpret many different types of scientific data.

Alan Kafka

GE 400 Watershed Geomorphology (Spring: 4)

Prerequisite: GE 132, PH 209, or equivalent

Corequisite: GE 401

This course focuses on the physical processes that shape the landscape. Understanding the flow of water, sediment, nutrients, and contaminants throughout watersheds is vital to earth scientists and land managers. In this course, emphasis is placed on interactions of geomorphic processes with external factors such as land use, climate change, and tectonics. Topics include: sediment creation by chemical and physical weathering; hillslope hydrology and transport; mass-wasting processes; stream erosion, transport and deposition; and glacial landform development. The course will include one or two fieldtrips.

Noah Snyder

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Spring: 3)

Prerequisite: GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many

cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented.

Randolph Martin, III

GE 418 Hydrogeology (Spring: 4)

Corequisite: GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization.

Alfredo Urzua

GE 424 Environmental Geophysics (Fall: 4)

Prerequisites: MT 102-103, PH 209-210, or PH 211-212, or permission of instructor

Corequisite: GE 425

This is an applied course in geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials and ground penetrating radar. In this course students will participate in a geophysical investigation (GE 425). Lectures will be given on field methodology, instrumentation, theory, and interpretation.

John E. Ebel

GE 480 Applications of GIS (Geographical Information Systems)

(Spring: 4)

Corequisite: GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical laboratory assignments (GE581) will use ArcView and ArcGIS software packages with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing and other fields. Students will gain working experience of applying GIS to their studies and research, as well as achieve practical skills for the marketplace.

Rudolph Hon

GE 484 Aqueous Environmental Geochemistry (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 these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Rudolph Hon

GE 490 Remote Sensing and Image Interpretation (Fall: 3)

Prerequisites: GE 132 and/or GE 134

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of "images" from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area repre-

sented. Projects based on spatial data in paper or digital format including topographic or bathymetric maps, digital elevation models, aerial photographs, satellite images, subsurface images, scenes from the seafloor and other planets. Methods of digital image processing and enhancement are discussed.

Noah Snyder

GE 518 Estuarine Studies (Spring: 4)

Prerequisite: Permission of instructor

Offered Biennially

This course, geared toward junior-level science majors, is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. Class meetings are used for discussions of readings from scientific literature, definition of research problems as a team, and introduction to data analysis and interpretation using results from prior field experiments and the numerical processing package MATLAB. The field component is an excursion using a coastal research vessel and is an introduction to marine science field methods, collection of data for individual projects, interpretation and presentation of results. Three (3) hours per week plus extended field experiment.

Gail C. Kineke

GE 580 Environmental Seminar (Spring: 3)

Prerequisite: Undergraduates need permission from the instructor

Corequisite: GE 581

Intended for seniors with a minor in environmental studies, this seminar utilizes a case study approach to addressing contemporary and future environmental issues as they exist outside of the Ivory Tower. Specific, often on-going case studies will be examined within a scientific, historical and cultural perspective. Seminar participants will review, analyze, discuss and in some cases visit and observe specific case study sites. The course will conclude with student teams proposing specific case study explanations or upgrades.

Gail Kineke

Graduate Course Offerings

GE 475 Geotechnology (Fall: 3)

Prerequisites: GE 418, MT 202, and Microcomputer use or permission of the instructor.

This course is designed to introduce students to the field of Geotechnical Engineering. The lectures focus on the following aspects of soil mechanics: stress distribution, 1-D Settlement Analysis, 1-D Time Rate Settlement (Consolidation theory), Bearing Capacity of Shallow Foundations and Slope Stability Analysis. For each one of these subjects, analytical basis and assumptions are presented and example problems are described. It is expected that the students have familiarity with the use of an IBM-PC or compatible microcomputer.

Alfredo Urzua

GE 535 Coastal Processes (Fall: 3)

Prerequisites: One year of college calculus and physics

This course is a study of the physical and geological processes responsible for the formation and evolution of coastal environments. This course takes a morphodynamic approach by studying the coupled suite of hydrodynamic processes, seafloor morphologies and sequences of change. Field trip(s) to the coast are planned.

Gail 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

Offered Biennially

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.

John E. Ebel

GE 655 Exploration Seismology (Spring: 4)

Corequisite: GE 656

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing and presentation of seismic refraction and reflection data. Discussion/laboratory (GE 656) is a corequisite for this course which is an introduction to seismic field and interpretation techniques.

John E. Ebel

GE 660 Introduction to Seismology (Fall: 3)

Prerequisite: GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

Offered Periodically

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.

John E. Ebel

GE 692 Earth Systems Seminar (Fall: 3)

Upper level undergraduates may enroll by permission of the instructors.

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

The Department

GE 794 Seminar in Geology (Fall: 3)

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 795 Seminar in Geophysics (Fall: 3)

This course is an analysis and discussion of topics of current interest in geophysics.

The Department

GE 796 Seminar in Geology (Spring: 3)

This course is an analysis and discussion of topics of current interest in geology.

The Department

GE 797 Seminar in Geophysics (Spring: 3)

This course is an analysis and discussion of topics of current interest in geophysics.

The Department

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

Permission of a faculty member is required in advance of enrollment.

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

The Department

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

Permission of a faculty member is required in advance of enrollment.

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

The Department

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.

The Department

GE 888 Interim Study (Fall/Spring: 0)

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

The Department

German Studies

Faculty

Christoph W. Eykman, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Michael Resler, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Associate Professor*; B.A., M.A., Wayne State University; Ph.D., Harvard University

Contacts

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu
- Website: <http://www.bc.edu/german/>

Undergraduate Program Description

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

Major Requirements

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Notes for majors with transfer credits:

Of the 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. Courses taken abroad to be counted toward the German Studies major must be conducted in German.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice

with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 100 and above are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses which constitute the major, 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 department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Dresden, Berlin, Heidelberg, Tübingen, Freiburg, and Munich are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

Graduate Program Description

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

GM 061 Intensive Reading in German (Summer:1)

No previous knowledge of German required.

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test, and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

Undergraduate Course Offerings

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

GM 001 German A (Elementary I) (Fall: 3)

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. Graduate students must either take this course for credit or register as auditors.

Rachel Freudenburg

Ursula Mangoubi

Ruth Sonderrmann

GM 002 German A (Elementary II) (Spring: 3)

Prerequisite: GM 001

A continuation of GM 001. Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented videos. Intended for those with one semester of college-level German or at least three years of high school German. Graduate students must either take this course for credit or register as auditors.

The Department

GM 003-004 Elementary German Practicum I and II (Fall/Spring: 1)

Corequisite: Students should be signed up for GM 001-002.

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 001-002 through review and recycling of material. It is open to all students concurrently

enrolled in GM 001 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.

The Department

GM 050-051 Intermediate German I and II (Fall/Spring: 3)

Prerequisites: GM 001-002 or their equivalent/GM 050

Conducted primarily in German.

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

Notburga Connolly

Christoph Eykman

Michael Resler

GM 063 Triumphs and Failings of Modern Man (Fall: 3)

Cross Listed with EN 084

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English with all texts in English translation. Counts toward German major and minors.

This course focuses on a number of themes which characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scientist in the modern world. Twentieth-century German, Swiss and Austrian writers will be discussed. The following works will be discussed in class: Thomas Mann, *The Magic Mountain* (novel); Sigmund Freud, *An Outline of Psychoanalysis* (essay); Erich Maria Remarque, *All Quiet on the Western Front* (novel); Wolfgang Borchert, *The Man Outside* (play and stories); Heinrich Boll, *Stories*; Friedrich Dürrenmatt, *The Physicists* (play).

Christoph Eykman

GM 175 Business German (Spring: 3)

Prerequisite: GM 051 or the equivalent

Conducted in German. Completion of this course satisfies the undergraduate language-proficiency requirement.

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 Sonderrmann

GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)

Prerequisites: GM 050-051 or their equivalent/GM 201 or its equivalent
Required for German majors. Completion of this course satisfies the undergraduate language-proficiency requirement. Auditors must register.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading.

Christoph Eykman

GM 210-211 History of German Literature I and II (Fall/Spring: 3)
Prerequisites: GM 050-051 (with a B- or better) or the equivalent
Offered Biennially

Conducted in German. Completion of this course satisfies the undergraduate language-proficiency requirement. Required for German majors.

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust*. Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments and oral reports help students improve their overall proficiency in German.

Rachel Freudenburg

GM 214 The Poetic Mind of Germany (Spring: 3)

Prerequisite: GM051 or equivalent

Offered Periodically

Conducted in German. Counts toward German and German Studies minors or German major.

This course will analyze and discuss selected German poems from the age of the Baroque (seventeenth century) to the present. The poems will be read in the context of German political, social, and cultural/intellectual history. The course will cover literary movements such as the Enlightenment (eighteenth century), Classicism (Goethe and Schiller), Romanticism, Realism, and Expressionism (early twentieth century). Modern and contemporary poets such as Rilke, George, von Hofmannsthal, Brecht, Benn and others will be included.

Christoph Eykman

GM 222 Music and Word: The German Musical Heritage (Fall: 3)

Prerequisites: GM 050-051 or the equivalent

Offered Biennially

Conducted in German. No formal knowledge of music required.

Beginning in the Middle Ages and running through to the middle of the twentieth century, this course will examine the fusion of German-language texts with musical expression in the context of their social and cultural environment. A central focus of the course will be the great age of German music during the eighteenth and nineteenth centuries—including among others the works of Bach, Haydn, Mozart and Beethoven.

Michael Resler

GM 239 Knights, Castles, and Dragons (Spring: 3)

Cross Listed with EN 282

Offered Biennially

Conducted in English. No knowledge of German is required. All readings are in English translation.

A study of the masterpieces of the first great blossoming in German literature including *The Niebelungenlied*, *Tristan*, and Hartmann von Aue's *Erec*. Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

Michael Resler

GM 290 Advanced Reading in German (Spring: 3)

Prerequisites: GM 050-051 or the equivalent

Conducted in German. Counts toward German Major. Required for German Minor.

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. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

Christoph Eykman

Rachel Freudenburg

Michael Resler

GM 501 German Studies Internship (Fall/Spring/Summer: 1)

Prerequisite: GM 051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn first hand about daily life and business practices. Students must commit to at least eight weeks of work and secure the approval of the internship supervisor.

Agnes Farkas

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

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *Professor*; Ph.D., St. John's University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Roberta Manning, *Professor*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

James O'Toole, *Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Seth Jacobs, *Associate Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

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

Cynthia Lyleryly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

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

Prasannan Parthasarathi, *Associate Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; Chairperson of the Department; 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

Stephen Schloesser, S.J., *Associate Professor*; A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University

Sergio Serulnikov, *Associate Professor*; A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

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

David Quigley, *Associate Professor*; B.A., Amherst College; M.A., Ph.D., New York University

Davarian Baldwin, *Assistant Professor*; B.A., Marquette; M.A., Ph.D., New York University

Rebecca Nedostup, *Assistant Professor*; B.A., Harvard University; M.A., M.Phil., Ph.D., Columbia University

Franziska Seraphim, *Assistant Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Contacts

- Administrative Secretary: Colleen O'Reilly, 21 Campanella Way, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Undergraduate Program Assistant: Karen Potterton, 21 Campanella Way, 412D, 617-552-2265, karen.potterton@bc.edu
- Graduate Program Assistant: Kristen Adrien, 21 Campanella Way, 412F, 617-552-3781, adrien@bc.edu
- Website: <http://www.bc.edu/history/>

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and American Civilization in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European history or World 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. The core requirement can also be fulfilled with a score of 6 or 7 on the International Baccalaureate Higher level exam, or a score of C or better on the CGE Advanced Level exam in history. A score of C or better on the CGE Advanced Subsidiary Level exam in history fulfills the second half of the history core (replacing Modern History II). Such students would still need to take the first half of the core (Modern History I).

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including the following: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives—including two of the upper-division electives—should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at <http://www.bc.edu/history/>.

Students may take a maximum of four foreign-study courses, no more than two of which may be upper-division courses, among the ten required major courses beyond the University Core. Likewise a maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses,

must be taken at Boston College during the regular academic year. (Students should also note that the College of Arts and Sciences accepts summer courses for credit only to make up deficiencies, so that even a course accepted to fulfill a History major or minor requirement will not reduce the thirty-eight courses required for the degree.)

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. No more than two courses completed in this fashion will count toward the History major requirements.

Minor Requirements

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the Department's offerings. Because the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Students who have used advanced placement credit to fulfill the History core requirement can substitute any two history electives in place of the two core courses to complete 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 East 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 to 20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students and HS 081-082 is taught in small classes (35 students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their History Core courses out of the usual semester pattern.

Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses abroad for major credit (and a maximum of two courses for upper-division credit), although six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. History minors may take as many as two courses abroad for minor credit (including one upper-division course).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the American Civilization requirement (HS 181-182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing, and verify that they will be able to be in e-mail contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is

April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit http://www.bc.edu/schools/cas/history/undergrad/major/foreign_study/.

For more on the application of these guidelines to the history minor, please visit <http://www.bc.edu/schools/cas/history/undergrad/minor/>.

If you have further questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by e-mail at paul.spagnoli@bc.edu.

Graduate Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers course work in African, Middle Eastern, and Asian history. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs.

Doctor of Philosophy in History

The Ph.D. degree in History is offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers coursework in African, Middle Eastern and Asian history.

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

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

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

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

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

Fields of Study:

American History:

- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social, Economic, and Labor
- Southern
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women
- African American
- Legal and Constitutional.

Medieval:

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

Early Modern European

- Religious
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France.

Modern European:

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

Russian and Eastern European:

- Eastern Europe
- Pre-Revolutionary Russia
- Soviet
- Polish

Latin American:

- Colonial Latin America
- Modern Latin America
- Central America/Caribbea

Other Areas (Minor only):

- China
- Japan
- Africa
- Middle East
- India and South Asia
- East Asia

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

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

Master of Arts Programs

The M.A. degree in History is offered with concentrations in Medieval, Early Modern European, Modern European, American and Latin American history. The department also offers coursework in African, Middle Eastern and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

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

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

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

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

Students must choose a major and minor field. As many as seven courses (twenty-one hours) can be taken in the major field. Major fields for the M.A. are: American history; Medieval history; Early Modern

European history; Modern European history (encompassing English, Irish, Continental European, Eastern European, and Russian); and 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 Studies.

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

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

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

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

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and 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.

Medieval Studies

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

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

The deadline for applications to the graduate programs in history is January 15. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming

Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467 or e-mail: adrien@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/>.

HS 001 Modern History I: Cultural and Institutional History (Fall: 3)

Corequisite: HS 003

Satisfies History Core Requirement

Followed in spring semester by HS 002

This course surveys the historical development of Europe from the Renaissance to the French Revolution 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.

John Rosser

HS 002 Modern History II: Cultural and Institutional History (Spring: 3)

Corequisite: HS 004

Satisfies History Core Requirement

This course traces the evolution of western society from the French Revolution to the present day. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of the factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, and the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and facism.

Devin Pendas

HS 005 Modern History I: Social and Economic Development of Europe (Fall: 3)

Corequisite: HS 007

Satisfies History Core Requirement

Followed in spring semester by HS 006

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. We will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism.

Robin Fleming

HS 006 Modern History II: Social and Economic Development of Europe (Spring: 3)

Corequisite: HS 008

Satisfies History Core Requirement

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then.

Paul Spagnoli

HS 011 Modern History I: Political and Social History of Europe (Fall: 3)

Corequisite: HS 013

Satisfies History Core Requirement

Followed in spring semester by HS 012

This course will survey the major developments in Europe from the Renaissance to the French Revolution. Emphasis will be placed upon social and cultural developments, particularly as seen through overseas expansion and the formation of the modern state.

Lawrence Wolff

HS 012 Modern History II: Political and Social History of Modern Europe (Spring: 3)

Corequisite: HS 014

Satisfies History Core Requirement

This course will survey the major developments in modern history from the French Revolution to the present. Particular emphasis will be placed on the progress of the industrial and democratic revolutions and the major responses to each—liberalism, socialism, and fascism—and the wars, conflicts and transformations to which they led.

James Cronin

HS 019 Modern History I: Political and Intellectual History of Europe (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 eighteenth-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 (Spring: 3)

Corequisite: HS 022

Satisfies History Core Requirement

The course first explores the political restructuring of Western Europe, then Russia, and later the Third World under the pressures of the modern population explosion and the industrial revolution. We will pay special attention to the age of revolutions (1776-1975), the new imperialism (1880-1914), the World Wars, communism, Facism, the Cold War, the collapse of Europe's colonial empires, European economic integration, and the development of a "social market economy," the unique form of capitalism that evolved in Western Europe after World War II and that some say is destined to play a major role in the twenty-first century.

Roberta Manning

HS 023 Modern History I: Social and Cultural History of Europe (Fall: 3)

Corequisite: HS 025

Satisfies History Core Requirement**Followed in spring semester by HS 024**

This course surveys the evolution of Western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution.

*The Department***HS 024 Modern History II: Social and Cultural History of Europe****(Spring: 3)***Corequisite:* HS 026**Satisfies History Core Requirement**

The continuation of HS 023.

*Paul Breines***HS 027 Modern History I: Political and Cultural History of Modern Europe (Fall: 3)***Corequisite:* HS 029**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.

*Alan Reinerman***HS 028 Modern History II: Political and Cultural History of Modern Europe (Spring: 3)***Corequisite:* HS 030**Satisfies History Core Requirement**

The continuation of HS 027.

*Alan Reinerman***HS 031 Modern History I: Europe and the Atlantic Community (Fall: 3)***Corequisite:* HS 033**Satisfies History Core Requirement****Followed in spring semester by HS 032**

This course is a study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution.

*Alan Rogers***HS 032 Modern History II: Europe and the Atlantic Community (Spring: 3)***Corequisite:* HS 034**Satisfies History Core Requirement**

This course will explore the emergence of the modern world from the era of the French Revolution to the end of the twentieth century. We will pay particular attention to the the interrelated histories of the

societies bordering the Atlantic. Topics addressed include the transnational evolution of political ideologies; the impact of slave emancipation in the nineteenth century; the recurring importance of nationalism; imperialism and its discontents; the Cold War and its legacies.

*Kevin O'Neill***HS 045 Modern History: Europe and the World (Fall: 3)***Corequisite:* HS 047**Satisfies History Core Requirement****Followed in spring semester by HS 046**

Course surveys the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global context of the Industrial Revolution in the eighteenth century. Along the way, we'll challenge common geographical (mis)conceptions in historical narratives and find out where they come from and how they've changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, wars, ideologies, and the constraints of a shared ecological environment.

*Franziska Seraphim***HS 046 Modern History: Europe and the World (Spring: 3)***Corequisite:* HS 048**Satisfies History Core Requirement**

The continuation of HS 045.

*Michael Paul***HS 055 Modern History I: Globalization (Fall: 3)****Satisfies History Core Requirement****Followed in the spring semester with HS 056**

"Globalization" is a fairly new term for the interconnectedness of the world's peoples that transcends geographical, cultural, and political boundaries. The world has grown more closely connected in the past half-century, but globalization has been a major force during the past half-millennium covered by this survey. The course traces the development of globalization in three spheres: political, commercial, and cultural. While identifying the Western world's expansiveness as the driving force for globalization, the course gives extensive attention to how people from other continents reacted and responded to these forces.

*David Northrup***HS 056 Modern History II: Globalization (Spring: 3)****Satisfies History Core Requirement**

The continuation of HS 055.

*David Northrup***HS 081-082 Modern History I and II: Europe and the World (Fall/Spring: 3)****Satisfies History Core Requirement**

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.

The Department

HS 093-094 Modern History I and II: Europe and the World (Fall/Spring: 3)

Satisfies History Core Requirement

HS 094 is offered first semester and HS 093 second semester.

Because so much of modern history has been dominated by Europe, and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c. 1800-present.

*The Department***HS 100 Major Political Rivalries in American History (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

Beginning with the contest between Alexander Hamilton and Thomas Jefferson for control of national policy in the first years of the new republic, conflicting ambitions and beliefs among major political figures have both shaped and reflected major developments in the history of the United States. This course will examine several of these rivalries, including the Hamilton-Jefferson clash; Andrew Jackson versus John C. Calhoun, Henry Clay and Daniel Webster; Stephen Douglas and Abraham Lincoln; Theodore Roosevelt versus Woodrow Wilson; Franklin Roosevelt and Huey Long; and John Kennedy and Richard Nixon.

*Mark Gelfand***HS 104 American Presidency (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.

*Mark Gelfand***HS 106 Pedagogical Content Laboratory (Fall/Spring: 1)***Prerequisite:* Lynch School of Education secondary history teaching major

The course aims to provide pedagogical methods for teaching history at the high school level.

*The Department***HS 107 Internship (Fall/Spring: 1)***Prerequisites:* Any two semesters of HS 001 through HS 093

A one credit pass/fail educational experience.

*The Department***HS 111 America's War in Vietnam (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the ori-

gins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.

*Seth Jacobs***HS 148 Introduction to Feminisms (Fall/Spring: 3)***Prerequisites:* 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.

*The Department***HS 155 Lesbian/Gay/Bi/Straight (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in France, Germany, England and the United States; second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History (as if sexuality were not involved) as, in part, the history of heterosexuality; and third, to examine some of the features and functions of fears about homosexuality and homosexual people.

*Paul Breines***HS 161 Biographies of Power in Latin America (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Cross Listed with RL 609

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course is taught in Spanish.

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the twentieth 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 172 Post-Slavery History of the Caribbean (Spring: 3)**

Offered Periodically

*Frank Taylor***HS 174 Modern Latin America (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

Zachary Morgan

HS 180 Introduction to Black Urban History: Migration, Modernization and Culture Making (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course examines aspects of the social and cultural history of four black urban communities: Boston, New York, Chicago, and Los Angeles. Students will be exposed to methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living. The primary focus entails an examination of race, class, gender and regional formations in relationship to migration and urbanization. Moreover, discussions of black high and popular culture will help students understand how black people both shaped and were shaped.

Davarian Baldwin

HS 181-182 American Civilization I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 189-190 Afro-American History I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with BK 104-105

Satisfies Cultural Diversity Core Requirement

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

HS 205 Native Americans in U.S. History (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course will focus on the history of Native Americans in the Continental United States from the pre-Columbian period to the present. Topics will include findings and controversies in the archeological record, pre-Columbian culture, native-European relations in the colonial era, Indian removal, reservation policy and the genocide debate in the nineteenth century; and Native Americans in the modern era. While this course will cover government policy and white images of native Americans, the primary focus will be on the social history of Native Americans themselves and how different disciplines seek to understand that history.

Jeff Singleton

HS 207 Islamic Civilization in the Middle East (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Islam has been a dominant element in the Middle East since Muhammad first preached at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries. What have been the major achievements of the religio-centric culture at the strategic crossroads of Asia, Africa, and Europe? This course explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.

Benjamin Braude

HS 208 Middle East in the Twentieth Century (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

Benjamin Braude

HS 210 Modern Brazil (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.

Zachary Morgan

HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)

Prerequisites: 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.

J. Joseph Burns

HS 242 Capstone: History and Memory (Fall: 3)

Prerequisites: Any two semesters of HS 094 through HS 094

Offered Periodically

For a full description of this Capstone course, visit the following website: <http://www.bc.edu/schools/cas/capstone/>.

Virginia Reinburg

HS 255 Afro-Latin America Since Abolition (Spring: 3)

Offered Periodically

Zachary Morgan

HS 280 History of Black Nationalism (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement
Offered Periodically**

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalistic strategies, including emigrationist, separatist, cultural, and 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 Miller

HS 282 Cultural Studies/Cultural History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course engages culture as a method, a tool by which to engage, analyze and critique history and historical narratives. But what is culture? In this course, street life, riots, parades and clothing are engaged in as arenas of social interaction, acts of personal pleasure, and sites of struggle. We will also explore what happens when a diversity of forces converge at the intersection of commerce and culture. Present day notions of popular culture, and common topics of authenticity, and selling out will be interrogated both socially and historically.

Davarian Baldwin

HS 300 Study and Writing of History (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Each section offers a different topic. Required for history majors.

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available.

The Department

HS 300.02 Study and Writing of History: Tony Blair and “New Labor” (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course will involve research and analysis into the career of Tony Blair and his role in the rebirth of the Labour Party whose leadership he inherited in 1994. The Labour Party, which did so much to create the welfare state just after the Second World War, had by the late 1970's entered an era of deep and fundamental crisis. Its history during the 1980's and early 1990's was marked by fierce, internal battles, contests for power and repeated electoral defeats. From this experience of defeat emerged a very different party crafted by Blair and his allies.

James Cronin

HS 300.06 Study and Writing of History: Romans and Christians (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before, they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 400 A.D. is explored along with questions about what it meant to be a Christian (e.g., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans.

Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called “the strange triumph of Christianity.”

John Rosser

HS 300.20 Study and Writing of History: Modern France (Spring: 3)

Prerequisites: 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 topics in French history since the Dreyfuss Affair.

Paul Spagnoli

HS 300.21 Study and Writing of History: Haiti-U.S. Relations (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Students will research and write about one topic related to U.S. Haitian relations between 1700-2000.

Deborah Levenson

HS 300.22 Study and Writing of History: Irish Nationalism (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course will examine the pervasive influence which Irish nationalism and, most especially, the Irish American component, had upon the course of Anglo-American relations from the outset of World War I in 1914 to the establishment of the Irish Free State in 1922.

Thomas Hachey

HS 300.23 Study and Writing of History: Comparative Race and Slavery (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Slavery figured most prominently in the background of some of the most progressive moments in world history. From ancient Athens and the Roman Empire through the centers of Islamic civilization to the foundations of the North American republic, civilizations have been built upon the forced labor of enslaved men and women. Students will examine the historiography of American slavery, as well as comparing and contrasting the systems of slavery that appeared in the New World, resistance to these systems, and race relations that developed out of this institution.

Zachary Morgan

HS 300.24 Study and Writing of History: Irish Political Development: A Place in the Isles (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course is designed primarily for those students who wish to proceed to research work on Irish political development, Irish political, social, and cultural history in general, and British/Irish relations both past and present. It looks at some major political events and processes over the past three centuries in Ireland, identifies some theoretical and empirical issues, and assesses the possibilities of using primary and secondary materials to further understanding of these issues. An underlying theme will be the dialectic between violent and non-violent ways of approaching the solution of problems in Ireland, both traditions being ones almost invented in Ireland.

Tom Garvin

Burns Scholar

HS 300.36 Study and Writing of History: Race and Identity (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course seeks to involve aspiring history majors in the process of reading, analyzing, researching, and writing history, with particular emphasis on the issue of race and identity. The course readings reflect a variety of approaches to questions of racial identity and “Americanness” over time. They have been selected to illustrate both historical and literary treatments of race and identity within the context of the United States. How do individuals become conscious of themselves as racial beings and as national citizens? How do racial identities comport with other identities? How does racial identity influence or color one’s sense of self and relations with others outside of one’s race? How ultimately, does race impact the study and writing of history over time?

Karen Miller

HS 300.59 Study and Writing of History: Overseas Migration in the Nineteenth Century (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The content of the introductory common reading and of the research papers will concern the unprecedented movement of humans from their homes to new settlements overseas that occurred in the nineteenth century. Topics for consideration and research include motives for emigration, changes in the speed and comfort of sea travel, and the conditions immigrants found overseas. Because the primary sources most readily available are in the British Parliamentary Papers, the course will focus on migration to and from British possessions. Given the extent of the British Empire at this time, this is not a severe restriction, since it includes the migrations of Chinese (through Hong Kong), South Asians (from British India), Africans (especially to the British West Indies), and Pacific Islanders (to Australia), as well as European migrations to Australia and Canada. However, the course does not include European migration to the United States.

David Northrup

HS 300.70 Study and Writing of History: History of Racism (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The origins and nature of racism have bedeviled society. If race has no scientific basis, why is the term popularly accepted? Some regard racism as something deeply rooted in human thought and experience. Others, as a response to specific social-economic and political oppression. To discover answers to these problems, students will choose research in specific areas drawn from a wide-range of historical settings, including anti-barbarian prejudice in Classical Greece, persecution and discrimination in medieval Christendom, color slavery in Islam and the Atlantic West, Nazi racial theories and practice, apartheid in South Africa and segregation in the United States.

Benjamin Braude

HS 300.79 Study and Writing of History: Authoritarianism and Democracy in Latin America (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course is aimed at providing students a first-hand experience in historical research and writing. The general topic is democracy and authoritarianism in twentieth-century Latin America. Selected readings are intended to offer examples of how social scientists have examined the rise of the different types of authoritarian governments in the region. Based on the analysis of primary material, students will investi-

gate a case study from any country in the region focusing on some of the factors (ideology, international context, social movements, historical patterns of military-civil society relations, etc.) that have undermined the consolidation of representative, inclusive political systems.

Sergio Serubnikov

HS 300.85 Study and Writing of History: Allied Occupation of Japan (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The Allied Occupation of Japan (1945-52) was arguably the most successful example of democratization and nation-building in modern history. It was also a cross-cultural moment of incredible intensity, full of trauma, ambiguity, and visions for a better future. Centering as much as possible on the Japanese experience of these years, this course explores the richness of this history and its wide variety of sources, and provides opportunities for original research.

Franziska Seraphim

HS 300.92 Study and Writing of History: Protestant and Catholic Reformations (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The purpose of this course is to introduce students to the practice of history through intensive reading and writing about the Protestant and Catholic Reformations of the sixteenth century. The course will focus on the religious, social, and political histories of the Reformation. Attention will be devoted to the major theological and ecclesiastical questions of the era. We will also consider violence in the name of religion (iconoclasm, riots, martyrdom, coerced conversions or religious observance), preaching, apocalyptic ideas and expectations, minority or clandestine religions, religious dissent, spirituality, and as much as possible the opinions and religious lives of ordinary believers.

Virginia Reinburg

HS 300.93 Study and Writing of History: Britain and the Second World War (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course examines the impact of the Second World War on British society. The war profoundly affected the lives of everyone who lived in Britain. Among other things, millions of women were recruited into the factories or the armed forces. Thousands of children were evacuated to avoid the bombing that devastated the cities. The government had to develop new forms of propaganda in order to sustain civilian morale, which often sagged. And the war moved the political spectrum to the left, opening the post-war creation of the welfare state. This course examines the impact of the Second World War on British society. The war profoundly affected the lives of everyone who lived in Britain. Among other things, millions of women were recruited into the factories or the armed forces. Thousands of children were evacuated to avoid the bombing that devastated the cities. The government had to develop new forms of propaganda in order to sustain civilian morale, which often sagged. And the war moved the political spectrum to the left, opening the post-war creation of the welfare state.

Peter Weiler

HS 300.97 Study and Writing of History: Shanghai in Myth and History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Like the greatest of world cities, Shanghai has managed both to fascinate and repulse locals and visitors alike since its rise to prominence in the nineteenth century. This does not mean that it has always been well understood. More often than not it has served as a symbol for colonialists, adventurers, nationalists, revolutionaries and entrepreneurs, obscuring the lives of the laborers, refugees, shopkeepers, factory girls and rickshaw pullers that made the city hum. Yet the existence of the mythic city alongside these other Shanghais makes this place—with its polyglot, colonial, and cosmopolitan history—a researcher's dream.

Rebecca Nedostup

HS 300.99 Study and Writing of History: Busing in Boston (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Court-ordered desegregation of the Boston Public Schools began in 1974. Three decades later, this metropolitan area continues to struggle with the legacies of that tumultuous experience. This class will read widely on the history and contexts of busing in Boston. All students will research and write an original essay on the topic, making extensive use of local archives.

David Quigley

HS 356 Alternate Globalizations (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

Third World radicalism has offered alternate hopes for worldwide liberation where we find some of the most universal and international ideas and visions that surpass the facile solutions to inequality based on colorblindness, property ownership, and class-consciousness. Surveying radical visions from Harlem to Havana, Paris to Port au Prince, Birmingham to Bahia, we hope to reclaim radical possibilities from the past to devise blueprints for an adversarial and more inclusive globalization for the future.

Davarian Baldwin

Deborah Levenson

HS 693 Honors Seminar (Fall: 3)

Prerequisite: Approval through Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

The Department

HS 694 Honors Thesis (Spring: 3)

Prerequisite: Approval through Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.

The Department

HS 695 Advanced Independent Research (Fall: 3)

Prerequisite: Approval through Honors Committee

Formerly known as Scholar of the College.

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 696 Advanced Independent Research (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

See course description under HS 695.

The Department

HS 699 Readings and Research: Independent Study (Fall/Spring: 3)

Prerequisites: Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.

The Department

Undergraduate and Graduate Course Offerings**HS 116 Ireland Since the Famine (Spring: 3)**

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

Robert Savage

HS 164 Historical Archeology (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Not open to students who have taken HS 224

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.

John Rosser

HS 219 Religion and Sexuality in European History (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

The topic of this course is inspired by current issues and debates around sexuality affecting all religious life in the U.S. We will focus on the two major Western religious traditions, Christianity and Judaism, broadly conceived. Topics covered will include heterosexuality and homosexuality, marriage and the roles religious traditions play in shaping attitudes and beliefs concerning sexuality, identity, tolerance and intolerance. The course will have a methodological emphasis. We will look at how historians and a few theorists have approached issues of sexuality and religion, expecting to shed light on historical continuities and ruptures in contemporary debates.

Paul Breines

Virginia Reinburg

HS 303 Late Imperial China (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

**Satisfies Cultural Diversity Core Requirement
Offered Periodically**

Late Imperial China saw the development of vibrant popular and elite cultures, and great demographic expansion, social mobility, and economic growth. This dynamism and prosperity was shadowed by social tensions, and was punctuated by periods of severe economic and political crisis and by the ravages of war and natural catastrophe. The seventeenth century saw the collapse of the Ming Dynasty (1368-1644), rise of the Qing Dynasty (1644-1911), and transition to the nineteenth century. This course will explore the dramatic changes of this period from a variety of perspectives, focusing on analysis of primary sources in translation.

Rebecca Nedostup

HS 308 Early Modern Japan, 1600-1890: Samurai, Geisha, and Other Traditions (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

This course introduces upper-division undergraduates to broad political, social, economic and cultural developments in Tokugawa Japan (1600-1868) through the early Meiji transition. Powerful shoguns, brave and local samurai, and beautiful geisha conjure up images of an exotic, traditional Japan long gone. But what did it feel like to live in the eighteenth century? How have we—and the Japanese—come to think of that era as tradition? Lectures, readings and class discussions seek to integrate political and social relations and show how they were conditioned by an increasing awareness of the wider world around Japan.

Franziska Seraphim

HS 309 Modern Japan, 1890-2001: Competing Localism, Nationalism, Internationalism (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement**Offered Periodically**

This course focuses on the emergence of Japan as an international, industrialized, and democratic country from the late nineteenth through the end of the twentieth century. We will read about Meiji society as it was imagined and lived, examine ideas and realities of Japanese imperialism in Asia, discuss the nature of wartime facism compared to ultranational regimes elsewhere, and tackle contradictions that characterize post-war society, a society that grew out of the war experience while conceiving of itself as the war's obverse. Finally, we will assess the changes and challenges in the 1990's in relation to Japan's long postwar.

Franziska Seraphim

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with BK 325**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Taylor

HS 326 History of Modern Iran (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement**Offered Periodically**

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.

Ali Banuazizi

HS 329 The Caribbean During the Cold War, 1962-1989 (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, or Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambience within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.

Frank Taylor

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with BK 373**Satisfies Cultural Diversity Core Requirement****Offered Periodically**

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

Frank Taylor

HS 385 Introduction to Modern South Asia (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement**Offered Periodically**

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.

Prasanna Parthasarathi

HS 386 Ethnicity and Rebellion in Latin America (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

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 twentieth century. Case studies will include different episodes of social upheaval in Mexico, Peru, Nicaragua, Bolivia, Brazil, and Guyana.

*Sergio Serulnikov***HS 400 Romans and Barbarians (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

Not open to students who have taken HS 261

One of the chief objectives of this course is to understand Rome's metamorphosis in the West, after the empire's fall, and to come to grips with changing notions of Romanitas—"Romaness"—from the second through the eighth centuries. The other objective is to understand the construction of power during this period: who had it, who lost it, how it was flaunted and used. We will discuss new sources of power invented in the period: relics, asceticism, military brotherhoods, elaborate burial, and ethnogenesis. The course will emphasize archaeological evidence as much as traditional textual evidence.

*Robin Fleming***HS 425 Twentieth Century Britain (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

*Peter Weiler***HS 433 The Great Hunger (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

The Great Irish Famine of 1845-1851 was the pivotal event in modern history, and influenced the course of events throughout the English speaking world. This course will place "The Great Hunger" in its social, economic and political context. We will explore both the ecology and sociology of famine in Ireland and attempt to place Irish experience in a wider comparative perspective. Particular subjects of inquiry will include the relationship between globalization and food security, trans-Atlantic ecological exchange, demographic and political interactions and the Irish diaspora.

*Kevin O'Neill***HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

*Robert Savage***HS 450 Nazi Germany (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

Nazi Germany stands as one of the most obvious examples of evil in world history. Yet to think about the Third Reich historically means to understand that evil in all of its multiple dimensions: as a popular dictatorship, based on a radical social agenda domestically and an aggressive, expansionist foreign policy, and above all, in both cases, as a state based on explicit principles of racial community. This course will consider the Nazi regime as a social, political, military and ideological phenomenon, tracing it from its origins through its murderous apex to its final apocalyptic demise.

*Devin Pendas***HS 452 European War and Genocide (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through 0094

Offered Periodically

Genocide has been one of the most tragic and disturbing global phenomena of the twentieth century. This course will explore genocide in European history, beginning with its colonial antecedents in the nineteenth century and tracing the link between war and genocide from the Armenian genocide of World War I, through the Holocaust during World War II, and the resurgence of genocidal war during the period of decolonization (French Algeria), and concluding with an examination of the resurgence of genocidal war in Europe in the wake of the Cold War (Yugoslavia).

*Devin Pendas***HS 454 Twentieth-Century Russia (Spring: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

Whither Russia? What does the future hold for the world's largest nation, which has long surprised, horrified and astonished outside observers? Does Russia's turbulent past hold any clues for its future? We will seek to answer this question by surveying the course of twentieth-century Russian history from Tsar Nicholas II to President Putin, with an emphasis on the Soviet period. Topics covered include the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, World War II, the Cold War, Perestroika, the fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and recovery under Putin.

*Roberta Manning***HS 456 Russia and the Cold War (Fall: 3)***Prerequisites:* Any two semesters of HS 001 through HS 094

Offered Periodically

A survey of twentieth-century foreign relations and military history under successive Russian leaders from Lenin to Putin, with particular emphasis on the period after World War II. Topics to be covered include the Russian Revolution and its challenge to the international order, the two World Wars, the Cold War, the nuclear arms race, Détente, the fall of Communism and disintegration of the USSR, withdrawal from Eastern Europe, the two Chechen Wars, and Putin's efforts to emerge from Russia's crisis and diplomatic isolation via Entente with China, the U.S., and NATO in the new War Against Terrorism.

*Roberta Manning***HS 457 Stalin (Fall: 3)***Prerequisites:* Any two courses of HS 001 through HS 094

Offered Periodically

We will study Stalin's formative years, his career as a revolutionary before 1917, his rise to political power, industrialization, collectivization, political terror, World War II, post-war recovery and the Cold

War. We will read the first and the latest biographies of Stalin, the moving memoirs of a Terror victim, and recent scholarship on the origins of the Cold War. The course will draw on a number of feature and documentary films (including the recent Oscar winning *Burnt by the Sun*) and a new PBS series on World War II, *Russia's War*.

Roberta Manning

HS 466 Europe 1871-1914 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course will explore the development of Europe from the end of the Franco-Prussian War to the outbreak of World War I. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity; and the rise of European domination of the world.

Alan Reinerman

HS 469 Intellectual History of Modern Europe I (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will focus on the nineteenth century, 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 476 The Culture of Athenian Democracy (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Cross Listed with CL 254

Offered Periodically

See course description in the Classical Studies Department.

Gail Hoffman

HS 477 Modern Italy (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course will explore the development of Italy from 1815 to the present, explaining how during these years Italy was transformed from a politically divided, culturally stagnant, and economically backward land to the united, prosperous, and democratic, if troubled, nation it is today.

Alan Reinerman

HS 510 Text and Context: Ralph Ellison's *Invisible Man* and the Black Modern Experience (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's *Invisible Man*. Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African American life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois' concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central, to the modern experience.

Davarian Baldwin

HS 514 The American Civil War and Reconstruction (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course will study the Civil War and the Age of Reconstruction, paying special attention to the transformation of American politics in the second half of the nineteenth century. We will examine the conflict between North and South from a number of perspectives: military, social, and cultural. In addition, the course will consider the struggles of Reconstruction and the legacies of emancipation.

David Quigley

HS 517 U.S. Constitutional History I (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course focuses on U.S. Constitutional history from the birth of the republic to the Civil War.

Alan Rogers

HS 538 Gender in American History (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America.

Cynthia Lyerly

HS 552 U. S. Since 1945 (Spring: 3)

Prerequisites: 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)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

Cynthia Lyerly

HS 558 The American Irish (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically**Not open to students who have taken HS 286**

Since 1700, at least 7 million Irish men, women, and children have crossed the Atlantic to settle in North America. This vast movement of people was of great historical significance on both sides of the Atlantic: it played a fundamental role in the shaping of modern Ireland and helped determine the social, economic, political, and cultural development of the United States. The principal themes will be the

process of migration and resettlement, labor and class, race and gender, religion, politics, nationalism and, encompassing all of these, the evolution of ethnic identity.

Kevin Kenny

HS 570 Social Action in Urban America (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course examines the history of social action in the United States from the 1890s to the present. Looking at the grassroots level, we will do case studies of several liberal and radical social movements including Populism, the settlement house movement, the labor movement, the civil rights movement of the 1960s, and the community organizing movement of the 1970s. In addition to the class, there is a community service component that may be fulfilled through participation in PULSE or other volunteer programs in the Boston area.

Marilynn Johnson

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.

Seth Jacobs

HS 628 Religion in Chinese Society (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Categories that we take for granted, such as church/state, sacred/secular, supernatural/natural and divine/mundane do not always fit religious phenomena or ways of talking about them in Chinese society. This course will examine the religious description of society and social organization of the supernatural. It will investigate the politics of religion and the numinous power of emperors and officials. It will explore the ways in which social groups, texts, specialists, performances and places participate in the creation, transmission, and transformation of religion and society in late imperial and modern China.

Rebecca Nedostup

HS 646 Comparative Politics of Nationalism (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course examines the world-wide phenomenon of nationalism, arguably the most pervasive and influential political phenomenon of the last century and a half. Course will begin by tracing the development of nationalist political thought from the eighteenth century onward, with some backward looks at classical and biblical precedents. Particular attention will be given to sociological theories of nationalism, new-Marxist theories, dependency theory and theories of nation-building. Case studies will include Germany, Russia and Ireland.

Tom Garvin, Burns Scholar

HS 654 Irish Women Emigrants: The Irish and American Context (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will 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 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094, permission of instructor

Cross Listed with EN 603

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.

The Department

HS 667 Jews and Islamic Civilization (Fall: 3)

Prerequisites: Any two courses of HS 001 through HS 094

Offered Periodically

Benjamin Braude

HS 668 American Immigration and Ethnicity (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

This course will examine the history of American immigration and ethnicity from the colonial era, through the old immigration of 1820-80 and the new immigration of 1880-1920, to the third wave of immigration from 1965 onward. The course will pay particular attention to the following topics: the causes of emigration in the home countries; patterns of immigration and settlement; concepts of ethnic identity; labor, race, and gender; government policy and ethnic organization and mobilization. The course will examine the history of all major groups, with special attention to Irish, Mexican and Asian immigration.

Kevin Kenny

HS 680 History and Memory (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Offered Periodically

History matters—to the extent that it is relevant in the present. Which history matters, how it came to matter, to whom, and in what context, that is the subject of memory. In this course we explore a variety of media, textual as well as visual, from around the globe to develop a critical understanding of the political uses of memory in modern societies, and to explore its usefulness and limitations in historical writing.

Franziska Seraphim

Graduate Course Offerings**HS 831 Seminar: British Empire (Spring: 3)****Offered Periodically**

This course will introduce graduate students to some of the central debates in the history of the British Empire, ca. 1750 - ca. 1970. Topics will include the expansion and contraction of the empire, economic costs and benefits, colonial armies, imperialism and British politics, as well as British national identity.

Prasanna Parthasarathi

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 833 Colloquium: Atlantic Crossings (Fall: 3)**Offered Periodically**

This graduate-level colloquium explores the passage of people, ideas, and imaginations across and around the Atlantic from 1400 to the contemporary period. Some readings will examine general features of Atlantic exchanges and movements, but the majority will focus on the experiences of Africans and people of African descent as examples of the larger movements taking place. Coverage will extend to all four continents of the Atlantic, including the West Indies.

David Northrup

HS 842 Graduate Colloquium: Ireland Before 1850 (Fall: 3)**Offered Periodically**

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

Kevin O'Neill

HS 843 Colloquium: Modern Irish History (Spring: 3)

This colloquium will explore some of the major issues in modern Irish history. Its primary focus will be on Revisionism and related developments in the writing of Irish social, economic and political history over the last two decades.

Robert Savage

HS 871 Colloquium: U.S. to 1877 (Fall: 3)**Offered Periodically**

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

Lynn Lyerly

HS 872 Colloquium: U.S. History 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.

Seth Jacobs

HS 896 Core Colloquium: Early Modern European History (Spring: 3)**Required for all incoming Ph.D. students**

This course will serve as intellectual preparation for teaching the first half of the history department's Core course in modern history, which covers roughly the period from the late Middle Ages through the French Revolution. Equally important, however, the course will also

serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings have been chosen both because they treat an important topic in the period but also because of their significance for historical interpretation and practice today.

Virginia Reinburg

HS 897 Core Colloquium: Modern European History II (Fall: 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.

Devin Pendas

Graduate Seminars**HS 912 Seminar: Violence and History (Spring: 3)****Offered Periodically**

The premise of this course is that the experience of narratives about violence and pain are historical forces. After discussing articles by—or excerpts from the works of—thinkers such as Hannah Arendt, Arno Mayer, Michel Foucault, Arthur Kleinmann, Deena Vas, Achille Mbembe, Robert Williams, Frantz Fanon, and Inge Cleindininen, students are expected to write a theoretically informed paper about pain and suffering in their own fields. Possible topics range from lynching in the United States, genocide in Germany, nihilist/anarchist terrorism in Russia, and revolutionary warfare in Latin America.

Deborah Levenson

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.

Robin Fleming

HS 937 Seminar: Modern European History (Fall: 3)

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.

James Cronin

HS 971 Seminar: Nineteenth Century U.S. History (Fall: 3)

Kevin Kenny

HS 979 Seminar: Politics and Culture in American History (Spring: 3)**Offered Periodically**

This course will explore selected moments in the history of American politics and culture from the American Revolution to the twentieth century. We will pay special attention to the relationship between the new cultural history and traditional studies of political culture.

David Quigley

HS 992 Seminar: Dissertation Seminar (Spring: 3)

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and

problems of theory, method, and organization. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.

Kevin Kenny

Graduate Independent Study

HS 799 Readings and Research (Fall/Spring: 3)

The Department

HS 801 Thesis Seminar (Fall: 6)

The Department

HS 888 Interim Study (Fall/Spring: 0)

The Department

HS 997 Dissertation Workshop (Fall/Spring: 1)

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

The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 0)

The Department

HS 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

The Honors Program

Contacts

- 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
- Website: <http://www.bc.edu/schools/cas/honors/>

The Structure of the Honors Program

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete most of this Core in a four-year sequence of courses and academic challenges that offers an integrated liberal arts education that 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 fifteen students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development: in first and second years an overview of the whole Western cultural tradition, in third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on the campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room and a large

library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts, and social gatherings for faculty and students.

Freshman and Sophomore Year

In their first two years, students take a course called The Western Cultural Tradition. This is a four-semester, six-credit course, equal to two of the five courses BC students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and medieval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

Junior Year

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This 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 integrative seminars where they will re-read certain key texts that they may have studied years earlier (Plato's Republic, for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or two of the senior integrative seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year Twentieth Century and Tradition sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still important requirements left in the major) it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer Honors Program students in fashioning their four-year curriculum.

Undergraduate Course Offerings

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

HP 001 Western Cultural Tradition I (Fall: 3)

Corequisite: HP 002

Satisfies Writing Core Requirement

All students in the Honors Program are required to take Western HP 001- HP 004 as freshmen and 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 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

Satisfies Philosophy Core Requirement

Satisfies Writing Core Requirement

See course description under HP 001.

The Department

HP 003 Western Cultural Tradition III (Spring: 3)

Corequisite: HP 004

Satisfies Literature Core Requirement

Satisfies Theology Core Requirement

Students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are

two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.

The Department

HP 004 Western Cultural Tradition IV (Spring: 3)

Corequisite: HP 003

Satisfies Philosophy Core Requirement

Satisfies Theology Core Requirement

See course description under HP 001.

The Department

HP 031 Western Cultural Tradition V (Fall: 3)

Corequisite: HP 032

Satisfies Social Sciences Core Requirement

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

Satisfies Social Sciences Core Requirement

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 twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

Marty Cohen

Christopher Conzas

Thomas Epstein

Mary Joe Hughes

Michael Martin

Susan Mattis

John Michalczyk

Kevin Newmark

Vanessa Rumble

HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, chang-

ing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

Marty Cohen

Christopher Constas

Mary Joe Hughes

Alan Lawson

Michael Martin

Susan Mattis

Kevin Newmark

HP 199 Readings and Research (Fall/Spring: 3)

The Department

HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)

HP 252 applies electronic technology to the study of texts from the Honors Program humanities curriculum. It provides the student with experience and pioneering expertise in the use of technology for the humanities. This is done while revisiting Homer and other authors. Students should expect to leave the seminar with writing and thinking skills enhanced by the ability to incorporate hypertextual techniques and modes of thinking into their research, compositions, and other presentations.

Timothy Duket

HP 254 Senior Seminar: Law, Medicine, and Public Policy (Spring: 3)

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. Class discussion is used to achieve this 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.

Thomas P. O'Malley, S.J.

HP 258 The Language of the Liturgy (Spring: 3)

Michael J Connolly

HP 259 Hitler, the Churches, and the Holocaust (Fall: 3)

Donald Dietrich

HP 260 Democracy and Art (Fall: 3)

Through a wide range of readings, films, and other media, this course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is taste? On what basis do we judge a work (a film, novel, song, painting, video game, poem) good or bad? Are some arts more demo-

cratic than others? How does American popular culture compare with the ideologically-based "people's art" of twentieth-century totalitarian regimes? Is there such a thing as a "democratic aesthetic"?

Martha Bayles

HP 261 A Shakespeare Reprise (Fall: 3)

HP 299 Senior Honors Thesis (Fall/Spring: 3)

The Department

HP 399 Advanced Independent Research (Fall/Spring: 6)

The Department

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Carney 333, 617-552-3688, murphyro@bc.edu
- Academic Advisor/Program Administrator: Linda Gray MacKay, Hovey House 108, 617-552-0740, mackayli@bc.edu
- Website: <http://www.bc.edu/isp/>

Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately forty students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), strength of the faculty letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of the student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is mid-October. Applications and further details about the program are available on-line at <http://www.bc.edu/isp/>.

Major Requirements

International Studies Core: Seven courses

- IN 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- Comparative Politics Course—one course from approved list
- TH 863 Ethics, Religion and International Politics
- History, Culture, and Society—two courses from the following list: HS 055-056 Modern History I and II: Globalization. HS 067-068 Modern History I and II: Europe and the Americas, HS 571 U.S. Foreign Policy, SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest: Comparative Perspectives, TH 386 Ethics in a Comparative Perspective, TH 507 Introduction to Comparative Theology

Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- Economics: EC 201 or EC 203 Microeconomic Theory, EC 202 or EC 204 Macroeconomic Theory, EC 151 or EC 157 Statistics, EC 228 Econometrics or EC 308 Game Theory in Economics
- Two electives chosen from: EC 271 International Economic Relations, EC 276 Political Economy of Developing Nations, EC 371 International Trade, EC 372 International Finance, EC 373 Economics of Latin America, EC 375 Economic Development
- Political Science: PO 041-042 Fundamentals I and II, One methods course, Three electives in International Politics or Comparative Politics from an approved list
- History, Culture and Society: Choose either the Ethics and International Social Justice or the Global Cultural Studies option.

Ethics and International Social Justice

Foundational courses—one in each of the following two areas:

Foundations in Moral Philosophy, Religious Ethics, or Political Theory: Choose one of the following: PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524

Ethics: An Introduction, PL 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures

Foundations in the Social Sciences (providing an introduction to this approach) Choose one of the following: HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), PO 415 Models of Politics. PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 276 Political Economy of Developing Nations, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory

- Electives—Select electives according to one of the following options:

Normative Option. Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs

Thematic Option. Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, the pursuit of economic justice, racial justice, or gender justice

Area Option. Four electives focusing on the study of questions of social justice in one geographic region

Global Cultural Studies

Foundational Courses

Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas. Choose one of the following:

EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Change, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II (only available to students enrolled in the Honors Program)

Research Strategies and Methods for the Study of Culture

Choose one of the following: HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), SC 210 Research Methods, SC 509

Feminist Approaches to Theory and Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity Electives—Select according to one of the following options:

Global Culture and the Humanities Option. Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts.

Global Culture, History, and the Social Sciences Option. Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context.

Area Option. Four electives focusing on the study of culture in one geographic region.

Senior Year Research and Writing Project: Two or three courses

- Senior Seminar: IN 530

And one of the following options:

Thesis Option:

- * Fall: Senior Honors Research: IN 497

- * Spring: Senior Honors Thesis: IN 498

Research/Internship Option:

- * Independent Study: IN 299

Minor Requirements

The International Studies Minor consists of six courses. Students enrolling in the Minor must select one of the following Thematic Concentrations and submit an enrollment form to the International Studies office:

- International Cooperation and Conflict
- International Political Economy
- Development Studies
- Ethics and International Social Justice
- Global Cultural Studies

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization is required of all minors.
- Foundation Course II: Students select one course from the list of courses approved for the student's chosen Thematic Concentration.
- Thematic Concentration Electives: Students select three elective courses from the list of courses approved for the student's chosen Thematic Concentration. In selecting electives, students must bear in mind the university's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the Academic Board of the International Studies program. For a list of courses, visit the International Studies website at <http://www.bc.edu/isp/>.
- Senior Seminar: Required of all Minors. This seminar, with its semester-long research paper in the student's chosen Thematic Concentration, provides a capstone for the Minor. Exceptions to this requirement will be allowed in cases where seminar offerings are not available. Where exceptions are granted, the student must substitute an elective course within the student's Thematic

Concentration. When exceptions are granted, the student is still required to complete a semester-long research paper as a component of this substituted course. Presently, one seminar option is available: IN 504/TH 504 Ethics in International Studies (usually offered in the fall semester).

University regulations permit one course taken for the student's academic major or the University Core to be counted also toward the requirements of the Minor.

Advanced study of a foreign language and Principles of Economics (EC 131-132) are strongly recommended for all students pursuing the Minor in International Studies.

Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at <http://www.bc.edu/isp/>.

Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 055-056 Modern History I and II: Globalization or HS 067-068 Modern History I and II: Europe and the Americas

Information for Study Abroad

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad.

Students who are contemplating writing a senior honors thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at mackayli@bc.edu or 617-552-0740.

Undergraduate Course Offerings

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

IN 209 International Conflict Management (Fall: 3)

IN 250 U.S. Civil-Military Relations (Fall: 3)

Cross listed with PO 250

See course description in the Political Science Department.

Hiroshi Nakazato.

IN 299 Independent Study (Fall/Spring: 3)

IN 497 Senior Honors Research (Fall: 3)

IN 498 Senior Honors Thesis (Spring: 3)

IN 510 Globalization (Fall: 3)

IN 530 International Studies Senior Seminar (Fall/Spring: 3)

Open only to seniors majoring in International Studies

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment—politically, economically and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions and research in an atmosphere of mutual respect and trust.

Paul Christensen

Paul Gray

Laurie Shepard

IN 540 Research Methods in International Studies (Fall: 3)

IN 601 Advanced Independent Research (Fall/Spring: 6)

Undergraduate and Graduate Course Offerings

IN 500 Introduction to International Studies (Spring: 3)

Cross Listed with PO 500

This course is open to undergraduate students who have not yet taken PO 501 or PO 507.

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.

Donald Hafner

IN 504 Seminar: Ethics in International Studies (Fall: 3)

Cross Listed with TH 504

Open to Seniors in International Studies and others with the permission of the instructor

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

Donald J. Dietrich

IN 539 Humanitarian Crises and Refugees: Ethical, Politics and Religious (Fall: 3)

IN 550 International Studies Seminar (Spring: 3)

Cross Listed with SC 500

Designed primarily for graduating seniors who are completing thesis requirements for the International Studies Major or Minor. The seminar will be interdisciplinary in focus. Seniors in International Studies are welcome regardless of their specialty or field of interest, although the main analytical concepts will be drawn from the social sciences. Initially, we shall

be concerned with broad, common themes in contemporary International Studies, including: the new world order, democratization, terrorism, technology and social change, trade and dependency, the clash of cultures, etc.
Paul S. Gray

IN 600 Ethics, Religion and International Politics (Spring: 3)
Cross Listed with TH 563

See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.

David Hollenbach, S.J.

Mathematics

Faculty

Stanley J. Bezuska, S.J., *Professor Emeritus and Director of the Mathematics Institute*; A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University

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

John F. Caulfield, S.J., *Professor Emeritus*; A.B., Boston College
Avner Ash, *Professor*; A.B., Ph.D., Harvard University

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

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

Margaret J. Kenney, *Professor*; B.S., M.A., Boston College; Ph.D., Boston University

G. Robert Meyerhoff, *Professor*; A.B., Brown University; Ph.D., Princeton University

Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

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

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

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

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

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

Gerard E. Keough, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

Marie Clote, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

Robert C. Reed, *Adjunct Assistant Professor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Howard D. Troughton, *Lecturer*; B.A., Concordia University; M.Sc., University of Toronto; M.E.Des., University of Calgary

Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- Website: <http://www.bc.edu/math/>

Undergraduate Program Description

The Mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

Major Requirements

For students in the classes of 2007 and later, the Mathematics major requires completion of twelve (12) courses, as follows:

- Six (6) required courses
MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II-AP (Math/Science Majors)
MT 202 Multivariable Calculus
MT 210 Linear Algebra
MT 216 Introduction to Abstract Mathematics
MT 310 Introduction to Abstract Algebra
MT 320 Introduction to Analysis
- Six (6) elective courses
Chosen from MT electives numbered 400 and above 800
- A grade point average of at least 1.67 in the MT courses used to fulfill the major

Well-prepared students may omit some of the required Calculus courses, after consultation with the Chairperson. However, students placing out of one or more required Calculus courses may be required to substitute an MT elective course for each required course omitted.

In order to fully appreciate the role of mathematics in other disciplines, we strongly recommend that all students of Mathematics supplement their programs of study with courses in at least one other discipline where Mathematics plays an important role, such as in Physics, Computer Science, Economics, Psychology, and even Philosophy.

Departmental Honors

The Department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for Departmental Honors normally include completion of the mathematics major, as listed above, together with these additional components:

- Completion of MT 695 Honors Seminar (offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course
- Completion of two graduate level classes (numbered MT 800 or above)
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Any student considering Departmental honors should talk with his or her faculty advisor or the Chairperson no later than the beginning of the junior year, to formalize the program necessary to complete the major with the Honors designation.

Minor in Mathematics

The Mathematics minor requires completion of six (6) courses, as follows: Three (3) required courses: MT 101 Calculus II or MT 103 Calculus II (Math/Science majors) or MT 105 Calculus II-AP (Math/Science Majors), MT 202 Multivariable Calculus, MT 210 Linear Algebra, Three (3) elective courses, chosen from among the following: MT 216 Introduction to Abstract Mathematics, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, Any MT major course numbered 400 or higher.

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are required to substitute other elective courses for each course omitted. A minimum of six (6) courses is required to complete the minor in all cases.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

- **Biology and Chemistry**
 - MT 410 Differential Equations
 - MT 426 Probability
 - MT 427 Mathematical Statistics
 - MT 470 Mathematical Modeling
- **Computer Science**
- Either MT 245 Discrete Mathematics or CS 245 Discrete Mathematics or MT 445 Applied Combinatorics
 - MT 414 Numerical Analysis
 - MT 426 Probability
 - MT 427 Mathematical Statistics
 - MT 430 Introduction to Number Theory
 - MT 435-MT 436 Mathematical Programming I and II
 - MT 470 Mathematical Modeling
- **Economics**
 - MT 410 Differential Equations
 - MT 414 Numerical Analysis
 - MT 426 Probability
 - MT 427 Mathematical Statistics
 - MT 435-MT 436 Mathematical Programming I and II
 - MT 470 Mathematical Modeling
- **Physics**
 - MT 410 Differential Equations
 - MT 414 Numerical Analysis
 - MT 426 Probability
 - MT 427 Mathematical Statistics

- MT 440 Dynamical Systems
- MT 451 Euclidean and Non-Euclidean Geometry
- MT 460 Complex Variables
- MT 470 Mathematical Modeling

Information for Study Abroad

Normally, Mathematics majors should have completed all required Calculus courses, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Students may take no more than two mathematics courses for credit towards the mathematics major while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact Professor Keough (Chairperson), Professor Rosen (Assistant Chairperson), or Professor Reeder (Study Abroad Advisor for Mathematics).

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202, especially if they have received a score of 5 on the Calculus BC AP exam.

Majors in Biology or Computer Science, and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly

well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors, Nursing students)
- MT 005 Linear Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at <http://www.bc.edu/math/>.

Graduate Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department in the College of Arts and Sciences, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (ten courses) in the Department and participation in a 3 credit seminar (MT 903). Under special circumstances, with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses (nine courses) and a thesis (six credit hours).

Among the ten courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Introduction to Number Theory, MT 435-436 Mathematical Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Mathematical Modeling, 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 School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

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

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II, which should be completed in the first year. The other three must be MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

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

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

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

Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (eighteen credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all 24 credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

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/>.

MT 004 Finite Probability and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.

MT 005 Linear Mathematics and Applications (Fall/Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This 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 (Spring: 3)

Satisfies Mathematics Core Requirement

Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development

of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

MT 100 Calculus I (Fall/Spring: 4)

Prerequisite: Trigonometry

Satisfies Mathematics Core Requirement

MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in MT 102 Calculus I for Mathematics and Science Majors, rather than MT 100.

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

MT 101 Calculus II (Fall/Spring: 4)

Prerequisite: MT 100

Satisfies Mathematics Core Requirement

MT 101 is not open to students who have completed MT 103 or MT 105. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in either MT 103 Calculus II for Mathematics and Science Majors (Spring) or MT 105 Calculus II-AP for Mathematics and Science Majors (Fall), rather than MT 101.

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)

Prerequisite: Trigonometry

Satisfies Mathematics Core Requirement

Not open to students who have completed a calculus course at the college level.

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)

Prerequisite: MT 102

Satisfies Mathematics Core Requirement

Not open to a student who has completed MT 105.

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MT 105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)
Not open to students who have completed MT 103.

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series.

MT 180 Principles of Statistics for the Health Sciences (Spring: 3)
Prerequisite: CSON only

Satisfies Mathematics Core Requirement

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy and other areas of application.

MT 190 Fundamentals of Mathematics I (Fall/Spring: 3)
Satisfies Mathematics Core Requirement

Restricted to Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-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.

MT 191 Fundamentals of Mathematics II (Spring: 3)
Prerequisite: MT 190

Satisfies Mathematics Core Requirement

Restricted to Lynch School of Education students

This course is a continuation of MT 190.

MT 202 Multivariable Calculus (Fall/Spring: 4)

Prerequisite: MT 101 or MT 103 or MT105 or permission of instructor
Satisfies Mathematics Core Requirement

This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

MT 210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MT 235 Mathematics for Management Science (Fall/Spring: 3)

Prerequisites: MT 100 or equivalent, CS 021 (formerly MC 021), and EC 151 (EC 151 may be taken concurrently).

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

MT 290 Number Theory for Teachers (Fall: 3)

Prerequisites: MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MT 291 Geometry for Teachers (Spring: 3)

Prerequisites: MT 190-191

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MT 305 Advanced Calculus (Science Majors) (Spring: 4)

Prerequisite: MT 202. Cannot be used for major credit

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.

MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisites: MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MT 320 Introduction to Analysis (Fall/Spring: 3)

Prerequisites: MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover 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 460 Complex Variables (Spring: 3)

Prerequisites: MT 202 and MT 210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is

intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.

MT 481 Games and Numbers (Spring: 3)

Prerequisite: MT 216 or CS 245

Cross Listed with CS 391

This course is about the mathematical theory of two-person strategy games without chance elements. We examine a large number of such games, find out what mathematics can tell us about finding winning strategies, and a little bit of what Computer Science can tell us about how easy or hard it is for a computer to play such games well. We'll also see how the same ideas can be used to construct numbers, then go back to the world of play and look at the (very different) mathematical ideas behind the solution of puzzles like jump-peg solitaire and Rubik's cube.

MT 499 Readings and Research (Fall/Spring: 3)

Department permission is required.

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

MT 695 Honors Seminar (Spring: 3)

Department permission is required.

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

Undergraduate and Graduate Course Offerings

MT 410 Differential Equations (Fall/Spring: 3)

Prerequisites: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MT 412 Partial Differential Equations (Fall: 3)

Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/ Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications).

MT 414 Numerical Analysis (Fall: 3)

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

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 426 Probability (Fall/Spring: 3)

Prerequisites: MT 202 and familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical

expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Spring: 3)

Prerequisites: MT 426 and familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 430 Introduction to Number Theory (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 435-436 Mathematical Programming I and II (Fall/Spring: 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 (Fall: 3)

Prerequisites: MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

MT 445 Applied Combinatorics (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, MC 248, or CS 245.

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (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 470 Mathematical Modeling (Fall: 3)

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

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 475 History of Mathematics (Spring: 3)

Prerequisites: MT 310 and MT 320, one of which may be taken concurrently.

Offered Biennially

Students must be familiar with abstract algebra (groups, rings, fields) and rigorous analysis (differentiation and integration of real valued functions, sequences and series of functions)

This course studies the development of mathematical thought, from ancient times to the twentieth century. Naturally, the subject is much too large for a single semester, so we will concentrate on the major themes and on the contributions of the greatest mathematicians. The emphasis in the course will be on the mathematics. Students will follow the historical arguments and work with the tools and techniques of the period being studied.

MT 480 Topics in Mathematics (Spring: 3)

Offered Periodically

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MT 860 Mathematical Logic (Fall: 3)

Prerequisite: MT 310 or MT 320 or permission of the instructor

Offered Biennially

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 861 Foundations of Mathematics (Spring: 3)

Prerequisite: MT 860 or equivalent

Offered Biennially

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory.

Graduate Course Offerings**MT 580 Mathematics for Statistics (Fall: 3)**

Restricted to graduate students in the Interdisciplinary Statistics Minor Program. This course is an introduction to probability, calculus, and linear algebra for graduate students in the Statistics Minor Program having little or no formal training in these subjects. Topics include: counting methods, axioms and properties of probability, conditional probability, independence, Bayes rule, limits, infinite series, derivative and integral methods, vector and matrix operations, and computer methods.

MT 801 Thesis Seminar (Fall: 3)

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

MT 804 Analysis I (Fall: 3)

Prerequisite: MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

MT 805 Analysis II (Spring: 3)

Prerequisite: MT 804

This course is a continuation of MT 804.

MT 814 Theory of Functions of a Complex Variable I (Fall: 3)

Prerequisite: MT 320 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.

MT 815 Theory of Functions of a Complex Variable II (Spring: 3)

Prerequisite: MT 814

This course is a continuation of MT 814.

MT 816 Modern Algebra I (Fall: 3)

Prerequisite: MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.

MT 817 Modern Algebra II (Spring: 3)

Prerequisite: MT 816

This course is a continuation of MT 816.

MT 820 Measure and Integration (Fall: 3)

Prerequisite: MT 804-805 or equivalent, or permission of instructor

Offered Periodically

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration in general measure spaces.

MT 853 Topics in Modern Statistics (Spring: 3)

Prerequisites: Calculus-based probability and statistics (e.g., MT 426-427, although some review will be included at the beginning of the semester).

Offered Periodically

This course introduces the student to intermediate level statistics using classical (parametric), non-parametric, permutation and bootstrap methods. Topics include analysis of variance, regression, and analysis of contingency tables, as well as specialized applications of computer-intensive methods from a wide variety of fields. Students interested in taking the course should consult with Professor Baglivo during the fall semester since it will be possible to tailor applications to the interests of the students. Computing experience helpful.

Jenny A. Baglivo

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

Department permission is required.

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

MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

Music**Faculty**

T. Frank Kennedy, S.J., *Professor*; Chairperson of the Department, and Director of the Jesuit Institute; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Ann Morrison Spinney, *Assistant Professor*; B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University

Matthew Gelbart, *Adjunct Assistant Professor*; B.A. Harvard University; M.A., Ph.D., U.C. Berkeley

Jeremiah W. McGrann, *Adjunct Assistant Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

John Finney, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Secretary: Pattie Longbottom, 617-552-8720, patricia.longbottom@bc.edu
- Website: <http://www.bc.edu/music/>

Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Orchestration, and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU

301 Introduction to Musics of the World and MU 305 Native North American Song satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

Credit for Performance

Students may bundle performance credits into one and only one three-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (MU 099 Vocal/Instrumental Instruction) and, at the end of their third semester of instruction, performing before a jury of the performance faculty. (2) Students may receive three credits equivalent to a full course who have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish Music Ensembles **and** who, at some time during their four years at Boston College have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Folk Music or MU 331 Introduction to Celtic Musics (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in American Music or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

Major Requirements**(Minimum of twelve courses)**

- *Optional Introductory Course* (depending on previous knowledge of music theory): MU 070 Fundamentals of Music Theory (may be substituted for one of the electives, with the approval of the Chairperson).
- *Theory, Analysis, and Composition Courses*: (four 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*: (three 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 a period course.

- *Cross-Cultural Courses:* (two courses total)
Required of all majors, a choice of one from each of the following two groups:
Group I—Non-Western tradition
MU 301 Introduction to World Music*
MU 305 Native North American Song*
MU 350 Topics in Ethnomusicology
*MU 301 and MU 305 also satisfy the Core Cultural Diversity requirement
Group II—Western tradition
MU 320 Music and America
MU 321 Rhythm and Blues in American Music
MU 322 Jazz in America
MU 330 Introduction to Irish Folk Music
MU 331 Introduction to Celtic Musics
MU 340 The Ballad Tradition
- Required Senior Seminar: (one semester)
The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (two 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 bundled into a full course only upon completion of the jury at the end of the third semester of lessons (see Credit for Performance).
- *Performance Ensemble Experience:* (minimum of two semesters)
Each major must have two semester of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Madrigals, Voices of Imani, or student a cappella group, Concert Band, BC bOp), through more informal students groups (by consultation with the chairperson), or through private lessons.
- *Cumulative Listening Competency*
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing*
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, is designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses)

The Music Department has designed a minor in music as an alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Rock and Roll and Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.
- Two additional music theory courses: MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives: One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a three-credit course (see above).

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the university, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 400 Readings and Research but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 033 History of Rock and Roll and Popular Musics in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* listed as follows. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music and MU 305 Native North American Song as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston

College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as twelve credits fulfilled abroad.

Students should contact Jeremiah W. McGrann, the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts Core requirement with a music course should take MU 066 Introduction to Music, a general introduction to the field and its various methodologies. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, 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.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in con-

junction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Undergraduate Course Offerings

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

MU 030 History of Rock and Roll and Popular Music in the United States (Fall: 3)

Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music, acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts as well as autonomous works of art.

Ann Morrison Spinney

MU 051 Irish Fiddle/Beginner (Fall: 1)

Corequisite: Performance course

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students. Classes are taught by Laurel Martin, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small portable recorder is required.

Laurel Martin

MU 052 Irish Fiddle/Experienced Beginner (Spring: 1)

Prerequisite: MU 051

For students who have taken a full semester of Beginner Irish Fiddle (MU 051) or who have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required.

Laurel Martin

MU 053 Irish Fiddle/Intermediate (Fall/Spring: 1)

Prerequisite: MU 051

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MU 052) and whom the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-times Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 066 Introduction to Music (Fall/Spring: 3) Satisfies Arts Core Requirement

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

Ralf Gawlick

Matthew Gelbart

T. Frank Kennedy, S. J.

Jeremiah McGrann

MU 070 Fundamentals of Music Theory (Fall/Spring: 3) Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

Michael Burgo

Ralf Gawlick

Matthew Gelbart

Sandra Hebert

Margaret McAllister

MU 071 Irish Dancing/Advanced 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.

Meghan Allen

MU 072 Irish Dancing/Advanced (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.

Meghan Allen

MU 073 Irish Dancing/Beginner (Fall/Spring: 1) Performance Course. No prior experience necessary.

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.

Meghan Allen

MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0) *Prerequisite:* Audition required

Performance Course

The orchestra gives three full concerts each year plus the annual 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.

John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0) Performance Course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

Sandra Hebert

MU 079 Popular Styles Ensemble (Fall/Spring: 0) Performance Course.

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

Eric Kniffen

MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1) For music majors.

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1) Performance Course

A continuation of MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 1) Performance Course. This course may be repeated for credit.

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing.

Erik Kniffen

MU 084 Intermediate Improvisation (Fall/Spring: 1)

Prerequisite: MU 083 or permission of instructor and previous or concurrent enrollment in MU 070

Performance Course. This course may be repeated for credit.

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

Erik Kniffen

**MU 085 The Boston College Flute Choir (Fall/Spring: 0)
Performance Course.**

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.
Judith Grant-Duce

MU 086 Advanced Improvisation (Fall/Spring: 1)

Prerequisites: MU 084 or permission of instructor and previous or concurrent enrollment in MU 110

Performance Course. This course may be repeated for credit.

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

Erik Kniffen

MU 087 Tin Whistle/Beginner (Fall/Spring: 1)

Prerequisite: Continued course. Students must sign up in the fall in order to register for spring.

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required.

Jimmy Noonan

MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)

Prerequisite: MU 087

Performance course. No Fee. Experienced to Intermediate

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.

Jimmy Noonan

MU 090 Boston College Concert Band (Fall/Spring: 0)**Performance Course. No audition required.**

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.

Sebastian Bonaiuto, Conductor

MU 092 B.C. bOp! (Fall/Spring: 0)**Performance Course. Audition required**

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary

percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.

Sebastian Bonaiuto, Conductor

JoJo David, Vocal Director

MU 093 Woodwind, Brass, Percussion (Fall/Spring: 0)

Sebastian Bonaiuto

David Healey

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 Introduction to Voice Performance (Fall/Spring: 1)**Performance Course. Tutorial fee required**

This is a group class in vocal performance techniques for beginners or those with some previous formal training.

Hanni Myers

MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)**Performance Course. Tutorial fee required**

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.

Sandra Hebert

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.

Sandra Hebert

MU 101-102 Individual Vocal/Instrumental Instruction**(Fall/Spring: 0)**

Sandra Hebert

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. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

Ralf Gawlick

Thomas Oboe Lee

Margaret McAllister

MU 175 Music in the Holocaust and the Third Reich (Spring: 3)

This course surveys the inspiring legacy of music by composers persecuted by the Nazis. We will study jazz, classical music and cabaret from 1900-1944 targeted by the Nazi regime. Special focus will be placed on the art and music created in Nazi concentration camps. Students will have the opportunity to experience live performances, meet Holocaust survivors and view archival materials. Themes explored: socio-political impact on the arts in climates of intolerance and persecution; music and art as resistance; connections to contemporary forms of music such as rock, rap, reggae, etc

Mark Ludwig

MU 201 Medieval/Renaissance (Spring: 3)

Offered Periodically

Historical Period

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

The Department

MU 203 Music of the Baroque (Fall: 3)

Offered Periodically

Historical Period

This course includes music in the seventeenth and first half of the eighteenth centuries; from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, fugue.

T. Frank Kennedy, S.J.

MU 205 Music of the Classic Period (Fall: 3)

Historical Period

This course will consider the musical trends of the eighteenth and nineteenth centuries that are characterized by the movement towards simplicity in melody, and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the four great composers who lived and worked in, or around Vienna in the period 1780-1828: Haydn, Mozart, Beethoven and Schubert.

Matthew Gelbart

MU 206 Opera (Fall: 3)

Offered Periodically

Genre Course

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the seventeenth through nineteenth centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—

the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.

Jeremiah McGrann

MU 207 Music of the Romantic Era (Spring: 3)

Historical Course

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

Matthew Gelbart

MU 209 Music of the Twentieth Century (Fall: 3)

Historical Period

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

Ralf Gawlick

MU 211 Chromatic Harmony (Fall/Spring: 3)

Prerequisite: MU 110

Theory Course

This course will cover the basic principles of chromatic progression. Continuing the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, augmented triads, Neapolitan sixth and augmented sixth chords. The concepts of modulation and modal exchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued. We will study the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

Ralf Gawlick

Thomas Oboe Lee

MU 212 Orchestration (Spring: 3)

Prerequisite: MU 070 or permission of the instructor

Theory Course

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations.

Margaret McAllister

MU 214 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)

Prerequisite: MU 211

Offered Periodically

Theory Course

This course focuses on a number of different approaches to the analysis of tonal and atonal music. Innovative ideas by music theorists Heinrich Schenker, Allen Forte, Felix Salzer, Charles Rosen and Robert Cogan will be discussed. The first portion of the course will concentrate on Schenkerian analyses of short forms to large-scale structures like the sonata, the symphony, the concerto and the song cycle draw-

ing from the music of the Baroque, Classical and Romantic repertory. The second portion will consist of the analyses of works by twentieth-century American, European and Japanese composers.

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 essential.

This course will concentrate on the study of chord structures, chord substitutions, chord scales and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, Herbie Hancock, Wayne Shorter, and Miles Davis will be analyzed and discussed. Special attention will be placed on arranging and composition, including the following: the piano lead sheet, writing for horns in a jazz ensemble, re-harmonizing of standards, composing original melodies on chord structures of tunes by Berlin, Kern, Gershwin, rhythm changes, and the blues.

Thomas Oboe Lee

MU 227 Keyboard Music (Fall: 3)

Genre Course

This course will show how composer/performers have explored and exploited the expressive possibilities inherent in three keyboard instruments (harpsichord, clavichord and piano music for organ is not included). Students should come away with an understanding of the main differences in the construction and sonic possibilities of these three instruments, the change of musical styles and forms over a four hundred year period (from the Baroque through today), and specific knowledge of the masterpieces of keyboard music by some of the great keyboard composer/performers. Some previous acquaintance with the keyboard is recommended but not required.

Sandra Hebert

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 275 Johannes Brahms (Fall: 3)

Composers

A second Beethoven, the last Romantic, a hidden source of Modernism—all these labels have been attached to Johannes Brahms (1833-1897). This course will look at the music of Brahms in light of various issues that defined the latter half of the nineteenth century and that continue to influence the way we listen to his music today. We will consider ideas such as historicism, nationalism, and “conservative” versus “progressive” approaches to musical traditions. We will sample works in almost all of the genres for which Brahms wrote: symphonies, concertos, piano and chamber music, solo and choral songs.

Matthew Gelbart

MU 301 Introduction to World Music (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Cultural Diversity

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; West, Central and Southern African; Arabic, Persian, Hindusthani, Karnatak, Javanese, and Japanese musics. Musical training and background are not required, and are not presumed.

Ann Morrison Spinney

MU 312 Counterpoint I (Spring: 3)

Prerequisite: MU 110

Theory Course

In this course we will study the fundamentals of two and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.

Ralf Gawlick

MU 315 Seminar in Composition (Spring: 3)

Prerequisite: MU 211 or MU 215

Theory Course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth-century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale, music software, created by Coda Music Technology, Mac or PC version, is required for this course.

Thomas Oboe Lee

MU 320 Music and America (Spring: 3)

Offered Biennially

Cross-Cultural 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

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 pres-

ent. 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

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 330 Introduction to Irish Folk Music (Fall: 3)

Cross-Cultural Course

An introduction to Irish music including: a historical examination of the music and its indigenous instruments, and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

Ann Morrison Spinney

MU 400 Readings and Research (Fall/Spring: 3)

Thomas Oboe Lee

Jeremiah McGrann

Ann Morrison Spinney

MU 403 Honors Thesis Preparation (Fall/Spring: 3)

Jeremiah McGrann

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest. It will also help prepare students for examinations in listening repertoire and ear-training.

The Department

Philosophy

Faculty

Richard Murphy, *Professor Emeritus*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Jacques M. Taminiaux, *Professor Emeritus*; Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain

Norman J. Wells, *Professor Emeritus*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., College St. Albert de Louvain

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

John J. Cleary, *Professor*; A.M., University College, Dublin; Ph.D., Boston University

Richard Cobb-Stevens, *Professor*; A.B., A.M., Boston College; Ph.D., University of Paris

Joseph F. X. Flanagan, S.J., *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale University

Richard Kearney, *Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

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

John Sallis, *Adelmann Professor*; M.A., Ph.D., Tulane University

Jean Greisch, *Visiting Professor*; Ph.D., Faculty of Philosophy of the Institut Catholique, Paris

Jean-Luc Solere, *Visiting Professor*; M.A. University of Paris Sorbonne; Ph.D., University of Poitiers

Ronald Anderson, S.J., *Associate Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Marina B. McCoy, *Assistant Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

Gerard C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Brian J. Braman, *Adjunct Associate Professor*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamin, *Adjunct Associate Professor*; Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Gretchen M. Gusich, *Adjunct Assistant Professor*; B.A., University of Notre Dame; Ph.D., The Catholic University of America

Jeffrey A. Hanson, *Adjunct Assistant Professor*; B.A., University of Dallas; M.A., Ph.D., Fordham University

Michael R. Kelly, *Adjunct Assistant Professor*; B.A., Ph.D., Fordham University

Paul McNellis, S.J., *Adjunct Assistant Professor*; B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College

Thomas P. Miles, *Adjunct Assistant Professor*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

Mary Troxell, *Adjunct Assistant Professor*; B.A. Amherst College; Ph.D., Boston University

Contacts

- Department Administrator: Peggy Bakalo, 617-552-3877, margaret.bakalo.1@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- Department Secretary: Bonnie Waldron, 617-552-3845, bonnie.waldron.1@bc.edu
- Website: <http://www.bc.edu/philosophy/>

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 with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. The department offers a program of courses allowing for concentration in the following specialized areas of philosophy: ancient, medieval, modern, contemporary American, contemporary continental, and the philosophies of religion and science. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the 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 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, a student will have the opportunity to develop a critical appreciation for the complexity of their thought: the influences which have shaped their ethics, metaphysics, and epistemology, and the rich legacy of insight to which they have contributed. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy

- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth and Twentieth Century Philosophy

Philosophy Minor

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, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two-semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is open only to Freshmen. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

Perspectives II

UN 104-105/UN 106-107 *Modernism and the Arts I and II*

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 *Horizons of the New Social Sciences I and II*

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

Perspectives IV

UN 119-120/UN 121-122 *New Scientific Visions I and II*

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore questions of philosophy, theology, and other disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic and contemporary philosophical and theological texts, PULSE students address topics such as the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Self and the City: An Exploration in Writing, and Self and the City: A Personal Response.

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 Director work as consultants and advisors for students, placement supervisors, and faculty.

PL 088-089 (TH 088-089) *Person and Social Responsibility I*

This is a two-semester, twelve-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Graduate Program Description

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

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 150 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten (10) courses (thirty credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

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

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen (16) courses (forty-eight credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with six courses (eighteen 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.

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 information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website at <http://www.bc.edu/schools/cas/theology/graduate/special/med-phil/>.

The Lonergan Institute

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

Electives

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

Undergraduate 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)

Satisfies Philosophy Core Requirement

Two-semester, six-credit course (PL 070-071).

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

The Department

PL 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)

Corequisites: TH 088-089

Satisfies Philosophy Core Requirement

Satisfies Theology Core Requirement

Total of six credits each term. Enrollment limited to freshmen, sophomores, and juniors

In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work.

The Department

PL 090-091 Perspectives on Western Culture I and II/Perspectives I and II (Fall/Spring: 6)

Corequisites: TH 090-091

Satisfies Philosophy Core Requirement

Satisfies Theology Core Requirement

Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshmen only.

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

PL 160 The Challenge of Justice (Fall/Spring: 3)

Cross Listed with TH 160

Satisfies Philosophy Core Requirement

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.

Kelly Brotzman

Matthew Mullane

Stephen Pope

PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall/Spring: 3)**Satisfies Cultural Diversity Core Requirement**

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.

*Francis Y. Soo***PL 216 Boston: An Urban Analysis (Spring: 3)**

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

*David Manzo***PL 221 Self and the City: An Exploration in Writing (Fall: 3)**

This PULSE elective, which requires a PULSE placement, will aim at a deepened understanding of the Self as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world. Readings, combined with placement experiences, will prompt class discussion of such questions as the following: how do we become self-aware; how do we best witness to Self and others? The course will emphasize the potential of the written word to inform, to teach, and to inspire others.

*Kathleen Hirsch***PL 222 Self and the City: A Personal Response (Spring: 3)****Cross Listed with EN 422**

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, poems, and oral history, we will examine the question of personal calling: service/activism; creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible self.

*Kathleen Hirsch***PL 233 Values in Social Services and Health Care (Fall: 3)**

Through readings, lectures, discussions, field placements and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

*David Manzo***PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)****Cross Listed with SC 250, TH 327**

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.

*Matthew Mullane***PL 264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department***PL 268 The History and Development of Racism (Fall/Spring: 3)****Cross Listed with BK 268, SC 268****Satisfies Cultural Diversity Core Requirement**

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Latinos, and native indigenous peoples.

*Paul Marcus***PL 281-282 Philosophy of Human Existence I and II (Fall/Spring: 3)****Satisfies Philosophy Core Requirement**

A systematic reflection on the nature of human existence, starting from an analysis of the body/soul structure and of community, with special attention given to the question of immortality and the questions of knowledge and freedom. The method will require personal reflection primarily, along with a research project on a particular theme or a particular author relevant to the subject matter of the course.

*Oliva Blanchette***PL 291-292 Philosophy of Community I and II (Fall/Spring: 3)***Prerequisite:* Limited to Members of the PULSE Council**Offered Biennially**

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from a historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders.

*Joseph Flanagan, S.J.**David McMenamin***PL 299 Readings and Research (Fall/Spring: 3)**

By arrangement.

*The Department***PL 307 Teaching Assistantship (Fall/Spring: 3)**

By Arrangement

*The Department***PL 338-339 The Heidegger Project I and II (Fall/Spring: 3)**

Some knowledge of traditional philosophy (Aristotle, Descartes, etc.) would be helpful but is not an absolute prerequisite.

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.

Thomas J. Owens

PL 343 Introduction to Black Philosophy (Spring: 3)

Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.

Jorge Garcia

PL 397 Perspectives Thesis (Spring: 3)

By arrangement.

Brian Braman

PL 398 Senior Thesis (Fall/Spring: 3)

By arrangement.

The Department

PL 403 Does God Exist? (Fall: 3)

Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

Ronald K. Tacelli, S.J.

PL 404 Rhetoric: Truth, Beauty, and Power (Spring: 3)

Offered Periodically

In this course we will examine a variety of works in classical rhetoric. We will begin with the sophists and Plato and continue on to Aristotle, Cicero, and Quintilian. Topics covered will include the relationship between philosophy and rhetoric; the concept of rhetoric and its development; specific rhetorical techniques; and the political nature of rhetoric.

Marina B. McCoy

PL 405 Greek Philosophy (Fall: 3)

Great things must have great beginnings—including philosophy. Has there ever been another Socrates, another Plato, another Aristotle? The very best introduction to philosophy, both its history and your personal love of wisdom, is apprenticeship to these masters.

Gary Gurtler, S.J.

PL 406 History of Modern Philosophy (Fall: 3)

From Descartes to Kant, we will study the main philosophies which have punctuated the rise of the modern mind: a period where a conquering rationality affirmed its autonomy and led to the idea of Enlightenment, but at the same time reflected on its own limits. In relation with the development of scientific knowledge and the transformations of Western societies, the metaphysical, epistemological, ethical and political aspects of modern thought will be thoroughly considered.

Jean-Luc Solere

PL 407 Medieval Philosophy (Spring: 3)

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Maimonides, Avicenna, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the path and end of the good life, the relationship of faith and reason, the relationship between theology, philosophy, science, and poetry.

Jean-Luc Solere

PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)

This course will begin with an examination of revolutionary themes from nineteenth-century philosophy: Hegel's reason in history, Kierkegaard's paradox of subjectivity, Nietzsche's critique of modernity as nihilism, and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth-century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.

Richard Cobb-Stevens

PL 415 History of Madness (Fall: 3)

This course will study the recently published full version of Michel Foucault's *A History of Madness*.

James W. Bernauer, S.J.

PL 429 Freud and Philosophy (Fall: 3)

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine Freud's work on hysteria, his groundbreaking work in dream interpretation, his attempt to apply the notion of unconscious mechanisms to cultural anthropology, and the implications of his ongoing revisions in classification of the instincts. In the second half of the semester, we survey the developments which have taken place in psychoanalytic theory and practice since Freud's day, including some of the more creative and philosophically fruitful readings of Freud, such as those of Klein, Winnicott, Marcuse, and Lacan.

Vanessa P. Rumble

PL 440 Historical Introduction to Western Moral Theory (Fall: 3)

Offered Periodically

The course introduces, contextualizes, explains, and critiques representative writings by such Western philosophical thinkers as Plato, Aristotle, Epicurus, Epictetus, Aquinas, T. Hobbes, D. Hume, I. Kant, J. Bentham, J.S. Mill, K. Marx, F. Nietzsche, and F.H. Bradley.

Jorge Garcia

PL 447 Fascisms (Spring: 3)

We shall investigate the birth and development of fascism as political cultures.

James W. Bernauer, S.J.

PL 452 Confessions (Spring: 3)

We shall study how people confess in assorted settings (political, religious, philosophical, sexual).

James W. Bernauer, S.J.

PL 453 Gandhi, Satyagraha, and Society (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.

Pramod Thaker, M.D.

PL 455 Kierkegaard and Nietzsche (Fall: 3)

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.
Stuart B. Martin

PL 468 Kant, Schiller, and Nietzsche on Aesthetics (Spring: 3)

We will examine the relation between art and ethics in Kant's *Critique of Judgment*, Schiller's *Letters on the Aesthetic Education of Man*, Schlegel's *Fragments* and Nietzsche's *Birth of Tragedy* and *Gay Science*. We will attend particularly to the development by which the artist comes increasingly to be ascribed the role of moral paradigm.
Vanessa P. Rumble

PL 470 Philosophy of World Religions (Fall: 3)

Prerequisite: Philosophy Core fulfilled

Satisfies Cultural Diversity Core Requirement

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature or core of religion if possible.
Peter J. Kreeft

PL 497 Parmenides and the Buddha (Spring: 3)

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.
Stuart B. Martin

PL 520 Introduction to Existentialism (Spring: 3)**Offered Periodically**

An introduction to the work of some key existentialist thinkers from Kierkegaard and Nietzsche to such twentieth-century philosophers as Sartre, Merleau-Ponty, and Ricoeur.
Richard M. Kearney

Undergraduate and Graduate Course Offerings**PL 500 Philosophy of Law (Spring: 3)****Offered Periodically**

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); and (3) political liberalism, public reason and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.
David M. Rasmussen

**PL 501 Gadamer's Hermeneutics and Greek Philosophy (Fall: 3)
Offered Periodically**

This course will consider the importance of ancient Greek philosophy for the theory and practice of Gadamer's hermeneutics. Even before coming under the influence of Heidegger, Gadamer had already developed an interest in Plato under the guidance of the Natorp. In fact, the reading of Greek philosophical texts always remained an integral part of Gadamer's hermeneutical practice, which guided his more general hermeneutical theory. Thus, we will read some of his most important writings on Greek philosophy, together with many of the original texts which he interprets, in order to trace the development of Gadamer's hermeneutics.

John J. Cleary

PL 505 The Aristotelian Ethics (Spring: 3)

Prerequisite: Philosophy Core fulfilled

This course includes a reading of Aristotle's *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

Arthur R. Madigan, S.J.

PL 507 Marx and Nietzsche (Fall: 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 514 Einstein, Heisenberg, and Gödel: Relativity, Uncertainty, and Incompleteness (Spring: 3)

Relativity Theory, Quantum Theory and the Incompleteness Theorems of mathematical logic provided new perspectives into the nature of physical reality and mathematics. This course will introduce these remarkable discoveries in the context of the lives of Einstein, Heisenberg and Gödel, three of their principal architects. We will focus on how these developments entail precise and formal limitations on our knowledge of the world and mathematical truth, limitations captured partially by the trio of qualities: relativity, uncertainty, and incompleteness. The significance of these limitations and their presence within twentieth-century modernism and postmodernism will be explored.

Ronald Anderson, S.J.

PL 518 Philosophy of Imagination (Fall: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.

Richard M. Kearney

PL 524 Ethics: An Introduction (Fall: 3)

Prerequisite: Philosophy Core fulfilled

Offered Periodically

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contempo-

rary 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 541 Philosophy of Health Science: East and West (Spring: 3)
Satisfies Cultural Diversity Core Requirement

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

Pramod Thaker, M.D.

PL 545 Philosophy of Physics: An Introduction to its Themes (Fall: 3)

The ways physics explores fundamental physical reality has deep and remarkable philosophical implications for how we conceptualize and know the world. This course will introduce themes of philosophy of physics such as the nature of space and time as revealed by relativity theories and measurement, locality, and objectivity as revealed by quantum theory. New studies of chaos theory and complexity, as well as, briefly, string theory and higher dimensions will be considered. Prior courses in physics or mathematics will be helpful although the course is intended to be accessible without an overly technical knowledge of physics.

Ronald Anderson, S.J.

PL 554 Philosophy of Poetry and Music (Spring: 3)

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

Joseph F. Flanagan, S.J.

PL 577 Symbolic Logic: An Introduction to its Methods and Meaning (Fall/Spring: 3)

This course introduces the techniques of analyzing the logical dimensions of reasoning and language using symbolic structures. Study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Sentential and first order predicate logic from the main focus of the course. Philosophically interesting properties about logical systems such as proving whether a logical system is complete and consistent will be considered as well as the basic elements of set theory, Russell's paradox and the significance of Gödel's theorems.

Ronald Anderson, S.J.

PL 593 Philosophy of Science (Fall: 3)

This intent of this course is to provide an introduction to the central themes of twentieth-century history and philosophy of science and to contemporary studies of science that explore the influence of factors

such as the cultural and institutional context and experimental practices in the formation of scientific knowledge. The contributions of the sociological studies to understanding scientific knowledge will be explored. An underlying theme of the course will be the systematic issue of how scientific theories may be taken to provide us with knowledge of the structure of the world.

Patrick H. Byrne

PL 594 Foundations of Ethics (Spring: 3)

Offered Periodically

Ethical living has been a challenge for humanity since the beginnings of recorded history. Indeed, the problem of ethical thought and living has always been a central concern of philosophical reflection, especially in the West. In the late twentieth century, however, the problem of ethics has reached a state of crisis, as increasingly people have come to suspect that no normative basis for ethics can be found. This course will examine attempts to find foundations for ethics and look at these attempts in relation to antifoundationalist critiques.

Patrick H. Byrne

PL 595 Kant's Critique (Spring: 3)

Prerequisites: PL 070-01 or equivalent.

Offered Biennially

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 598 Who Are We? The Problematic Status of Philosophical Anthropology (Fall: 3)

During the twentieth century, several philosophers have transformed Kant's question: "Was ist der Mensch?", into the question: "Who are we?" These lectures aim to develop a critical understanding of the philosophical issues of this shift from classical expressions of philosophical anthropology to a "hermeneutics of selfhood" with reference to Cassirer, Heidegger, Ricoeur, Jean-Marc Ferry, Jean-Luc Marion, Claude Romano, and Hans Blumenberg. The leading question is whether the understanding of selfhood developed by these thinkers helps us to reformulate Kant's idea of a "pragmatic anthropology," focusing on the "great game of life" in which each one of us takes part.

Jean Greisch

PL 614 Passions: Medieval and Modern Views (Fall: 3)

This course will look at how philosophers from Aquinas to Kant have understood the emotions and appetites, their relationship to the body, to reason, and to the moral life. Can the emotions be controlled by the mind, is the reason the slave of the passion, are our actions moral only when they are devoid of passion? We will read the works of Aquinas, Descartes, Hobbes, Hume, Rousseau, and Kant with an eye both to the way their accounts of the emotions fit into their larger philosophical views and how their accounts of the emotions mesh with our own emotional experience.

Eileen C. Sweeney

PL 618 On Nature in Greek Philosophy (Fall: 3)

The aim in this course is to recover the conception of nature (physis) that is operative in early Greek philosophy and that reaches a kind of culmination in Plato's *Timaeus*. Hermeneutically this will require a certain distancing from Aristotle, since nearly all the reports on the early philosophers are dependent on his student Theophrastus and thus are cast in Aristotelian language. The course thus begins with

Aristotle's *Physics B1* and then returns to the beginning of Greek thought, considering Anaximenes, Heraclitus, Empedocles, and Plato (focusing on the *Theaetetus* and the *Timaeus*).

John Sallis

PL 625 The Problem of Self-Knowledge (Fall: 3)

"The unexamined life is not worth living," Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing and loving.

Joseph F. Flanagan, S.J.

PL 670 Technology and Culture (Fall: 3)

Cross Listed with MC 670, SC 670

See course description under the Sociology Department.

William Griffith

Graduate Course Offerings

PL 576 Two Existentialisms: Sartre and Marcel (Fall: 3)

Offered Periodically

No philosophers more directly address the problems ordinary people think to be the most important than the existentialists. And, no two existentialists form a more perfect and total contrast than Marcel and Sartre: theist versus atheist, humanist versus nihilist, personalist versus rationalist, mystic versus reductionist. We will enter into each of these opposite world views by careful, thoughtful Socratic reading of a few key texts.

Peter J. Kreeft

PL 604 Social Construction (Fall: 3)

This course explores recent claims that important categories of social life—notably including race, ethnicity, and gender—are not grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.

Jorge Garcia

PL 702 Hermeneutics of Religion (Fall: 3)

This seminar explores recent debates in continental philosophy of religion about the "God who comes after metaphysics." Beginning with the phenomenological approach of Husserl, Heidegger, and Levinas, the course will proceed to a discussion of more recent retrievals of the God question in hermeneutics and deconstruction—Ricoeur, Derrida, Caputo, and Marion. Key issues explored include the critique of omnipotence, God as possible/impossible, theism/atheism/post-theism and the question of interreligious dialogue and pluralism.

Richard M. Kearney

PL 704 Plato's *Republic* (Fall: 3)

Offered Periodically

This is a graduate level seminar on Plato's *Republic*. We will do an intensive close textual reading of the *Republic*, examining issues including: Plato's political philosophy, and Plato's understanding of virtue ethics, and the role of philosophy, poetry, and rhetoric in the dialogue.

Marina B. McCoy

PL 718 Problem of Representation (Fall: 3)

The notion of representation, rooted in such experiences as luminous reflection, art or craft productions, is at first more a metaphor than a concept.

But it has proved to be crucial to our understanding of reality and the very possibility of our knowledge. A representation is a repetition of a same thing under another form. We will study, mainly in the Medieval period, how such a difference has been elaborated in metaphysics and epistemology, and became an essential tool of the classical philosophical discourse.

Jean-Luc Solere

PL 720 Platonic Theories of Knowledge (Spring: 3)

Offered Periodically

The purpose of this course will be twofold: to explore Platonic considerations of perception and memory in the *Theaetetus* and dialectic in the *Sophist*; and to investigate what Plotinus does with this Platonic inheritance in his major study of the soul and its way of knowing. Both philosophers show the intersection of perception and intellectual knowledge in a way that is essential for understanding the Platonic project as a whole and especially the possibilities and limits of human knowledge.

Gary M. Gurtler, S.J.

PL 736 Theories of Metaphor (Spring: 3)

Offered Periodically

This course will look at theories of metaphor as a way into important theories of language. We will look at theories of metaphor as a way of considering and perhaps bridging the gap between analytic and continental philosophy in the theories of W.V.O. Quine, John Searle, Donald Davidson, Paul Ricoeur, and Jacques Derrida. We will also consider some of the important theories of metaphor proposed in the twentieth century by Max Black, I.A. Richards, George Lakoff, Robert Fogelin, and others.

Eileen C. Sweeney

PL 738 Ethics and the Question of Pleasure (Spring: 3)

We will examine the controversial role of pleasure in moral life, from Antiquity to modern times.

Jean-Luc Solere

PL 742 Hermeneutics and Narrativity (Spring: 3)

This seminar explores the hermeneutic philosophy of narrative as it relates to questions of memory, history, fiction and human identity. Though based largely on the later work of Paul Ricoeur, *Time and Narrative* and *Memory, History, and Forgetting*, the seminar will also look at recent debates on holocaust/genocide testimonies and questions of repressed memory in trauma and therapy.

Richard M. Kearney

PL 746 Rawls' Political Philosophy (Fall: 3)

Prerequisite: Familiarity with the Works of John Rawls

Offered Periodically

The year 2002 was marked by the death of John Rawls, who was often referred to as the most important political philosopher of the twentieth century. Toward the end of his life, Rawls worked very hard to complete his work publishing a series of books including *The Law of Peoples*, *Justice as Fairness Revisited*, *Lectures on Moral Philosophy* and his *Collected Papers*. His famous *Theory of Justice* and *Political Liberalism* complete the Rawlsian corpus.

David M. Rasmussen

PL 753 Recent Metaethics (Spring: 3)

This course treats accounts that philosophers offered in and since the twentieth century's last three decades, of the nature, ontology, language, justification, and epistemology of moral judgments, critically examining anti-realism, neo-realism, the revival of non-cognitivism, projectivism, Kantian constructivism, contractualist cultural relativism,

and other positions. Theorists whose work is considered may include S. Blackburn, A. Gibbard, J. Habermas, G. Harman, J. Mackie, J. McDowell, H. Putnam, P. Railton, J. Rawls, T. Scanlon, W. Sinnott-Armstrong, N. Sturgeon, J. J. Thomson, and B. Williams.

Jorge Garcia

PL 756 German Romanticism (Fall: 3)

Offered Biennially

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 761 Hegel's Phenomenology of the Spirit (Fall: 3)

Offered Biennially

Hegel's *Phenomenology* takes us from experience in its lowest form as sense certainty to its highest form as absolute knowing, with many stages along the way. This course will be a textual analysis of this very detailed science of the different shapes experience takes in the ascent to Spirit in its purest form. It will insist on method and structure of the argument as well as different key stages in the ascent such as those of mutual recognition, Spirit, and Religion, in order to arrive at a proper conception of the whole of the Spirit in its appearing.

Oliva Blanchette

PL 774 Beyond Aristotle's *Physics* (Fall: 3)

Offered Periodically

Beginning from Aristotle's very similar treatment of the four causes in *Physics II* and *Metaphysics I*, we will examine some key physical concepts such as nature and chance, motion, the Infinite, time and place. We will focus on his physical arguments in *Physics VIII* for the existence of an unmoved mover. Using this as a bridge to *Metaphysics XII*, we will consider the reasons why Aristotle held that his science of being qua being culminates in theology.

John J. Cleary

PL 794 Philosophy and the Church Fathers (Spring: 3)

Cross Listed with TH 794

Introduction to the major Church Fathers and their varying attitudes towards philosophy. The role of philosophy in the development of patristic theology. Particular influences of Aristotle, Epicurus and the Stoa. Reception and transformation of Platonism and the reciprocal influence of Christianity upon Greek thought.

Margaret Schatkin

PL 799 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

PL 803 Heidegger: Contributions to Philosophy (Fall: 3)

This course is an introduction to Heidegger's *Contributions to Philosophy (Beiträge zur Philosophie)*, which is generally regarded as his second magnum opus (after *Being and Time*). Written in the late 1930s, at the time of the turn in his thought, this text remained unpublished until 1989. It contains, often in germinal form, nearly all the themes

of Heidegger's later thought: the confrontation with technology, the question of the overcoming of metaphysics, the need for another beginning, the mystery of the last god.

John Sallis

PL 807 Kant's Critique of Judgment (Spring: 3)

This course considers the *Critique of Judgment* both as the completion of the critical philosophy and as the pivotal work of modern aesthetics. The classical themes to be discussed include natural and artistic beauty, genius, aesthetic ideas, and the divisions and nature of the various arts.

John Sallis

PL 809 Law and Politics in Kant (Spring: 3)

David M. Rasmussen

PL 815 Philosophical Lives (Fall: 3)

This course will study several recent biographies of philosophers.

James W. Bernauer, S.J.

PL 816 Truth and Understanding (Fall: 3)

Starting with the analysis of some fundamental writings of Heidegger, the seminar will elaborate criteria which allow a new grounding of a both ontological and metaphysical understanding of the idea of truth.

Jean Greisch

PL 832 Philosophy and Theology in Aquinas (Spring: 3)

Offered Biennially

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the *Summa Theologiae* as well as the order of both theological and philosophical investigation as he understood them.

Oliva Blanchette

PL 833 Towards an Ethics of Psychoanalysis (Spring: 3)

Prerequisite: Basic familiarity with Freud.

An examination of the nature of the subject, particularly in Freud and Lacan, with a view to the foundation of an eventual ethics of psychoanalysis.

William J. Richardson, S.J.

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 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)

Offered Biennially

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 Works (Spring: 3)

Offered Biennially

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: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.

The Department

PL 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Physics

Faculty

George J. Goldsmith, *Professor Emeritus*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay, India; A.M., Ph.D., Harvard University

Kevin Bedell, *Professor*; Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; Chairperson of the Department; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Krzysztof Kempa, *Professor*; M.S., Technical University of Wrocław; Ph.D., University of Wrocław

Michael J. Naughton, *Professor*; B.S., Saint John Fisher College; Ph.D., Boston University

Zhifeng Ren, *Professor*; B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Colombia University

Hong Ding, *Associate Professor*; B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Vidya Madhavan, *Assistant Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Dehli; Ph.D., Boston University

Cyril P. Opeil, S.J., *Assistant Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union: Jesuit School of Theology; Ph.D., Boston College

Willie Padilla, *Assistant Professor*; B.S., California State University San Diego; M.S., Ph.D., University of California San Diego

Contacts

- Director Administrator: Joyce Light, 617-552-3575, joyce.light.1@bc.edu
- Department Faculty Support Assistant: Karen Barry, 617-552-3575, karen.barry@bc.edu
- Website: <http://www.physics.bc.edu/>
- Fax: 617-552-8478

Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

Major Requirements

The minimum requirements for the B.S. program include eleven lecture courses. Of the eleven, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a Physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 480, PH 515, PH 525, PH 540, and PH 545. At least two elective courses will be offered each year.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

Minor Requirements

The minimum requirements for a minor in Physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above). Many of these courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.
- *Substitutions:* PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites:* MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for many of the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

Departmental Honors Program

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the Physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

Information for First Year Majors and Non-Majors

Physics majors, and other science majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in the course PH 211 and the associated lab PH 203. The mathematics course specially designed for Physics majors, as well as Mathematics, Chemistry, Geology, and Geophysics majors, is MT 102. MT 100 is intended for Biology and Premedical students.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the co-requisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students are advised to study abroad during their junior year, either one or two semesters. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Dr. Andrzej Herczynski (andrzej@bc.edu). Students are

strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a research project, supervised jointly by faculty at Boston College and the host institution.

Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology, Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

Graduate Program Description

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

Master's Program

Each candidate for a terminal Master's degree must pass a Master's comprehensive examination administered by the Department, and meet specified course and credit requirements. The Master's comprehensive examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's comprehensive examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-two (32) credits of course work. The same courses and Master's comprehensive examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least 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 Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

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

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

Comprehensive Examination

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

Research and Thesis

After passing the comprehensive examination, a student's principal activity is research. Normally, within a year after passing the comprehensive examination, the student shall take the Research Proposal

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

Admission Information

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

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

General Information

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

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

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal, and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for 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, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Illinois CRAY supercomputing facility, the Naval Research Laboratory, and the National High Magnetic Field

Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website 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 Basic Laboratory I (Fall: 1)

Lab fee required.

A course that provides an opportunity to perform experiments on topics in mechanics, waves and acoustics. This laboratory demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

Andrzej Herczynski

PH 102 Basic Laboratory II (Spring: 1)

Lab fee required.

A course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. This lab demands minimal use of mathematics in interpreting the results of experiments. One two-hour laboratory period per week.

Andrzej Herczynski

PH 115 Structure of the Universe I (Fall: 3)

Satisfies Natural Science Core Requirement

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

Pradip Bakshi

PH 116 Structure of the Universe II (Spring: 3)

Satisfies Natural Science Core Requirement

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

Pradip Bakshi

PH 183 Foundations of Physics I (Fall: 3)

Satisfies Natural Science Core Requirement

Recommended Laboratory (optional): PH 101-102

First semester of a two-semester algebra-based introductory physics course sequence primarily for non-science majors. Students learn the basic principles of physics and the observed physical phenomena to provide foundation. Emphasis is placed on problem-solving to better understand the implications of these principles, and to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

Baldassare DiBartolo

PH 184 Foundations of Physics II (Spring: 3)

Satisfies Natural Science Core Requirement

Recommended Laboratory (optional): PH 101-102

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PH 212 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, selected topics in physical optics, and if time allows, basic concepts and applications of special relativity and quantum physics. Three lectures per week. PH 102 is recommended as an optional laboratory to supplement the course material.

Baldassare DiBartolo

PH 199 Special Projects (Fall/Spring: 3)

Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

The Department

PH 203 Introductory Physics Laboratory I (Fall: 1)

Lab fee required.

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

Andrzej Herczynski

PH 204 Introductory Physics Laboratory II (Spring: 1)

Lab fee required.

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.

Andrzej Herczynski

PH 209 Introductory Physics I (Calculus) (Fall: 4)

Prerequisite: MT 102 (May be taken concurrently)

Satisfies Natural Science Core Requirement

PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.

Michael Graf

PH 210 Introductory Physics II (Calculus) (Spring: 4)

Prerequisite: MT 103 (May be taken concurrently)

Satisfies Natural Science Core Requirement

PH 204 is the laboratory course to supplement the lecture course material

Second semester of a calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the

development, consequences and limitations of the classical principles of physics; similar to PH 212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics include fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics.

Michael Graf

PH 211 Introduction to Physics I (Calculus) (Fall: 4)

Prerequisite: MT 100 (May be taken concurrently)

Corequisite: PH 213

Satisfies Natural Science Core Requirement

PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

Paul Haines

PH 212 Introduction to Physics II (Calculus) (Spring: 4)

Prerequisite: MT 101 (May be taken concurrently)

Corequisite: PH 214

Satisfies Natural Science Core Requirement

PH 204 is the laboratory course to supplement the lecture course material.

Second semester of a calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics.

Paul Haines

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.

Vidya Madhavan

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.

Rein A. Uritam

PH 399 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 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.

Andrzej Herczynski

PH 402 Electricity and Magnetism (Spring: 4)

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.

Zhifeng Ren

PH 407 Quantum Physics I (Fall: 3)

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

Vidya Madhavan

PH 408 Quantum Physics II (Spring: 3)

Second semester of the PH 407-408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

Rein A. Uritam

PH 409 Contemporary Electronics Laboratory (Fall: 2)

Lab fee required.

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.

George Goldsmith

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

This course includes the statistical basis of thermodynamics, entropy, the laws and theorems of thermodynamics; reversibility and irreversibility; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics.

Rein A. Uritam

PH 425 Introduction to Solid State Physics (Spring: 3)

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.

Hong Ding

PH 430 Numerical Methods and Scientific Computing (Spring: 4)

Prerequisites: MT 202 and one of PH 330, MT 330, CH 330, EC 314, and permission of instructor

Cross Listed with EC 315

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms.

David Broido

PH 441 Optics (Fall: 3)

This course is addressed to advanced undergraduate physics students.

The first part will deal with physical optics, namely propagation of light, coherence, interference, diffraction, and the optics of solids. The second part will include the emission of light from atoms, molecules and solids and the quantum aspects of light. The final part will deal with the theory of optical amplification and lasers.

The Department

PH 532 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PH 535 Experiments in Physics I (Fall: 3)

Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

Jianyu Huang

Michael Naughton

PH 599 Readings and Research in Physics (Fall/Spring: 3)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

The Department

*Undergraduate and Graduate Course Offerings***PH 708 Physics Graduate Seminar II (Spring: 1)**

A discussion of topics in physics from the current literature.

Kevin Bedell

*Graduate Course Offerings***PH 700 Physics Colloquium (Fall/Spring: 0)**

This is a weekly discussion of current topics in physics.

The Department

PH 707 Physics Graduate Seminar I (Fall: 1)

A discussion of topics in physics from the current literature.

Kevin Bedell

PH 711 Classical Mechanics (Fall: 3)

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.

Gabor Kalman

PH 721 Statistical Physics I (Spring: 3)

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

Gabor Kalman

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.

Jan Engelbrecht

PH 732 Electromagnetic Theory I (Spring: 3)

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; and covariant electrodynamics.

Paul Haines

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

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport, and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved.

Jianyu Huang

PH 741 Quantum Mechanics I (Fall: 3)

Course includes fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.

Krzysztof Kempa

PH 742 Quantum Mechanics II (Spring: 3)

Course includes interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.

David Broido

PH 761 Solid State Physics I (Fall: 3)

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

Ziqiang Wang

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

By arrangement.

The Department

PH 801 Physics Thesis Research (Fall: 3)

The Department

PH 835 Mathematical Physics I (Fall: 3)

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

Kevin Bedell

PH 888 Interim Study (Fall: 0)

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

The Department

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

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

Andrei Lebed (Spring)

Zhifeng Ren (Fall)

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: 1)

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

The Department

Political Science

Faculty

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

R. Shep Melnick, *O'Neill Professor*; B.A., M.A., Ph.D., Harvard University

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life*; B.S., Temple University; Ph.D., University of Pennsylvania

Nasser Behnegar, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Associate Professor*; B.A., Boston College; Ph.D., Columbia University

Dennis Hale, *Associate Professor*; A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Jennie Purnell, *Associate Professor*; B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

Paul Christensen, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

Timothy W. Crawford, *Assistant Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

Jonathan Laurence, *Assistant Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

Jennifer Steen, *Assistant Professor*; A.B., M.A., Ph.D., University of California, Berkley

Kathleen Bailey Carlisle, *Adjunct Assistant Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Pierre Manent, *Visiting Professor*; Ancien élève de l'École Normale Supérieure, France; Agrégé de Philosophie, France

Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell.1@bc.edu
- Assistant Chairperson: Marc Landy, 617-552-4172, marc.landy.1@bc.edu
- Graduate Director: Christopher J. Kelly, 617-552-1565, christopher.kelly.3@bc.edu
- Master's Program Director: Jennie Purnell, 617-552-4177, jennie.purnell.1@bc.edu

- Undergraduate Director: Dennis B. Hale, 617-552-4165, dennis.hale.1@bc.edu
- Honors Program Director: Kenji Hayao, 617-552-4096, kenji.hayao.1@bc.edu
- Study Abroad Program Advisor: Donald L. Hafner, 617-552-4173, donald.hafner.1@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee.1@bc.edu
- Graduate Secretary: Carol Fialkosky, 617-552-4161, carol.fialkosky.1@bc.edu
- Department Secretary: Doris Powers, 617-552-4294, doris.powers.1@bc.edu
- Department Phone: 617-552-4160

Undergraduate Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, business, journalism, graduate work, and teaching in the social sciences.

Political Science Majors

The Political Science major at Boston College consists of ten courses: two introductory courses, four subfield courses, and four electives. The normal introductory sequence is a two-semester course entitled Fundamentals of Politics (I and II). Following this sequence, students are required to take eight more courses, with at least one course in each of the four subfields of political science (American politics, comparative politics, international politics, and political theory). The Fundamentals sequence is not like the introductory courses in other majors, such as economics or the natural sciences. That is, it does not present a single curriculum which all students are expected to know before moving on to higher level courses. Rather, the Fundamentals course is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches Fundamentals has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, is devoted principally to a study of some of the classic texts in political theory, while Fundamentals II, usually taught in the spring, takes as its focus an understanding of the modern state and modern politics, using the United States as a central example, but teaching American politics from a comparative perspective. Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class (e.g., Plato and Aristotle, but also more modern authors, such as Tocqueville), and by the manageable size of the classes. We try to limit enrollment in the Fundamentals courses to no more than 40 students. That is small enough to foster not only conversation, but close associations among students and with faculty that often endure.

Beyond Fundamentals

Students go directly from Fundamentals into upper-level electives. The courses taken beyond Fundamentals do not have to be taken in any particular order, and the course numbers (PO 300-399 for American politics, PO 400-499 for comparative politics, and so forth) do not indicate a preferred sequence or level of difficulty. There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and teaches four or five of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Many of these courses are seminars--some of them open to graduate students as well as to advanced undergraduates. The seminars meet for two hours once a

week, and are usually limited to 15 members, so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format.

Political Science classes generally involve a fair amount of reading, and a mixture of short to medium length papers and exams. Advanced courses usually involve papers and exams. Advanced courses usually involve research papers. Good writing, careful reading, and class participation will be essential requirements for high grades.

Degree Requirements

Fields and Electives

- Two introductory courses (courses beginning with “zero”). The preferred sequences are Fundamentals I and II (PO 041 and PO 042), but students may take other introductory courses instead of PO 041 and PO 042 including: PO 061 Introduction to American Politics, PO 081 Introduction to International Politics, or PO 091 Introduction to Comparative Politics.
 - At least one course in each of the four subfields of Political Science: American Politics (PO 300-399), Comparative Politics (PO 400-499), International Politics (PO 500-599), or Political Theory (PO 600-699)
 - Four electives, from among any courses offered by the department.
- Note: Courses designated as PO 200-299 count as electives toward the major but do not fulfill the four subfield distributional requirements; courses numbered PO 700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- PO 041 and 042 need not be taken in the numerical sequence, although it is generally wise to do so. We recognize that some students coming late to the major will need to take PO 042 prior to PO 041.
- Students who have already taken one or more Political Science elective courses before deciding on the major may be able to substitute one of those for one of the Fundamentals courses. Approval from the Department is necessary to do so, however.
- There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). WCAS courses may be used to fulfill elective requirements only. Students should consult in advance with the Department’s Director of Undergraduate Studies, Professor Dennis Hale, if they intend to use a WCAS course to fulfill a major requirement.
- Students may transfer up to four courses (12 credits) from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements. Students should consult the other limits and regulations that apply to transfer credits and Study Abroad credits.

Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed their sophomore year are invited to join the Honors program. Selection is based on their academic records within the major and overall. The Honors program seeks to provide additional opportu-

nities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes and our students.

The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. Members of the Honors program must take at least two Honors Seminars during their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least twelve Political Science courses in all.

Honors Seminar: One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration.

Honors Thesis: As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year, and in recent years almost all seniors in the Honors program have done so. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major. Although the challenges of a senior thesis can seem daunting at the outset, the rewards upon completion are satisfying and enduring.

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least twelve courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who have achieved particular distinction within the major are eligible to graduate with High or Highest Honors. In awarding High or Highest Honors, the Department takes into consideration such additional signs of academic merit as the completion of an Honors Thesis.

For further information on the Political Science Honors Program, contact Professor Kenji Hayao.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and choose their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Center for International Partnerships and Programs office, which must be filled out in consultation with the Department's study abroad adviser. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need

to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Center for International Partnerships and Programs in Hovey House.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing. If a student believes he or she should be exempted from this rule, he or she may discuss it with the Department's study abroad adviser. However, exemptions from this rule are rare.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Center for International Partnerships and Programs (CIPP) in Hovey House.

The Department's study abroad adviser, Professor Donald Hafner, can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad adviser before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses.

The Department will accept no more than two courses per semester (6 credits) from an institution abroad, or four courses for an entire year. These courses will count as major electives only. The four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Final approval of courses taken abroad requires the signature of the Department's study abroad adviser on the Approval Forms available from the Center for International Partnerships and Programs in Hovey House.

The Department's study abroad adviser is Professor Donald L. Hafner.

Special Programs

PO 200 State and Local Government Internship Seminar

This is a regular course, supervised by Professor Marie Natoli, that places students in legislative, executive, and interest-group offices in Boston, in carefully supervised internships. The one-semester course confers three credits. Students work for 16 hours each week, attend a weekly seminar, and prepare a lengthy research paper, among other requirements. Entrance into the Internship Seminar is by competitive application, and decisions are announced each semester during registration week. Application forms are available in the Department office, in McGuinn 201.

Advanced Independent Research

Advanced Independent Research is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of A- or better. For more information, consult the website for the Advanced Independent Research program.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships 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. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates are eligible. Fellowships are available for the Fall, Spring, and Summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire with faculty directly to express your interest in being involved in their research.

Graduate Program Description

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

Master of Arts Degree

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

Doctor of Philosophy Degree

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

Admissions

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

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

Completed applications should be submitted to the department by January 15.

Financial Aid

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

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/>.

PO 020 Internships (Fall/Spring: 1)

Dennis Hale

PO 041-042 Fundamental Concepts of Politics I and II

(Fall/Spring: 3)

Satisfies Social Sciences Core Requirement For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042. All sections focus on important questions and truths about the nature of politics.

Kathleen Bailey

Nasser Behnegar

Erik Dempsey

Dennis Hale

Kenji Hayao

Candace Hetzner

Christopher Kelly

Marc Landy

Jennie Purnell

PO 081 Introduction to International Politics (Fall: 3)

Satisfies Social Sciences Core Requirement

Not open to students who have taken PO 500, PO 501 or PO 507.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

Robert S. Ross

PO 200 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 3)

Prerequisite: Admission to this course is by application only.

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state

and local communities will be examined with the help of public officials of those communities. Junior and senior majors are selected on a competitive basis, based on their fitness for assignment to public offices.

Marie Natoli

PO 202 Environmental Policy (Spring: 3)

This course is an introduction to emerging issues in environmental management and politics. The course also will provide an introduction to the central institutional actors in environmental governance at the local, state and federal levels. The course will examine the intersection between science, policy and the law in current critical environmental issues and conflicts such as the management of public land, urbanization and sprawl, global climate change, natural resource management and public health.

Charles Lord

PO 220 Political Leadership (Spring: 3)

This course probes the nature of political leadership by reading the biographies of significant political leaders from different historical epochs and different places. It also builds upon the instructor's own extensive experience as a political leader and his insights into the activities of the other important leaders with whom he interacted.

William Bulger

PO 250 U.S. Civil-Military Relations (Fall: 3)**Cross Listed with IN 250**

"Civil-military relations" is the term used to describe the interactions between a society, its government, and its military. Of interest is how this relationship manifests in American society. How should a nation which emphasizes individuality, freedom, and equality reconcile these ideals with maintaining a military; that is, an institution that upholds uniformity, discipline, and hierarchy as necessary to its proper function? We examine episodes from the history of US civil-military relations, as well as specific issues like the garrison-state hypothesis, military advice on the use of force, women and homosexuals serving in the military, and the civil-military gap.

Hiroshi Nakazato

PO 270 Environmental Law (Spring: 3)**Not open to students who have taken PO 307 or PO 201**

Course introduces students to the legal system and to environmental law. Covers virtually every area of the legal system, from common law and constitutional litigation to complex government agency regulations and the creation and enforcement of international legal norms, raising important ethical and policy issues. Considers air and water pollution, toxics, parks and wildlife, nuclear power, forests and mining, historic preservation, and environmental impacts on the poor.

Zygmunt Plater

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 283-284 Thesis I and II (Fall/Spring: 3)

The Department

PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)

The Department

PO 295 Honors Seminar: Love and Politics (Fall: 3)

Love and Politics: Socrates, the founder of political philosophy, is said to have claimed to be an expert in erotic matters—a claim all the more

remarkable given his well known profession of ignorance. What does knowledge of love have to do with understanding politics or with the acquisition of wisdom? This seminar will focus on one or two Platonic dialogues devoted to the theme of love supplemented by other works of fiction.

Nasser Behnegar

PO 296 Honors Seminar: Leadership at the Top—Presidents and Prime Ministers (Spring: 3)

In discussions about politics, we often focus on the leaders, particularly those elected to the highest political office. Yet, we do not actually have any good theories about political leadership at the top. Scholars have written remarkably little about the topic. In this course, we will attempt to analyze in comparative perspective the ability of these leaders to affect governmental decision-making. It will examine the various factors that shape their role in the political process by developing various country case studies of presidents and prime ministers.

Kenji Hayao

PO 305 American Federalism (Fall: 3)

This course will examine the constitutional foundation, the historical development and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance, as well as a factor in contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

Marc Landy

PO 306 Parties and Elections in America (Fall: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. We will follow the progress of the 2006 election as it unfolds.

Jennifer Steen

PO 309 The U.S. Congress (Fall: 3)

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.

Jennifer Steen

PO 317 The American Presidency (Fall: 3)**Not open to students who have taken PO 303.**

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.

Marc Landy

PO 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 341 American Political Thought (Spring: 3)

This course surveys American political thought from the seventeenth century through the modern period, with an emphasis on the moments of special importance for the formation of American political ideas and institutions (e.g., the Founding era, the Civil War, the Progressive Era). The course relies almost entirely on primary material—speeches, political essays, court decisions, and letters, among others—in an effort to understand America through the words of its most important statesmen.

Dennis Hale

PO 344 American Legal System (Spring: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and judicial procedure; lawyers and the legal profession; legal reasoning (common law precedent, statutory interpretation); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.)

David R. Manwaring

PO 345 Groups in American Politics (Spring: 3)

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

Jennifer Steen

PO 351 Seminar: Religion and Politics (Fall: 3)

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public sphere.

Alan Wolfe

PO 358 Seminar: American Culture War (Spring: 3)

Not open to students who have taken PO 340.

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.

Alan Wolfe

PO 359 The Supreme Court (Spring: 3)

Offered Periodically

The course studies the U.S. Supreme Court as a political institution. Topics will include the Court's evolving jurisdiction and techniques for securing compliance with its decrees; case selection by the justices select cases; selection of justices by presidents and Congress; the relationship between the Court and political parties; the changing meaning of federalism and individual rights in Court opinions; and the role of individual justices in shaping court doctrine. The course will proceed historically, focusing primarily on the Marshall Court, the White/Taft Court, the Warren/Brennan Court, and the Rehnquist Court.

R. Shep Melnick

PO 360 Seminar: Rights in Conflict (Fall: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.

R. Shep Melnick

The Department

PO 399 Advanced Independent Research (Fall/Spring: 6)

The Department

PO 402 Comparative Revolutions (Fall: 3)

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case studies of revolutions from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

Paul Christensen

PO 403 Rise and Rule of Islamic States (Fall: 3)

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.

Kathleen Bailey

PO 413 Comparative Politics of Democratization (Spring: 3)

This course examines the wave of democratization that has transformed political systems in much of Latin America, Southern Europe, Eastern Europe, and parts of Africa over the past three decades. Topics to be covered include the relationship between democracy, economic development, and culture; transitions from authoritarian to democratic regimes; institutional differences between democracies and their implications for political conflict; and constitutional engineering in deeply divided societies.

Jennie Purnell

PO 414 Politics and Society in Central Eurasia (Spring: 3)

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war. Reform strategies and models will be discussed.

Kathleen Bailey

PO 415 Models of Politics (Fall: 3)

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the “Troubles,” 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.

Robert K. O'Neill

PO 422 Comparative Social Movements (Spring: 3)

This course examines the theoretical and empirical literature on social movements in order to understand their genesis, evolution, and successes and failures. We will start by exploring the international theoretical literature on social movements, in order to identify commonalities and differences in the experiences of social movements in a wide array of locations and historical moments. The course will then turn to a more detailed empirical study of a number of social movements, some international, some national, some regional, and some local, including labor movements, indigenous movements, women's movements, movements based on liberation theology, and national liberation/terrorist movements.

Paul Christensen

PO 428 Protest Politics in Latin America (Fall: 3)

Satisfies Cultural Diversity Core Requirement

This course explores the origins, evolution, and impact of diverse social movements in contemporary Latin America, focusing on the relationship between protest politics, political democracy, and the expansion and redefinition of the rights of citizenship.

Jennie Purnell

PO 448 The Political Development of Western Europe (Fall: 3)

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

Jonathan Laurence

PO 449 Domestic Politics in Postwar Europe (Spring: 3)

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

Jonathan Laurence

PO 458 Seminar: Religion and Politics in Latin America (Spring: 3)

Prerequisites: Permission of the instructor is required for registration, as is prior course work on Latin America, social movements, and/or liberation theology.

This course explores the relationship between religion and political activism in Latin America. Topics to be covered include liberation theology, the emergence and decline of the “popular” Church, and social movement activism; the spread of Pentecostalism and its implications for political activism on the part of the poor and the marginalized; and the religious roots of the recent wave of indigenous rights movements in the region.

Jennie Purnell

PO 500 Introduction to International Studies (Spring: 3)

Cross Listed with IN 500

Satisfies Cultural Diversity Core Requirement

This course is open to undergraduates who have not yet taken PO 501 or PO 507.

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.

Donald Hafner

PO 504 International Politics of Europe (Fall: 3)

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multinational integration, and the problems of building a new and wider European community following the demise of the Soviet Union.

Donald L. Hafner

PO 506 UN and International Security (Fall: 3)

The course begins with the League of Nations, and the origins of the UN and its key structures. Then we examine the UN's role in collective security, arms control and disarmament, and peacekeeping, as these activities were practiced during the Cold War and as they have evolved in recent years. We then turn to UN activities that go beyond treating the symptoms of conflict, and aim instead to fight its root causes, such as racism and human rights violations. Finally, we close with an exploration of the meaning of UN legitimacy and the future prospects of the Security Council.

Timothy Crawford

PO 510 Globalization (Fall: 3)

Cross Listed with IN 510

Satisfies Cultural Diversity Core Requirement

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

Paul Christensen

PO 512 The Causes of War (Fall: 3)

In the first two-thirds of the course we will survey the major strands of theory concerning the causes war, and apply them to the First World War—a monumental human disaster for Europe, and a pivotal event in world politics, and therefore a very important case. The last one-third of

the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier, as well as new ones.

Timothy Crawford

PO 514 East Asian Security (Fall: 3)

Prerequisite: PO 081 or PO 500 or PO 507

Satisfies Cultural Diversity Core Requirement

The class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's primary great power relationship, U.S., China Relations, and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of stability and instability and the prospects for peace.

Robert S. Ross

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 517 Nation-building, Liberalism, and U.S. Foreign Policy (Spring: 3)

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might US policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?

David Deese

PO 522 International Institutions (Spring: 3)

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political-economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.

David Deese

PO 523 Intelligence and International Security (Spring: 3)

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure, in times of war and peace. Finally, we will explore intelligence's

role in today's most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.

Timothy Crawford

PO 525 Politics and International Economic Relations (Fall: 3)

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

David A. Deese

PO 560 Seminar: Security Studies (Spring: 3)

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In addition to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.

Tim Crawford

PO 623 Politics, Virtue and Philosophy (Spring: 3)

Offered Periodically

The question of what makes a good human being has been the focus of political philosophy since Socrates established it over two thousand years ago. Does the human good consist in enjoying individual pleasure, participation in family life, fulfilling the duties of citizenship, or pursuing wisdom? Does human virtue lead to happiness? To what extent is obedience to law an essential element of virtue? We will use the works of political philosophers to gain insight into the most important question for us all: how should one live?

Amy Nendza

PO 627 Realism in War and Peace (Spring: 3)

A study of Thucydides' famous examination of war and politics among the ancient Greeks, introduced by comparison with Thomas Hobbes' modern tough-mindedness.

Robert K. Faulkner

PO 628 Locke and Rousseau on Education (Fall: 3)

This course will consist in a close reading of John Locke's *Some Thoughts Concerning Education* and Jean-Jacques Rousseau's *Emile, or On Education*. The course will explore the question of whether an education that aims at individual happiness is compatible with the demands of citizenship.

Christopher Kelly

PO 646 Tocqueville's Political Science (Fall: 3)

The nineteenth-century French thinker Alexis de Tocqueville claims that "a new political science is needed for a world altogether new." In this course we will explore Tocqueville's new political science through close study of his studies of the democratic revolutions in France and America, *The Old Regime and the Revolution* and *Democracy in America*.

Alice Behnegar

PO 655 The Question of Justice (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

Nasser Behnegar

PO 662 Introduction to Legal Reasoning (Fall: 3)

We shall analyze the form, structure, and content of legal argument and counter-argument. In so doing, we shall explore together, as an organizing theme, how lawyers and judges seek to cope with and exploit the limitations, ambiguity, and potential of language. Using a case-oriented, Socratic approach, we will examine the meaning and effect assigned to a variety of legal concepts, the manner in which those meanings and effects are derived, and consider, where appropriate, the fairness and justice of specific judicial decisions.

David Cayne

Graduate Course Offerings**PO 721 Courts and Public Policy (Spring: 3)**

This seminar examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 50 years. Topics include desegregation, voting rights, affirmative action in employment, environmental and administrative law, statutory interpretation, and torts. We will also review and critique various political science approaches to studying the courts.

R. Shep Melnick

PO 726 Democracy in America (Fall: 3)

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

R. Shep Melnick

PO 729 American Political Development II (Spring: 3)

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

Marc Landy

PO 777 Quantitative Research Methods (Spring: 3)

We will begin by reviewing the basic tenets of research design and considering particular challenges to researchers using large data sets. We will then cover elementary statistics and probability theory, working up to multivariate regression.

Jennifer Steen

PO 799 Reading and Research (Fall/Spring: 3)

By arrangement

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

The Department

PO 801 Thesis Seminar (Fall/Spring: 3)

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

Jennie Purnell

PO 812 State-Church Relations in Modern Europe (Spring: 3)

Freedom of worship is a signature characteristic of democratic states, and yet governments have often had an uneasy relationship with organized religion. This seminar examines the evolution of policies and institutions that have accommodated and regulated religious exercise in Western Europe from the nineteenth century to the present, with some comparisons made to the United States. The central case studies include the Catholic Church, Jewish communities, and Islam in the West. Readings will reflect on processes of secularization, the separation of church and state, the emancipation of religious minorities, and the development of state-church relations with minority religious communities.

Jonathan Lawrence

PO 861 Limits and Promise of Cooperation in World Politics (Fall: 3)

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

David A. Deese

PO 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.

Jennie Purnell

PO 900 Approaches to the Study of Politics (Spring: 3)

This course will only count for either the Comparative subfield requirement or the Political Theory subfield requirement, not for both subfields.

What are the difficulties that stand in the way of understanding politics? How can we overcome them? This course considers various attempts (the older philosophic as well as modern scientific) to answer these two questions.

Nasser Behnegar

Kenji Hayao

PO 922 Plato's *Republic* (Fall: 3)

The course will be a close reading of Plato's *The Republic*.

Christopher Bruell

PO 924 Montesquieu's *Spirit/Laws* (Spring: 3)

This course will involve a close reading of Montesquieu's *Spirit of the Laws*.

Christopher Kelly

PO 936 On Classical Philosophy (Fall: 3)

A study of Plato's *Timaeus* and *Critias*.

Christopher Bruell

PO 962 Kant (Spring: 3)

A careful reading of one or more of Kant's seminal texts.

Susan Shell

PO 984 Hobbes and Thucydides on War and Peace (Spring: 3)

An examination of Thucydides' account of war and politics, after an introductory comparison with Hobbes-style realism.

Robert K. Faulkner

PO 985 Rome: From City to Empire (Fall: 3)

In Rome as well as in Athens, class-war furnished the energy for the growth of the city and regime. But the two cities had very different political developments: extreme democratization in Athens, extreme extension in Rome. We will try to illuminate these diverging paths with the help of ancient and modern historians and philosophers. It will be a study in the interplay of political forms and political regimes.

Pierre Manent

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: 1)

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

The Department

Psychology**Faculty**

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Lisa Feldman Barrett, *Professor*; B.Sc., University of Toronto; Ph.D., University of Waterloo

Hiram H. Brownell, *Professor*; A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

Randolph Easton, *Professor*; B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Peter Gray, *Research Professor*; A.B., Columbia University; Ph.D., Rockefeller University

G. Ramsay Liem, *Professor*; A.B., Haverford College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn College; Ph.D., University of Chicago

James A. Russell, *Professor*; Chairperson of the Department; B.A., M.A., Ph.D., University of California, Los Angeles

Diane Scott-Jones, *Professor*; B.S., M.S., Appalachian State University; Ph.D., University of North Carolina, Chapel Hill

M. Jeanne Sholl, *Professor*; B.S., Bucknell University; M.S., Idaho State University; M.A., Ph.D., Johns Hopkins University

Michael Smyer, *Professor and Dean of the Graduate School of Arts and Sciences*; B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor*; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Jon Horvitz, *Associate Professor*; B.A., Haverford College; Ph.D., University of California, Santa Barbara

Michael Moore, *Associate Professor*; Assistant Chairperson of the Department; A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor*; B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Elizabeth A. Kensinger, *Associate Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Scott D. Slotnick, *Assistant Professor*; M.S., Ph.D., University of California, Berkeley

Linda R. Tropp, *Assistant Professor*; B.A., Wellesley College; M.Sc., Ph.D., University of California, Santa Cruz

Maya Tamir, *Assistant Professor*; B.A., Tel-Aviv University; Ph.D., University of Illinois at Urbana-Champaign

Contacts

- Department Administrator : Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Staff Assistant: Maureen Burke, 617-552-4100, maureen.burke.1@bc.edu
- Graduate Program Assistant: Bryan Fleming, 617-552-1691, bryan.fleming@bc.edu
- Website: <http://www.bc.edu/psychology/>

Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and enjoyment, and a deeper understanding of the human condition. The psychology major also provides the breadth, depth, knowledge, and tools necessary for students to prepare for graduate training.

Requirements for Psychology Majors

Students must take a minimum of ten courses in the Department, including the following required courses:

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters: Biological (PS 285 or PS 287), Cognitive (PS 271, PS 272, or PS 274), Developmental and Clinical (PS 260 or PS 264), Social, Personality, and Cultural (PS 241, PS 242, or PS 254)
- Three additional courses in psychology, at least two of which must be at the 300-level or higher and the third course at the 200-level or higher.

In addition, Psychology majors from the graduating classes of 2006 through 2009 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 (CS 021 or CS 074) for one of the two required mathematics courses. A.P. Mathematics, which has been accepted for credit by Boston College, will satisfy one semester of the Psychology major's two-semester mathematics corequisite. Starting with the class of 2010, Psychology majors are not required to take any additional courses in mathematics beyond that which is required for their University Core Requirement.

A score of four or five on the A.P. Psychology examination can be substituted for either PS 110 or PS 111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

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 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; and 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 premedical students or those interested in the health-related professions. Students who are interested in the Biopsychology Concentration are urged to contact one of the concentration's faculty advisors as early as possible.

Faculty Advisors: Jon Horvitz and Michael Numan

The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to research, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

During the second semester of their junior year, students participate in a one-credit seminar intended to help them prepare their Honors Thesis Proposal. They may also choose to sign up for an Independent Study course with their advisor to continue their work on their thesis proposal (alternatively, they may consult with their advisor during this semester about their thesis work without enrolling in an Independent Study course). In most cases, the thesis involves original empirical or archival research, although theoretical studies may be permitted in exceptional instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the advisor's program of research; data collection and analysis should be completed by the student. The proposal for the research should be developed by the student with the help of his/her advisor.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point, their proposal is reviewed by at least two faculty members and a decision is made as to whether to formally admit the student as a candidate in the Honors Program for their senior year. The decision to admit students as candidates in the Honors Program is based on: (1) whether the plan for research meets the important objective of providing the student with an opportunity for individually conceptualized and/or 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 (with input from the advisor and the student). The student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the Department's ten-course requirement for all Psychology majors. The second semester of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the ten courses required for the major. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the ten-course requirement.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Honors Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information, contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Departmental decisions about international study are made on a student-by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors

should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirements. Approval should be obtained before the start of the study abroad program.

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, statistical, and methodological courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.

- **PS 600 and above:** Graduate-level courses.

Graduate Program Description

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

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

The B.A./M.A. program is designed to allow selected students to earn both a B.A. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department offers graduate training in three areas:

Cognitive, Affective, and Behavioral Neuroscience

Faculty and students in the Cognitive, Affective, and Behavioral Neuroscience (CABN) Concentration study the neural and cognitive processes that underlie motivation, learning and memory, emotion, language, and perception. Investigators in this area ask questions such as: What are the neurobiological substrates of motivation (Numan), learning (Horvitz), affect and emotion (Barrett/Heinrichs)? How does activity in multiple brain regions give rise to a unified visual memory (Slotnick)? How does the emotional content of information affect memory (Kensinger)? How does injury to particular brain regions affect cognitive and linguistic ability (Brownell)? What fundamental processes underlie spatial representation, imagery, and navigation (Easton/Sholl)? What are the relations among different sensory/perceptual systems (Easton)?

Social and Cultural Psychology

Faculty and students in the Social and Cultural Psychology (SCP) concentration explore human psychological processes and behavior at different levels of analysis, ranging from the intra- and interpersonal to the group, intergroup, and societal levels. A distinctive feature of the SCP concentration is its emphasis on cultural differences- and similarities- in the mental life and actions of people. Areas of investigation include the study of emotion; how nonverbal behavior and discourse reflect and influence human social relations; what conditions foster interpersonal conflict and its resolution; social-cognitive processes at the individual level and as shared "cultural models"; ways in which such social categories as gender, class, and ethnicity, frame and constrain social behavior; cross-cultural and cross-ethnic studies of parenting,

child, and adolescent development; cultural construction of the self and social identities; conceptions of mental illness and health in different cultures; human rights as a mental health issue; social-psychological and cultural dimensions of inequality, social justice, and social conflict. Inquiry into these areas of study require different methodological approaches, and students are expected to develop competence in a variety of research methods, including experimentation, surveys, field interviews, archival research, quantitative and qualitative data analysis.

Affiliated Faculty: Ali Banuazizi, Lisa Feldman Barrett, Donnah Canavan, Ramsay Liem, Gilda Morelli, James A. Russell, Diane Scott-Jones, Joseph Tecce, and Linda Tropp

Developmental Psychology

Faculty and students in the Developmental Psychology concentration are studying social, emotional, and cognitive development across the life span. Areas of study include attachment relationships; sibling and peer relationships; children's understanding of emotions; cultural aspects of young children's development; ethnic identity development; the role policies and programs play in the lives of children, adolescents, older adults, and families; the development of artistic abilities in normal and gifted populations; the acquisition of a theory of mind; the relationship between theory of mind and communication skills; adolescent sexual behavior; mental health in later life. Children from both western and non-western communities are studied.

In addition to the resources in the department, students can also take advantage of the courses and faculty in the Lynch School of Education

Affiliated Faculty: Michael Moore, Gilda Morelli, Karen Rosen, James Russell, Diane Scott-Jones, Michael Smyer, Ellen Winner

The research interests of individual faculty members can be found on the department website. The requirements for completing the Ph.D. program can be found in the Graduate Program Handbook, also available on the website. Details about the requirements for completing the M.A. program can be found on our website as well. Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. The Psychology Department website is <http://www.bc.edu/psychology/>.

For application materials or further information, direct inquiries to, Graduate School of Arts and Sciences, Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467

Application materials may also be obtained through our website at <http://www.bc.edu/psychology/>.

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

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

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

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

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

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

Undergraduate 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

Rossana Contreras

Dacia Gentilella

PS 009 Apprenticeship in Teaching (Fall/Spring: 3)

The Department

PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.

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)

Satisfies Social Sciences Core Requirement

This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology major.

This course examines how five major fields of psychology have approached the study of art and creativity: clinical/personality psychology, social psychology, neuropsychology, cognitive psychology, and developmental psychology. Thus, this course provides an overview of different areas of psychology as well as an examination of how each of these areas has studied art and creativity. The course focuses on the psychological processes involved in both the creation of and response to art: how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 045 Fundamentals of Humanistic Psychology (Fall: 3)

This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology major.

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.

David Smith

PS 110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)

This course does not satisfy the Social Science Core.

This is one of a two-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

Julia Fisher

PS 111 Introduction to Psychology as a Social Science (Fall/Spring: 3)

This course does not satisfy the Social Science Core.

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

Michael Moore

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression.

Tamara Bond

Alan Scott

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)

Prerequisite: PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design.

The Department

PS 125 Introduction to Feminisms (Fall/Spring: 3)

Cross Listed with EN 125, HS 148, SC 225

See course description in the English Department.

Connie Griffen

PS 206 Independent Study (Fall/Spring: 3)

This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.

The Department

PS 241 Social Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course examines how people act and react to other people and how they think about and respond to their social experience.

Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

Linda Tropp

PS 242 Personality Theories (Fall/Spring: 3)

Prerequisite: PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan

James Russell

PS 254 Cultural Psychology (Fall: 3)

Prerequisites: PS 111 for psychology majors, for non-majors, permission of the instructor

Satisfies Cultural Diversity Core Requirement

The goal of this course is to examine the influence of culture and social structure on human thought, personality development, and social behavior. Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

Ali Banuazizi

PS 260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

Diane Scott-Jones

Sherri Widen

PS 264 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.

Judith Demepwolff

Ramsay Liem

PS 271 Sensory Psychology (Fall: 3)

Prerequisite: PS 110

Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics. Lectures will be supplemented with demonstrations and experiments.

Randolph Easton

PS 272 Cognitive Psychology (Fall: 3)

Prerequisite: PS 110

This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cogni-

tive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.

Ryan Kenny
Jeanne Sholl

PS 274 Perception (Spring: 3)

Prerequisite: PS 110, PS 271 is recommended.

The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will be contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

Randolph D. Easton

PS 285 Behavioral Neuroscience (Fall: 3)

Prerequisites: PS 110, or BI 100-102, or BI 200-202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

Michael Numan
Marilee Ogren

PS 287 Learning and Motivation (Fall/Spring: 3)

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. Do animals simply acquire stimulus-response tendencies or do they have expectations and cognitions? How would we ask this experimentally?

Jon Horvitz

PS 300 Children of Color (Spring: 3)

Prerequisite: PS 260

Enrollment will be restricted to juniors, seniors and graduate students.

This class will focus on the development of children of color. We will examine children of color primarily in the United States, including African American, Asian American, Hispanic and Native American groups. We will also review available research on children of color in other countries. We will cover children's lives from conception through adolescence, with an emphasis on ethnicity and related status variables, such as socioeconomic status and gender, as important contexts for children's growth and development. This class will provide an exploration of the commonalities and differences among children's lives across a broad range of social settings.

Diane Scott-Jones

PS 340 Prejudice and Intergroup Relations (Spring: 3)

Prerequisite: PS 241

This course introduces students to theories of prejudice and intergroup relations, with a strong emphasis on applying these theories to the multi-ethnic context of the United States. The course begins with an overview of key issues in the study of intergroup relations, with references to the experiences of many native and immigrant groups in the

United States. We will then review classic and contemporary theory and research on prejudice and intergroup relations, with special attention to examples from social psychology.

Linda Tropp

PS 344 Psychology of Gender (Fall/Spring: 3)

Prerequisite: PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.

Judy Dempewolf

PS 353 Culture and Emotions (Spring: 3)

Prerequisite: Any course at 200 level as prerequisite or with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.

James Russell

PS 354 Culture, Identity, and Asian American Experience (Spring: 3)

Prerequisite: PS 254 or permission of the instructor.

Satisfies Cultural Diversity Core Requirement

This course is a requirement for the Asian American Studies Concentration.

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities.

Ramsay Liem

PS 360 Clinical Psychology (Fall: 3)

Prerequisite: PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an 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 Developmental Psychopathology (Spring: 3)

Prerequisite: PS 260

This course will provide an introduction to the field of developmental psychopathology. This is an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of develop-

ment bear upon the subsequent adaptation of an individual, and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

Amy Tishelman

PS 363 Early Cognitive Development (Spring: 3)

Prerequisite: PS 260 or permission of the instructor

In this course we explore the astonishing cognitive capacities of infants and young children, plus some of their strange misconceptions and cognitive limitations. Questions we address include: Do they believe that objects continue to exist when they are no longer visible? Do they have an inborn capacity to do simple arithmetic? Can they tell the difference between a picture of an object and the real thing? What do their first words mean? Do they realize that other people have minds? We will look at Piaget's answers to such questions, as well as at what more contemporary researchers have found.

Stacey Goodpaster

Ellen Winner

PS 364 Interpersonal Violence (Spring: 3)

Prerequisite: PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy Tishelman

PS 366 Social and Emotional Development (Spring: 3)

Karen Rosen

PS 371 Cognitive Neuroscience: Exploring Mind and Brain (Fall: 3)

Prerequisites: PS 110 and PS 272 or PS 274 or PS 285

Traditional cognitive psychology relies on information processing theory to unravel how the mind works. Pure forms of neuroscience study brain physiology but often neglect the ever-present mind. This course will bridge the gap by exploring the human mind and brain through advanced technology such as fMRI, PET and ERPs as well as neuropsychological case studies. Memory, higher perceptual functions, and emotion are among some of the topic areas to be examined.

Scott Slotnick

PS 373 Spatial Cognition (Spring: 3)

In this course, we will explore the mind/brain systems that support human (and where appropriate non-human animal) interactions with different scales of space—figural (or object), vista (room-sized) and environmental. Topics will be reviewed from cognitive, neuroscientific, psychometric, and developmental perspectives, and will include: spatial working memory, sex-related differences in spatial ability, sense of direction, cognitive maps, spatial reference systems, spatial navigation.

Jeanne Sholl

PS 375 Human Memory (Spring: 3)

Prerequisite: PS 110

The field of memory research studies how people organize, maintain, and access experiences they have had, and knowledge and information they have encountered. This course introduces the theories, method-

ologies, and findings in current memory research. Topics, among others, include memory structures, processes, the flow of information, implicit and explicit memory, working memory, short- and long-term memory as they are currently defined, metacognitive processes, memory and aging, and the neuroscience of memory.

Elizabeth Kensinger

PS 377 Psycholinguistics (Fall: 3)

Prerequisites: PS 272, PS 254

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

Julia Fisher

PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall: 3)

Prerequisites: PS 264, PS 285 or PS 287

This course explores Psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

Tamara Bond

PS 387 Developmental Psychobiology (Fall: 3)

Prerequisite: PS 285 or PS 286

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

Marilee P. Ogren-Balkema

PS 389 Hormones and Behavior (Spring: 3)

Prerequisite: PS 285

This course discusses the relationships between hormones, brain function, and behavior. Topics include: molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.

Michael Numan

PS 399 Advanced Independent Research (Fall/Spring: 6)

Ellen Winner

PS 440 Seminar in Positive Psychology (Spring: 3)

Prerequisites: PS 121 and either PS 241 or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love and gratitude. Growth, healing, relatedness and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of

positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11. Readings will be drawn from the current theoretical and empirical literature.

Donnah Canavan

PS 446 Social Cognition (Spring: 3)

Prerequisite: PS 241

This course reviews research that examines how individuals construct their subjective reality. Topics include cognitive processes that guide our interpretation of the world (e.g., perception, attention, memory), conscious and unconscious influences on behavior, automaticity, attitudes and stereotypes, emotion and motivation. The course will review methods in social cognition (e.g., subliminal priming) as well as the implications of social cognitive research for daily life.

Maya Tamir

PS 447 Individual Differences and Social Behavior (Fall: 3)

Prerequisites: PS 111, PS 120-121, PS 241 or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

Donnah Canavan

PS 460 Clinical Fieldwork in Psychology (Fall: 3)

Prerequisites: PS 360 or PS 363 and permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison).

Karen Rosen

PS 464 The Psychology of Trauma (Spring: 3)

Prerequisites: Developmental Psychology, Abnormal Psychology, or Cognitive Psychology or permission of instructor

This course examines trauma and its pernicious effects on the psychological and physiological functioning of the victim survivor. Students will learn diagnostic criteria characterizing acute stress, post-traumatic reaction, and dissociative disorders. Topics include sexual and physical abuse in childhood, domestic and community violence, rape, war, natural disaster, and terrorist activity as well as vicarious trauma experienced by professional and lay caregivers. Clinical case studies will illustrate best models of treatment in current practice. Differences in gender, culture, developmental stage, and other issues of identity will be explored as factors associated with resilience and recovery.

David Smith

PS 466 Current Issues in Developmental Psychology (Spring: 3)

Prerequisite: PS 260

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.

Michael Moore

PS 490 Senior Thesis I (Fall: 3)

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

The Department

PS 491 Senior Thesis II (Spring: 3)

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

PS 499 Honors Seminar (Spring: 3)

Ellen Winner

Undergraduate and Graduate Course Offerings

PS 390 Psychology in Law (Fall/Spring: 3)

Prerequisite: PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases. Complex issues with no easy solutions will challenge students. Just some of the topics to be covered will be jury selection and psychology, expert witnesses, eyewitnesses, and the use of scientific evidence.

Marie D. Natoli

PS 467 Stress and Behavior (Fall/Spring: 3)

Prerequisite: PS 264

This course provides a description and evaluation of theory, methodology, and research in the field of stress as it relates to behavior. Discussions include psychological, social and biological determinants and effects of stress as well as methods of stress control, particularly behavioral strategies. Students will discuss and write about personal stresses.

Joseph Tecce

PS 530 Theories of Human Emotion (Fall: 3)

Prerequisites: At least a 300-level course in psychology and permission of instructor

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and con-

tinuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

James Russell

PS 531 Social Psychology of Human Emotion (Spring: 3)

Prerequisites: At least a 300-level course in psychology and permission of instructor

This seminar examines human emotion from a social psychological perspective. Topics include the role of social context in the perception of emotion in self and others, the role of cognitive and attentional processes in the elicitation of emotion (including Schachter and Singer's two-factor theory), theories of emotional consciousness, and psychophysiological indicators of emotion.

Lisa Feldman Barrett

**PS 569 Special Topics in Developmental Psychology (Spring: 3)
Offered Periodically**

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to the field. In 2006-07, the topic will be "Play: Its Developmental and Educative Functions" and will be taught by Peter Gray. To understand better the functions of play we shall examine: (1) play as it exists in animals, in human hunter-gatherers, and in modern cultures; (2) historical changes in attitudes about play in Western cultures; (3) the roles of play in human development; and (4) the immediate cognitive benefits of a playful emotional state.

Peter Gray

PS 572 Neuroscience I (Fall: 3)

Prerequisites: For undergraduates BI 304-305 or PS 285

Cross Listed with BI 572

An advanced and comprehensive treatment of the structure and function of the nervous system. Topics covered in the first semester include the following: cellular and molecular neurobiology; developmental neurobiology; sensory systems.

Marilee Ogren

PS 573 Neuroscience II (Spring: 3)

Prerequisites: For undergraduates BI/PS 572 or BI 304-305, or PS 285

Cross Listed with BI573

A continuation of Neuroscience I. Topics covered in the second semester include the following: motor systems; neurobiology of motivation and emotion; neurobiology of learning and memory; cognitive neuroscience.

Jon Horvitz

Michael Numan

PS 579 Special Topic: Cognitive, Affective, and Behavioral Neuroscience (Fall: 3)

Prerequisites: Graduate student or permission of instructor

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to the field. See department for details.

Scott Slotnick

PS 582 Advanced Topics in Behavioral Neuroscience: Learning and Memory (Fall/Spring: 3)

Prerequisites: PS 285 or PS 286, for graduate students, permission of the instructor

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course examines how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity.

Robert Ross

PS 590 History of Psychology (Fall: 3)

Prerequisites: For undergraduates, at least one 300-level course in Psychology, graduate students, permission of the instructor

This course offers a survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the nineteenth century; the emergence of psychology as an independent discipline in Germany and the United States; the rise and demise of the major schools in psychology, Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.

Ali Banuazizi

PS 600 Introduction to Social Work (Fall/Spring: 3)

Cross Listed with SC 378, SW 600

The Department

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

Graduate Course Offerings

PS 606 Experimental Design and Statistics (Fall: 3)

Prerequisite: An undergraduate course in statistics

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

Randolph D. Easton

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

Norman H. Berkowitz

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

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

Norman Berkowitz

Donnah Canavan

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

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

Lisa Feldman Barrett

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

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

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 672-674 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)

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

Hiram Brownell

Randolph Easton

Jeanne Sholl

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

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

Stephen Heinrichs

Jon Horvitz

Michael Numan

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

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

Lisa Feldman Barrett

Ellen Winner

PS 888 Interim Study (Fall/Spring: 0)

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: 1)

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

The Department

Institute of Religious Education and Pastoral Ministry (IREPM)**Faculty**

Thomas Groome, *Professor of Theology and Religious Education and Director of IREPM*; B.A. equiv., M.Div. equiv., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University

Jennifer Bader, *Associate Director for Academic Affairs and Adjunct Assistant Professor of Theology*; B.A., University of California, San Diego; M.T.S., Boston University; Ph.D., The Catholic University of America

Jean Chisser, *Assistant Director of Continuing Education*; B.A., Bridgewater State College; M.A., Boston College

Colleen M. Griffith, *Faculty Director of Spirituality Studies and Adjunct Assistant Professor of Theology*; B.A., St. Joseph's College; Th.D., Harvard University

Maura Colleary, *Associate Director for Administration*; M.Ed., Boston College

Nancy Pineda-Madrid, *Assistant Professor of Theology and Latinola Ministry*; B.B.A., Loyola Marymount University, Richmond College; M.Div., Seattle University; Ph.D., Graduate Theological Union

James Mongelluzzo, *Assistant Director, Liturgical Life, Summer Liturgical Coordinator*; STD Candidate, Weston Jesuit School of Theology

Theresa O'Keefe, *Adjunct Faculty for Youth and Young Adult Faith and Faculty Director, Contextual Education*; M.Ed., Ph.D. Candidate, Boston College

Jane Regan, *Associate Professor of Theology and Religious Education*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

John Shea, OSA, *Visiting Associate Professor, Theology and Pastoral Care*; B.A., Villanova University; M.A., Augustinian College; M.A., Catholic University of America; M.P.S., Institute of Pastoral Studies; M.S.W., Fordham University; Ph.D., University of Ottawa

Contacts

- Associate Director for Academic Affairs: Jennifer Bader, 617-552-4478, baderje@bc.edu
- Associate Director for Administration and Summer Faculty Coordinator: Maura Colleary, 617-552-8443, colleary@bc.edu
- Assistant Director, Student Services: Donna DeRosa, 617-552-8441, derosado@bc.edu
- Assistant Director, IREPM: Christine Kowalcky, 617-552-4075, christine.kowalcky.1@bc.edu
- Administrative Coordinator and Summer Student Coordinator: Stephanie Galeota, 617-552-8442, galeotas@bc.edu
- Coordinator, Hispanic Ministry Programs: Hosffiman Ospino, 617-552-0119, ospinoho@bc.edu
- Staff and Continuing Education Assistant: Maureen Lamb, 617-552-8057, lambmb@bc.edu
- Staff and Student Services Assistant: Mary Magennis, 617-552-8440, magennim@bc.edu
- Web Site: <http://www.bc.edu/irepm/>

Graduate Program Description

The Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The IREPM offers the combined resources of the Theology Department, the Lynch School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the IREPM are designed for the integration of academic and pastoral theology, personal experience, and practical ministerial skills. The IREPM offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Theology and Education (Ph.D.) as well as several dual degrees and certificates described as follows. For full guidelines for each program, contact the IREPM or visit <http://www.bc.edu/irepm/>.

Master of Education in Religious Education (M.Ed.)

The 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 spiritual and vocational formation and a supervised field placement. The M.Ed. in Religious Education normally requires 41 credit hours of course work for academic year students and 33 credit hours for summer students. Students coming in without a background in theology may be required to take an additional course. Written and oral presentations of a synthesis project are required. Students can choose to pursue the degree with or without a concentration. Those who declare a concentration can choose to specialize in either School Religion Teaching or Total Community Catechesis (parish religious education).

The M.Ed. is granted by the Lynch School of Education.

Master of Arts in Pastoral Ministry (M.A.)

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry and a supervised field placement. 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: Church Management, Health Care Ministry, Hispanic Ministry, Liturgy and Worship, Pastoral Care, Religious Education, Social Justice/Social Ministry, Spirituality, Youth and Young Adult Faith

For the M.A. in Pastoral Ministry, 41 credit hours are ordinarily required for academic year students and 33 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with a background in theology may be required to complete one course in addition to these 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 two or 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 of Religious Education and Pastoral Ministry 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).

For the Pastoral Ministry degree, students can choose to concentrate in either Pastoral Care and Counseling or Spirituality Studies. Both tracks will prepare the student to be mental health counselors in religious or secular settings; the Spirituality Studies concentration will also prepare students to be spiritual directors.

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Lynch School of Education. Contact each department for applications and further guidelines.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Education in Educational Administration (M.Ed.)

This program combines theories and practice in educational administration with studies in theology and exploration of the pastoral dimensions of educational leadership. It provides pastoral/practical and theoretical foundations for addressing the operational and strategic issues of educational leadership. Students enrolled full-time can expect to complete the two degrees in two summers and two academic years or three academic years.

Prospective students must apply to and be accepted by both the IREPM and the Lynch School of Education.

Dual Bachelor of Arts (B.A.) and Master of Education (M.Ed.) for Boston College Undergraduates

Boston College undergraduates who may be interested in working in campus ministry in a high school or college, with youth in a parish, teaching religious education in primary or secondary schools and working in Church social services organizations such as Catholic Charities can apply in their junior year and, if accepted, begin taking graduate courses in their senior year. Those who do so would complete a Master's degree within five years after their entrance into Boston College as undergraduates.

Dual Bachelor of Arts (B.A.) and Master of Arts (M.A.) for Boston College Undergraduates

Boston College undergraduate majors with a GPA of 3.5 in the major who are interested in working in a parish, campus ministry, Catholic or other private secondary school, social justice organization, or other faith community setting can apply in their junior year and, if accepted, count a limited number of courses in their senior year toward the M.A. as well as toward the B.A. Those who do so would complete a Master's degree within five years after their entrance into Boston College as undergraduates.

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 caregiving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the IREPM and the Connell 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 certification project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Lynch School of Education.

Interdisciplinary Doctorate in Theology and Education (Ph.D.)

The IREPM coordinates the program of Doctoral Studies in Theology and Education offered by the Theology Department and the Lynch School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute of Religious Education and Pastoral Ministry at <http://www.bc.edu/irepml>. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Other Continuing Education Programs

The IREPM's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. For the last two years and for 2005-2006, our Continuing Education program has been designed and offered in collaboration with Boston College's Church in the 21st Century Initiative. Persons interested in these offerings should contact the IREPM directly for further information.

Undergraduate and 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/>.

TH 414 Contemporary Approaches to Religious Education (Spring: 3)

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education.

Jane E. Regan

TH 723 Total Community Catechesis Seminar (Fall: 3)

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This seminar examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.

Jane E. Regan

TH 767 Hispanic Ministry Seminar I: Theological Foundations (Fall: 3)

As the church in the United States becomes more multicultural, it becomes imperative that those preparing for ministry understand the different cultural contexts in which they will practice. This is Part I of a year-long seminar designed for those in Hispanic Ministry concentration but open to IREPM and Theology students. Topics include methodology of contextual theology, ecclesiology, Christology, theology of Mary, intersection between faith and culture and social justice. The aim is to familiarize the student with various elements of systematic theology, which they are studying in more depth in other courses, from perspectives of U.S. Hispanic/Latino/a Catholic context.

Nancy Pineda-Madrid

TH 768 Hispanic Ministry Seminar II: Pastoral Studies (Spring: 3)

As the church in the U.S. becomes more multicultural, it becomes imperative that those preparing for ministry understand the different cultural contexts in which they will practice. This is Part II of a year-long seminar designed for those in Hispanic Ministry concentration but open to IREPM and Theology students. Topics include religious education, liturgy, youth ministry, leadership in the Church, popular religiosity, spirituality, and ecumenism. The aim of this course is to draw upon religious education, spirituality, and ministry courses that the student is taking and familiarize students with pedagogy, methodology, and cultural elements of ministry in U.S. Hispanic/Latino/a contexts.

Hoffman Ospino

TH 826 Introduction to the Hebrew Bible (Fall: 3)

This is a survey course dealing with the Hebrew Bible in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Participants 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.

Rifat Sonsino

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.

Thomas Groome

Jane E. Regan

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)**IREPM Course**

Contextual Education is a four-credit program over one academic year. Students register for Contextual Education during the fall semester.

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 particular groups of people and will develop models of ministry that are applicable to their own situations.

The Department

TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)

This course presents the dimension of faith as the distinguishing feature of pastoral care and counseling. It explores the importance of faith for the identity and role of the pastoral caregiver and for the therapeutic change that pastoral care and counseling can facilitate. In a context of human and religious development, this course outlines psychoanalytic, cognitive-behavioral, humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: therapeutic alliance, transference and counter-transference, ethics, boundaries, and multicultural perspectives, differences among psychotherapy, pastoral counseling, spiritual direction and diagnosis and referral.

John J. Shea, OSA

TH 538 Directed Research in Pastoral Ministry (Fall: 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. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

The Department

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)**Cross Listed with ED 673**

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

Jane E. Regan

TH 604 The Practice of Ministry with Youth and Young Adults: Voice, Vision, and Vocation (Fall: 3)

The aim of this course will be to explore elements critical to the effective practice of lay and ordained ecclesial ministry, with special attention paid to those who work with youth and young adults. Together we will explore the competencies and foundations (pastoral, theological and social psychological) undergirding the minister's work; become familiar with means for resourcing the empowerment of the minister; and propose strategies for sustaining one's vocation as minister.

The Department

TH 634 Methods and Management for Religion Teachers (Spring: 3)

This is the course that will help the educator look at successful pedagogy for catechesis by exploring the answers to: By what methods can I successfully engage my students in faith learning and the development of their own spirituality? How can I best manage my class and the resistant student? What might I need to know regarding boundaries, communication skills, and school law? How can I be intentional and creative in my lesson planning? What can I draw from in pop-culture to excite my students to discover the relevancy of their expressions in lived faith?

Jane Ayer

TH 644 Foundations of Theology: A Pastoral Perspective (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.

Paul Ritt

TH 647 Sacraments in the Life of the Church (Fall: 3)**Offered Periodically**

This course will offer an introduction to the sacramental life of the church from the point of view of pastoral practice. In the beginning few weeks we will focus on the foundational elements of Roman Catholic sacramental theology. In subsequent 2-3 week segments, various Theology/IREPM faculty will address the sacraments from their areas of expertise. These segments will include sacraments and religious education; sacraments and spirituality; sacraments and ethics; and sacraments and pastoral care. Throughout the course, students will further their experiential knowledge of the Church's sacraments by participating in the actual liturgical rites.

Jennifer Bader

TH 656 Psychological Resources for Ministry (Fall: 3)**Weekend Course**

January 19 & 20, 2007, Friday 4:00 p.m. to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

This course will examine some of the theoretical and practical contributions of the psychological sciences to the practice of ministry. Included will be an exploration of adult psychosexual organization (gender and sexual orientation) as it impacts the practice of ministry, as well as some consideration of the psychology of the healing process itself. The course will explore some contemporary psychological images, the vocabulary and concept of psychological diagnosis, and the relevance of social science data and research methods in religion and spirituality. Finally, the course will explore what can be learned from psychology about the minister's own emotional health.

John Allan Loftus, S.J.

TH 683 Seminar in Pastoral/Practical 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 themes of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life, and enabling scholars to do theology in a pastoral setting.

Nancy Pineda-Madrid

TH 717 Education of Christians: Past, Present and Future (Spring: 3)
Cross Listed with ED 635
Offered Periodically

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology and the history of Western education.

Thomas Groome

TH 731 Research and Writing in Pastoral Theology (Spring: 1)

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This one-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include: how to raise, formulate and refine research questions, topics and problems; how to move from questions to sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions.

Lucretia Yaghjian

TH 739 Christology (Spring: 3)

In this course, participants will undertake a theological investigation of the person and work of Jesus Christ. It will consist of a survey of the Christologies of the New Testament, the patristic and conciliar teaching on the person of Jesus Christ, and the insights of selected classical and contemporary Christologists. Participants will also probe current Christological issues such as the question of Jesus' self-knowledge, the cross of Jesus and the mystery of human suffering, liberationist and feminist approaches to Christology, and the issue of the universality of Christ's saving work.

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, education and pastoral care.

Colleen Griffith

TH 791 Twentieth Century Spiritual Classics (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, Johannes Baptist Metz and Martin Buber. 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 Groome

TH 835 Psychology of Religious Development (Fall: 3)

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 J. Shea, OSA

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 927 Death and Dying: Pastoral, Psychological, and Theological Perspectives II (Fall: 1)

Offered Periodically

Weekend Course

October 13 & 14, 2006, Friday 4:00 p.m. to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m. Pass/Fail Only.

Students must register for all 3 weekends.

The focus of this course is on the pastoral, psychological, and theological aspects of ministry with persons as they experience the inevitable experiences of loss on life's journey, including the grief resulting from death and the process of dying. Special attention will be given to the minister's own process, as well as faith, ethical and cultural perspectives, and skills needed for providing effective pastoral care to those experiencing loss, grief, dying and death.

Catherine O'Connor, CSB

TH 928 Death and Dying: Pastoral, Psychological and Theological Perspectives III (Fall: 1)

Offered Periodically

Weekend Course

November 10-11, 2006

Friday 4:00 p.m. to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m. Pass/Fail only

Students must register for all 3 weekends.

See course description under TH 927.

Catherine O'Connor, CSB

TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining, and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.

John Shea, OSA

TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of

adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse, the addictions along with dual diagnosis and co-dependency, issues around adoption and divorce, the experience of trauma, loss, and depression, ministry to those with AIDS, dying and bereavement, suicide, and burnout in ministry.

John Shea, OSA

TH 994 Education and Ministry for Justice (Spring: 3)

How do we educate and minister among youth for the sake of peace and justice? How do we cultivate capacities among them for sustained commitments to the common good? This course has two broad aims: first, we will investigate the theological and social psychological foundations for sustained commitment. Second, we will explore the dynamics of power and its abuses, as they define where we are called to respond in the world. In doing so, we will imagine pedagogical and ministerial strategies for cultivating the faith lives and commitments of youth and young adults in response to these abuses.

Theresa O'Keefe

Romance Languages and Literatures

Faculty

Vera Lee, *Professor Emeritus*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; Ph.D., M.A., Harvard University

Maria L. Simonelli, *Professor Emeritus*; Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Rebecca Valette, *Professor Emeritus*; B.A., Mt. Holyoke College, Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor*; A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University

Dwayne E. Carpenter, *Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

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

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College, M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Franco Mormando, *Associate Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

Ouida Mostefai, *Associate Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Associate Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor and Director of Graduate Studies*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

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

Joseph Breines, *Adjunct Assistant Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Kathy Lee, *Adjunct Assistant Professor*; B.A. Pennsylvania State University; Ph.D., Yale University

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

Christopher R. Wood, *Adjunct Assistant Professor*; B.A., Columbia University; M.A., Ph.D., Yale University

Catherine Wood Lange, *Adjunct Senior Lecturer*; B.A., M.A. Boston College; Ph.D., State University of New York at Stony Brook

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

Andrea Javel, *Adjunct Lecturer*; B.A., University of Dayton; M.A., Université René Descartes, Paris; M.Ed., Harvard University

Contacts

- Administrative Secretary: Joanna Doyle, 617-552-3821
doylejw@bc.edu
- Graduate and Undergraduate Records Secretary: 617-552-3820
- Website: <http://www.bc.edu/rll/>
- Email: rll@bc.edu

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten three-credit courses

- Four courses to be chosen from among the following:
RL 303 French Phonetics and Oral Expression
RL 305 Introduction to Drama and Poetry
RL 306 Introduction to Narrative Forms
RL 307 Masterpieces of French Literature
RL 308 Advanced Language Studies in French
RL 309 Topics in French Culture and Civilization
- **Note:** Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.
- Four advanced courses 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: Topics in Second Language Acquisition
- RL 210 French Composition, Conversation and Reading II can

be taken for elective credit as the first course in the major.

Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Minor in French

Requirements: Six three-credit courses

- Two foundation courses to be chosen from among the following:
 - RL 303 French Phonetics and Oral Expression
 - 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 and II (as entry-level courses only)

Additional courses at the 300 or 400 level

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

Major in Hispanic Studies

Requirements: Ten three-credit courses that must include the following:

- RL 395 Contextos
- Four 600-level advanced courses in literature and culture, which must include one course in each of the following categories:
 - Pre-1800 Peninsular literature and culture
 - Pre-1800 Latin American literature and culture
 - Post-1800 Peninsular literature and culture
 - Post-1800 Latin American literature and culture
- Five electives, which can be chosen from among the following:
 - RL 216 Spanish Conversation, Composition and Reading II
 - Any 300 level course
 - Any 600 level course

Related courses allowed by departmental permission

Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six three-credit courses that must include RL 395 Contextos and at least two courses at the 600-level.

Note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of *Naturalmente II* or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition and Reading II.

Maximum transfer credit from study abroad: Nine (9) credits (three courses) for one year of study; six (6) credits (two courses) for one semester of study.

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

Major in Italian

Requirements: Ten three-credit courses

- Six advanced courses in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Four electives to be chosen from the following:
 - Additional courses at the 300, 500, or 800 level
 - RL 213 and 214 Italian Conversation, Composition, and Reading I and II (can be taken for elective credit as the first course in the major)

Related courses allowed by departmental permission

Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Minor in Italian

Requirements: Six three-credit courses

- Two foundation courses: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- 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

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the International Study Center. Upon approval from the department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are offered by the department. For dates, please contact the department.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2006-2007 academic year.

Cultural Diversity Core

Although Romance culture has by tradition been traced to a European source, the offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

Consult the Student Services website for courses that will satisfy the Cultural Diversity Core requirement during the 2006-2007 academic year.

Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice under the

guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, contact Franco Mormando, the Honors Program Coordinator.

Information for Study Abroad

Ideally, students expecting to transfer credits into a Romance Languages and Literatures major will have completed the equivalent of a third-year university-level language class or more. Students should have completed at least the second semester of the intermediate course. Note: Italian majors and minors who have only completed Elementary Italian II are eligible for the fall or full-year program in Parma only.

All Romance Languages and Literatures majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. All Romance Languages and Literatures minors are required to enroll in one advanced course in their senior year regardless of whether they have completed the six-course requirement for the minor. Students who are nominated to the Romance Languages and Literatures Honors program are encouraged to decide on a thesis topic before going abroad.

RLL majors earn credit for up to three courses (nine credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program. There are no restrictions on the term that students may study abroad.

Romance Languages and Literatures minors earn credit for up to two courses (six credits) toward their minor in a semester or up to three courses (nine credits) in a year-long program.

Hispanic Studies requires students who earn credit toward a Hispanic Studies major while abroad to take at least one 600-level course each semester after they return to BC. Hispanic Minors are required to take at least one 600-level course after they return to BC.

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No Romance Languages and Literatures credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

The department recommends the following Semester Abroad or Year-Long Programs:

- French—Paris IV-Sorbonne, Paris VII-Denis Diderot, Institut Catholique de Paris; Centre Sèvres-Facultés Jésumites de Paris; Institut des Sciences politiques (Paris); Université de Strasbourg, Marc Bloch (USHS); Institut d'Etudes Politiques (IEP Strasbourg); Institut d'Etudes Commerciales Supérieures (IECS Strasbourg).
Contact: Professor Kevin Newmark

- Hispanic Studies—Universidad Autónoma de Madrid (Spain); Universidad Complutense de Madrid (Spain); Universitat Pompeu Fabre, Barcelona (Spain); Universidad de Deusto, Bilbao (Spain); Universidad San Francisco de Quito (Ecuador); Universidad Iberoamericana (Puebla, Mexico).
For credit towards Hispanic Studies Minors only: Universidad Carlos III (Madrid, Spain)
Contacts: Madrid semester/year programs: Professor Irene Mizrahi; Barcelona and Bilbao programs: Professor Elisa Rhodes, Quito, and Puebla: Professor Harry Rosser.
- Italian—Università di Parma.
Contact: Brian O'Connor.

Please note: Other programs will be evaluated on case-by-case basis.
Romance Languages and Literatures majors and minors wishing to study abroad will meet with Professor Jeff Flagg, Romance Languages and Literatures' International Study Advisor and contact for course approvals, to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific program advisor with whom they will select their courses. Courses will be approved based on the recommendation from the program advisor.

Graduate Program Description

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

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures. The Ph.D. in Medieval Romance Literature 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 secondary school level and to prepare teachers/scholars who may continue on to a Ph.D. program. The department accepts masters' candidates from Boston College into its Ph.D. program.

Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is January 15. 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; (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 online Graduate Handbook of the Department of Romance Languages and Literatures: <http://www.bc.edu/schools/cas/romlang/gradprog/handbook/>.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and varied analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A. Boston College has a rich array of medieval offerings in the Theology, Philosophy, History, Fine Arts, Literature, and Political Science Departments.

Language Competence: For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

Admission to the Ph.D. Programs

Students with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Students with a Bachelor's Degree: Students possessing the Bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D. For some students who are entering the program with a B.A., coursework required for the Ph.D. will be reduced. This determination will be made by the faculty when the student has completed the M.A.

Ph.D. Degree Requirements

Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Colloquium on Literary Theory and Criticism.

Students must maintain an average of B or better in their courses.

If the student's M.A. program did not include a second language examination, then a translation test will be required.

A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.

One year of residence is required, in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is 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, or a scholarly edition of a text with full critical apparatus. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.

After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture**M.A. Course Requirements**

Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.

M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.

Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth Century, nineteenth Century, twentieth Century). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.

Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.

Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.

Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their language section the semester before actually enrolling.

Oral Proficiency Requirement

Before graduation, all candidates must demonstrate oral proficiency in their language of specialization at the Advanced level of the ACTFL scale.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

Further Information

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found on the department's online Graduate Handbook: <http://www.bc.edu/schools/cas/romlang/gradprog/handbook/>

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 Elementary Italian I (Fall: 3)**Conducted in Italian.**

The purpose of this course is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. The approach is communicative, and while memorization and mechanical practice is required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere. This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

Brian O'Connor (Coordinator)

The Department

RL 004 Elementary Italian II (Spring: 3)

Conducted in Italian.

Admitted by placement test, consent of instructor, or completion of RL 003.

This course is a continuation of RL 003 and further develops the goals of the first semester. Special attention is given this to the production more complex speech, the expression of personal opinion and a deeper knowledge of contemporary Italian culture. More formal writing exercises and reading of authentic texts aid students in reinforcing language skills. A group final project at the end of the course attempts to bring together the themes and experiences from previous study.

Brian O'Connor (Coordinator)

The Department

RL 009 Elementary French I (Fall: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules.

Andrea Javel (Coordinator)

The Department

RL 010 Elementary French II (Spring: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This course is a continuation of RL 009. Course goals include readying students for Intermediate French, expanding vocabulary and building oral proficiency. Students will deepen their understanding of Francophone culture through short literary and cultural readings, video and film. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules.

Andrea Javel (Coordinator)

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. Only open to students concurrently enrolled in RL 009.

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 (Coordinator)

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. It is open to all students concurrently enrolled in RL 010 that feel they need more "time on task" to help them get a solid grasp of the basics in French.

Andrea Javel (Coordinator)

The Department

RL 013 Intermediate French Practicum I (Fall: 1)

Only open to students concurrently enrolled in RL 109.

Open to students of RL 109 who feel they could benefit from additional instruction in a small group setting. This intensive one-hour supplementary course gives students the extra conversation, listening, and reading practice they need to do succeed in Intermediate French and to build a solid base in the language. All concepts presented in this course review those covered in RL 109.

Andrea Javel (Coordinator)

The Department

RL 014 Intermediate French Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 110 through review and recycling of material. It is open to all students concurrently enrolled in RL 110 that feel they need more "time on task" to help them get a solid grasp of the Intermediate French curriculum.

Andrea Javel (Coordinator)

The Department

RL 015 Elementary Spanish I (Fall: 3)

Prerequisite: Students with prior Spanish experience are admitted only after taking the placement test.

Classes are conducted in Spanish. May be taken concurrently with RL 017.

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos, CD-ROM and web activities.

Debbie Rusch (Coordinator)

The Department

RL 016 Elementary Spanish II (Spring: 3)

Classes are conducted primarily in Spanish. Students with prior Spanish experience admitted only by placement test.

This course is a continuation of RL 015. Course goals include readying students for Intermediate Spanish, expanding vocabulary, and building oral proficiency. Students will deepen their understanding of Hispanic culture through short literary and cultural readings, videos, and films. Emphasis is on building oral and written communication skills and on acquiring a greater awareness of the Spanish-speaking world.

Debbie Rusch (Coordinator)

The Department

RL 017 Elementary Spanish Practicum I (Fall: 1)

Required of students enrolled in RL 015 with no prior experience in Spanish. Open to other students of RL 015 only by permission of the coordinator. Only open to students concurrently enrolled in RL 015.

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015.

Debbie Rusch (Coordinator)

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 RL016 that feel they need more “time on task” to help them get a solid grasp of the basics in Spanish.

Debbie Rusch (Coordinator)

The Department

RL 021 Elementary Italian Practicum I (Fall: 1)

Conducted in Italian.

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in RL 003.

Brian O'Connor (Coordinator)

RL 022 Elementary Italian Practicum II (Spring: 1)

Conducted in Italian.

This intensive one-hour supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in RL 004.

Brian O'Connor (Coordinator)

RL 023 Elementary Portuguese I (Fall: 3)

Offered Biennially

This beginning course is designed for students with no prior experience in Portuguese. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Portuguese culture.

The Department

RL 024 Elementary Portuguese II (Spring: 3)

Offered Biennially

This course is a continuation of RL 023. Students will continue to expand their vocabulary and develop their fluency in Portuguese, both written and oral.

The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)

Open to students with no prior experience in Spanish. The course meets five days per week.

Classes are conducted in Spanish.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.

The Department

RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)

Open to students with no prior experience in French.

Conducted in French.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.

Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)

This course is for beginners. Students with prior Italian experience admitted only by placement test.

Conducted in Italian. Meets five times per week.

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.

Brian O'Connor

RL 109 Intermediate French I (Fall: 3)

Prerequisite: RL 010 or RL 042 or admission by placement test

Conducted in French.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide.

Andrea Javel (Coordinator)

The Department

RL 110 Intermediate French II (Spring: 3)

Prerequisite: RL 109 or admission by placement test

Conducted in French.

This course is a continuation of RL 109. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and broadening of historical and cultural knowledge. Francophone culture will be further explored through literary excerpts by authors from France, North, Central and West Africa, the Antilles and Quebec.

Andrea Javel (Coordinator)

The Department

RL 111-112 Intermediate Italian Practicum I and II (Fall/Spring: 1)

Conducted in Italian

This intensive one-hour supplementary course provides extra conversation, listening, and reading practice to students who have had trouble in Elementary Italian or other language courses. It will help these students maintain the pace of and succeed in Intermediate Italian. All concepts presented in this course review those covered in RL 113-114.

Brian O'Connor (Coordinator)

RL 113 Intermediate Italian I (Fall: 3)

Conducted in Italian.

Admitted by placement test, consent of instructor, or completion of RL 004.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

Brian O'Connor (Coordinator)

RL 114 Intermediate Italian II (Spring: 3)

Conducted in Italian.

Elective for the Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

Brian O'Connor (Coordinator)

RL 115 Intermediate Spanish I (Fall: 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 have the opportunity to work with video, films, and other recordings.

Catherine Wood Lange (Coordinator)

The Department

RL 116 Intermediate Spanish II (Spring: 3)

Prerequisite: RL 115 or admission by placement test

Conducted in Spanish.

This course is a continuation of RL 115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, and other recordings.

Catherine Wood Lange (Coordinator)

The Department

RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)

Conducted in Italian.

Elective for Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian. Readings include current newspaper and magazine articles and literary texts: short stories, poems, and two short novels. Particular attention will be given to the development of consistency in grammatical accuracy, and to creating more complex and expressive speech.

Brian O'Connor

RL 153-154 Adelante I and II (Fall/Spring: 3)

Prerequisite: RL 016 or RL 041 or admission by placement test

Conducted in Spanish.

Adelante I can be taken in lieu of Intermediate Spanish I. It is especially targeted toward students who have a solid preparation in Spanish

and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia.

The Department

RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)

Prerequisite: RL 016 or RL 041 or permission of instructor

The course meets five days per week.

Conducted in Spanish.

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice helps students develop greater accuracy in self-expression.

Michael Kelly

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.

Margaret Flagg

RL 209 French Conversation, Composition and Reading I (Fall: 3)

Prerequisite: RL 110 or RL 182 or admission by placement test

Conducted in French.

An elective towards the French minor when taken as first course in sequence.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

Jeff Flagg (Coordinator)

The Department

RL 210 French Conversation, Composition, and Reading II (Spring: 3)

Prerequisite: RL 110 or RL 182 or admission by placement test

Conducted in French.

Counts as an elective towards the French major or minor when taken as first course in sequence.

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 Italian Conversation, Composition and Reading I (Fall: 3)

Prerequisite: Admitted by placement exam, consent of instructor, or completion of RL 114 or RL 151

Conducted in Italian.

Elective for major and minor in Italian.

The course topic, "Italian through Fiction and Films," will allow the development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid analytical and lexical enrichment. Other sources (articles from the Italian press, audio-visual programs and the Internet) will provide additional avenues of interpretation. Practice consists of guided writing assignments, group projects and in class presentations.

Cecilia Mattii

RL 214 Italian Conversation, Composition and Reading II (Spring: 3)

Prerequisite: Consent of instructor or completion of RL 213

Conducted in Italian.

Elective for major and minor in Italian.

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments and oral presentations. Both RL 213 and 214 are strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

Cecilia Mattii

RL 215 Spanish Conversation, Composition, and Reading I (Fall: 3)

Prerequisite: RL 116, admission by placement test, or appropriate score on SAT II or AP Exam

Conducted in Spanish.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions.

Christopher Wood (Coordinator)

Kathy Lee (Coordinator)

The Department

RL 216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)

Prerequisite: RL 215, admission by placement test, or appropriate score on SAT II or AP Exam

Conducted in Spanish.

Hispanic Studies major or minor elective.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Mexico, will form the basis for classroom discussions and compositions.

Kathy Lee (Coordinator)

Christopher Wood (Coordinator)

The Department

RL 217-218 French CCR Practicum I and II (Fall/Spring: 1)

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading and writing practice are invited to register for this one-credit, fifty-minute weekly supplementary practicum.

The Department

RL 292 Modern Middle Eastern and Arabic Literature (Fall: 3)

Cross Listed with EN 348, SL 148

Offered Periodically

Satisfies Cultural Diversity Core Requirement.

All works are read in English translation.

See course description in the Slavic and Eastern Languages Department.

Franck Salameh

RL 300 The French and the Peoples of America (Fall: 3)

Prerequisite: Four years of high school French or RL 210

Cross Listed with EN 084

Conducted in French.

Satisfies Literature Core Requirement

Satisfies Cultural Diversity Core Requirement.

Elective for French major or minor.

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers. Students also work on topics of French grammar through guided exercises.

Jeff Flagg

RL 302 Racism: French and American Perspectives (Spring: 3)

Prerequisite: Four years of high school French or RL 210

Cross Listed with BK 316

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Conducted in French.

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in the writings of Tocqueville, Beauvoir, Wright, Baldwin and Fanon, among others.

Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)

Prerequisite: Four 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 is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 400-level courses in literature and culture.

Norman Araujo (Fall)

Stephen Bold (Spring)

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)

Prerequisite: Four 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 is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

Norman Araujo (Spring)

Stephen Bold (Fall)

RL 307 Masterpieces of French Literature (Fall/Spring: 3)

Prerequisite: Four 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 allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.

Matilda Bruckner (Spring)

Ourida Mostefai (Fall)

RL 308 Advanced Language Studies in French (Fall/Spring: 3)

Prerequisite: Four 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 will help students expand their understanding and strengthen their command of advanced structures of modern French. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in literature and culture.

Anne Bernard Kearney (Fall)

Joseph Breines (Spring)

RL 309 Topics in French Culture and Civilization (Fall/Spring: 3)

Prerequisite: Four 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, monuments and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in culture and civilization.

Joseph Breines (Fall)

Anne Bernard Kearney (Spring)

RL 320 Le Français des Affaires (Spring: 3)

Prerequisite: Four years of high school French or RL 209 or RL 210

Conducted in French.

Counts as an elective towards the French major.

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.

Nelly Rosenberg

RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)

Offered in conjunction with RL courses beyond the 300 level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

The Department

RL 339 La España estereotipada (Spring: 3)

Prerequisite: CCR I or equivalent proficiency with permission of instructor

Counts as an elective toward the Hispanic Studies major and minor.

Bullfighting, flamenco, gypsies, devout old ladies. This course will examine the truth and the distortions of the images which have fixed Spain in the world's imagination and explore the ambivalence with which Spaniards understand these stereotypes as they move toward greater integration with the new European community. Will address both oral and written proficiency growth through class discussion and essays. This course can be taken simultaneously with CCR or Naturalmente.

Christopher Wood

RL 360 Littérature et Culture Francophones (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Conducted in French.

Counts as an elective towards the French major.

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups, and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France. The writers whose works will be discussed are the following: Tahar Ben Jelloun, Assia Djebar, Leila Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall and Anne Hébert.

Nelly Rosenberg

RL 366 Spanish Culture and Civilization (Fall: 3)

Corequisite: RL 216, concurrent enrollment in RL391, or permission of instructor

Conducted in Spanish.

Satisfies Literature Core Requirement

Offered Periodically

Elective for Hispanic Studies major or minor.

This course will examine Spain's multicultural civilization from the prehistoric cave paintings of Altamira through post-Franco Spain. The history of Spanish civilization will be integral to the study of examples of Spanish literature, art and film. We will consider struggles of religion, class, minority groups, and power in the creation and questioning of national identity.

Kathy Lee

**RL 376 Conversational Approach to Contemporary France (Spring: 3)
Conducted in French.**

Counts as an elective towards the French major.

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

The Department

RL 384 Heritage Speakers (Spring: 3)

Conducted in Spanish.

Offered Periodically

Open to undergraduates with permission of instructor. Elective for Hispanic Studies major or minor.

This course is for the heritage Spanish who is comfortable speaking but is looking for formal grammar study. The course will emphasize writing skills, vocabulary development and comparisons between English and Spanish grammar.

Kathy Lee

RL 389 Italian for Business and Commerce (Fall: 3)

Offered Periodically

Conducted in Italian.

Elective for Italian major or minor. Admitted by placement test, consent of instructor, or completion of RL 114.

Italy and the US are closely linked by extensive commercial ties. This course is designed to help those contemplating a career involving the Italian business world to develop the necessary language skills and cultural-political-economic background. Classes will feature multi-media interaction with current materials drawn from various sectors of Italian economic and social life. The course will also be useful to students seeking further ways to improve their command of spoken and written Italian and to acquaint themselves better with the daily life of contemporary Italy.

Carlo Cipollone

Franco Mormando

RL 391 Naturalmente I (Fall/Spring: 3)

Prerequisite: RL 216 or, with the permission of instructor, the equivalent level of proficiency

Conducted in Spanish.

This is an intensive course in advanced Spanish proficiency. The proficiency goals for this course are the accurate and spontaneous control of the communicative functions associated with narration of the past. Films, videos, and selected cultural and literary readings, all centering on Hispanic immigration in the United States, will form the basis for classroom discussion and essays.

Kathy Lee (Coordinator)

Christopher Wood (Coordinator)

RL 392 Naturalmente II: Spanish Proficiency for Advanced Speakers (Fall/Spring: 3)

Prerequisite: RL 391 Naturalmente I, or with permission of the instructor, the equivalent level of proficiency

Conducted in Spanish.

This is an intensive course in advanced Spanish proficiency. Enrollment is limited and the course is designed to allow for small group

work, debates and other interactive activities. The goals for this course are the accurate and spontaneous control of the communicative functions associated with the subjunctive.

Kathy Lee (Coordinator)

Christopher Wood (Coordinator)

RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)

Satisfies Literature Core Requirement

Conducted in Spanish.

Required for Hispanic Studies majors and minors and priority for enrollment is given to them.

An introduction to how to read and appreciate texts from Hispanic cultures, Contextos introduces students to necessary terms, strategies, and techniques for studying literary works. Students also acquire essential research skills. The workshop-based learning environment of Contextos facilitates exploration and self-expression through analysis.

Kathy Lee (Coordinator)

Christopher Wood (Coordinator)

RL 397 El español de los negocios (Spring: 3)

Prerequisite: RL 391 or RL 392 or equivalent

Conducted in Spanish.

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored.

Catherine Wood Lange

RL 399 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RL 561 Modern Italian Drama (Fall: 3)

Offered Periodically

Conducted in Italian.

A study of the selected dramas by Giovanni Verga, Luigi Pirandello, Italo Svevo and Ugo Betti in the context of their theoretical writings as well as in relation to the European literary trends of the period.

Rena Lamparska

RL 566 Modern Italian Short Stories (Spring: 3)

Offered Periodically

Conducted in Italian.

In our discussion of selected short stories by the prominent twentieth century Italian writers such as L. Pirandello, A. Moravia, N. Ginzburg, B. S. Donghi, G. Celati, M. Vergani, we will focus on the comic and the tragic in the structure and meaning of the text. The character of these categories will be at the center of our discussion: are they disinterested aesthetic elements, or a means of a social criticism?

Rena Lamparska

RL 569 Twentieth-Century Italy in Fiction and Film (Fall: 3)

Offered Periodically

Conducted in Italian.

Elective for Italian major or minor.

The class presents a panorama of twentieth-century Italy. Focusing on four distinct historical periods, we will explore the ways in which some of Italy's greatest authors and film directors interpret specific historical events and, more generally, the spirit of the times. The

first objective of the class is to introduce the history of the Italian people in the twentieth century. The second is to explore the interpretive functions of literature and film.

Laurie Shepard

RL 615 Latin American Writers of the Twentieth Century (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish.

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Fulfills Latin American post-1800 major requirement.

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.

Harry L. Rosser

RL 618 Write-On: Advanced Writing Seminar (Spring: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish.

Offered Periodically

Counts as an elective toward the Hispanic Studies major and minor.

This course is designed to improve writing skills through ample practice and the study of grammar, syntax, vocabulary and style. For students who have studied abroad, are able Spanish speakers, or are native speakers of Spanish.

Dwayne E. Carpenter

RL 636 Borderlines: Films of Immigration and Exile (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor. RL 671 Introduction to Hispanic Film is recommended.

Conducted in Spanish.

Offered Periodically

Fulfills post-1800 Peninsular requirement for major.

This course studies the drama of immigration into first-world countries through film, analyzing work by directors in Spain, Latin America, and the United States that treats the issue with particular poignancy (*Melillenses*, *Maria Full of Grace*, *Bwana*, *Traffic*). Students will determine the directors' objectives for each film using advanced analysis of cinematographic technique, and will be asked to suggest specific solutions to the situations represented in those films in light of what they have learned.

Elizabeth Rhodes

RL 637 Spanish-American Short Story (Spring: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish.

Offered Periodically

Fulfills post-1800 requirement in Latin American literature for Hispanic Studies majors

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, among them Darío, Quiroga, Bombal, Borges, Cortázar, Rulfo, Donoso, García Márquez, Allende, and Ferré.

Harry L. Rosser

RL 640 What's Modern About Modernismo? (Fall: 3)

Offered Periodically

Fulfills the post-1800 Latin American requirement for majors in Hispanic Studies.

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubén Darío, Leopoldo Lugones, Delmira Agustini and José Juan Tablada among others.

Ernesto Livon-Grosman

RL 648 Literature of Cultural Migration in the Americas (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish.

Offered Periodically

Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies majors.

Ever since Columbus, the culture and literature of the Americas has been forged by the conflictive and yet rich mixing of peoples and cultures. In this course we will focus on three regions: the Caribbean, the Andes, and Latinos in the United States, basing our inquiry on major literary texts spanning the colonial to modern periods, as well as sources in music and film, as we seek to grapple with questions of coloniality and modernity, transculturation and assimilation, in an increasingly global world.

Sarah Beckjord

RL 658 *Don Quijote* and Other Fictions (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish.

Offered Periodically

Fulfills the pre-1800 Peninsula requirement for majors in Hispanic Studies.

Don Quijote is universally recognized as one of the most important texts of all literary history. Why? What does this funny, poignant book continue to say to ongoing generations? Students will read the entire text of Cervantes' masterpiece, and consider its relationship to texts of other media and other ages (Velázquez, Cortázar, the Russian film version, *The Man of La Mancha*, for example). Contextos extremely helpful.

Elizabeth Rhodes

RL 675 Fabricating Memory (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish.

Offered Periodically

Fulfills post-1800 Peninsular requirement for major.

Readings will focus on contemporary Spanish novelists and their recreation of Spanish identity through the historical novel. Students will analyze issues of history in literature as well as the creation of a national identity. Attention will be focused on the contemporary understanding of the Spanish Civil War, post-war period, transition to democracy and globalization of Spain.

Kathy Lee

RL 682 Latin American Perspectives: Civilization and Culture (Spring: 3)

Prerequisite: Contextos or permission of Instructor

Conducted in Spanish.

Satisfies Cultural Diversity Core Requirement

Fulfills "Capstone" course for Latin American Studies Program minor.

Fulfills post-1800 Latin American requirement.

Selected texts showing cultural similarities and differences among countries of Latin America will be studied for the ways in which their authors reveal the perspectives, customs, and products of their people. The primary objective of the course is to introduce and explore the aesthetic and ideological solidarity of a vast region of the world that continues to seek and establish its true identity in the midst of global change.

Harry L. Rosser

RL 689 Harmony and Dissonance: Christians, Jews, and Muslims in Medieval Spain (Spring: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish.

Offered Periodically

Fulfills pre-1800 Peninsula requirement for major.

Medieval Spain is unique in its tricultural heritage, the result of long-standing *convivencia* on the part of Christians, Jews, and Muslims. This coexistence was often characterized by simmering suspicion, if not outright hostility; at its best, however, it was capable of producing an extraordinarily rich cultural symbiosis, as expressed in architecture, science, music, and literature. Through an examination of the art and literature of the period, we will endeavor to achieve an appreciation of the enduring contributions made, separately and collectively, by members of the three religions.

Dwayne E. Carpenter

RL 698 Honors Research Seminar (Fall/Spring: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress.

Irene Mizrabi

RL 699 Honors Thesis Seminar (Fall/Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director, and to meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

Irene Mizrabi

Undergraduate and Graduate Course Offerings

RL 432 Faith and Reason (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Offered Periodically

Conducted in French.

Fulfills one of the 300-level requirements for the French major or minor.

The French seventeenth century, commonly referred to as France's "grand siècle," is also known as both the century of saints and the beginning of the age of reason. The double impetus of faith and reason brought about enormous creativity and, at times, considerable conflict. In this course we will explore these fundamental poles of French classical literature in thought through the study of major authors including Saint François de Sales, Descartes, Pascal, and Cyrano de Bergerac, as well as selections from Bossuet, Malebranche, Bayle, and Leibniz.

Stephen Bold

RL 436 Molière (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French.

Offered Periodically

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 448 The French Revolution (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

This course will study the literature and culture of the revolutionary period in France. Through a variety of media (books, pamphlets, songs, plays, films, and art) we will analyze some of the most profound changes in French society during the period: the abolition of privileges, the declaration of rights, freedom of the press, and national festivals. We will also examine the contradictions of the French Revolution, including the failure of the anti-slavery movement, the exclusion of women from citizenship, and the suppression of regional languages. Works by Rousseau, Sade, Mercier, Robespierre, Danton, Olympe de Gouges, as well as contemporary films.

Owrida Mostefai

RL 457 Passion Staged and Upstaged: Nineteenth-Century French Theater (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French.

Offered Periodically

Through its study of Romanticism, Realism, and Naturalism in the French drama of the nineteenth century, this course will show how Romantic passion is progressively subverted and defeated as the materialistic values of a bourgeois society successfully combat it, finally substituting for the Romantic hero the unscrupulous businessman. Students will read Hugo's *Préface de Cromwell*, *Hernani* and *Ruy Blas*; Musset's *Les Caprices de Marianne* and *Lorenzaccio*; Vigny's *Chatterton*; *La Dame aux Camélias* by Dumas fils; Becque's *Les Corbeaux*; and Rostand's *Cyrano de Bergerac*.

Norman Araujo

RL 460 Poetry in Prose (Fall: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French.

Offered Periodically

This course explores the nature and meaning of prose poetry in French from the eighteenth through the twentieth centuries. It begins with the necessary question of definition, asking whether there exists any objective criteria for making distinctions between prose and poetry. A first emphasis on the act of writing will subsequently lead to a consideration of the way reading and interpretation intervene in any determination of form. Readings focus on the way prose poetry tends to arise where reflection upon nature, the city, intersubjective consciousness, and language itself becomes particularly acute.

Kevin Newmark

RL 464 Existentialism from A to Z (Spring: 3)

Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309

Conducted in French.
Offered Periodically

This course will examine some of the fundamental literary, philosophical, and historical components of French Existentialism. It will examine the way that the major writers of this movement in twentieth-century thought developed their ideas against the backdrop of Surrealism in literature, existential phenomenology in philosophy, and the historical upheavals of World War II. Of primary concern will be the manner in which the themes, concepts, and experiences of Meaninglessness, Engagement, Occupation, Resistance, and Liberation are confronted and rearticulated in the texts considered.

Kevin Newmark

RL 511 Manzoni's "Promessi Sposi" (Spring: 3)

Offered Periodically

Conducted in Italian. Elective for Italian major or minor. Admitted by placement test, consent of instructor, or completion of RL 214 (CCR II).

A critical reading of Alessandro Manzoni's nineteenth-century novel, *I Promessi Sposi*, the fascinating story of simple but star-crossed peasant lovers, seen against the turbulent historical backdrop of the Spanish domination of seventeenth-century Lombardy. Universally acclaimed as the greatest and most important novel of Italian literature as well as one of the foundational texts of post-unification Italian national identity, the novel will be analyzed from a multiplicity of interdisciplinary perspectives (literary, political, theological, psychological, etc.).

Franco Mormando

RL 572 The Comparative Development of the Romance Languages (Spring: 3)

Prerequisite: Knowledge of one Romance language or Latin

Cross Listed with SL 472

Conducted in English. Fulfills a requirement for Ph.D. in French when RL 705 is not offered.

Why do the French say "pied," the Italians "piede," and the Spanish "pie"? The class, an introduction to Romance Philology, explores the common and distinctive linguistic features of Spanish, French and Italian, as well as the historical and cultural contexts in which each language developed. The second part of the course is dedicated to an examination of three early texts, one from each of the languages.

Laurie A. Shepard

RL 597 Foreign Language Pedagogy (Fall: 3)

Cross Listed with ED 303

Conducted in English.

This course can count as an elective for the French, Italian or Hispanic Studies majors, but not for the minors.

This course introduces students to research in second-language acquisition and assessment while providing ample opportunity to put into practice what is taught. Emphasis is placed on developing classroom techniques and lesson plans for teaching to meet the five standards of communication, culture, connections, comparison, and community. Students are introduced to professional organizations, observe actual classes, and evaluate materials (electronic, audio, video, and print). Students will learn about the Massachusetts State Frameworks for foreign language education. This course is particularly recommended for students who plan to teach a foreign language and fulfills the Massachusetts licensure requirement methods in foreign language education.

Catherine Wood Lange

RL 680 A Contrastive Analysis of Spanish and English (Fall: 3)

Conducted in Spanish.

Offered Periodically

Open to undergraduates with permission of instructor. Elective for Hispanic Studies majors, but not minors.

Especially appropriate for School of Education students.

This course is a rigorous introduction to Spanish linguistics; especially, phonology and second language acquisition. Emphasis will be placed on a contrastive study of Spanish and English. This course is required of students seeking certification to teach Spanish in Massachusetts.

Dwayne E. Carpenter

Graduate Course Offerings

RL 065 Intensive Reading in French (Summer: 1)

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or may be audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

The Department

RL 499 College Teaching of Foreign Languages (Fall: 1)

Conducted in English.

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction.

Debbie Rusch

RL 713 The Birth of Vernacular Lyric (Spring: 3)

Conducted in English.

Offered Periodically

Elective for French major or minor. Open to undergraduates with permission of instructor.

This course focuses on selected poems in their original language in order to introduce students to the first vernacular lyric in Europe. The earliest traces appear at the end of the eleventh century in the courts of southern France with the songs of William IX. The troubadours' art of love reaches its classic expression with Bernart de Ventadorn in the mid-twelfth and expands across Europe to northern France, Italy, Germany and Spain. These poems raise tantalizing questions about the role of women in song and society, the links between performance and life at court, the power of language and melody.

Matilda Bruckner

RL 752 Mirror or Mirage in the Realistic Novel? (Fall: 3)

Conducted in French.

Offered Periodically

Undergraduates may enroll with permission of the instructor.

This course traces the evolution of the realistic novel in the nineteenth century, endeavoring to determine what realism meant for each of the novelists studied, what devices were selected to represent it in a work of fiction, and how much success was achieved in this representation. This success will be appreciated in the broader framework of

inquiry as to the novel's ability, as a literary genre, to accommodate realism. Students will read Stendhal's *Le Rouge et le Noir* and *La Chartreuse de Parme*; Balzac's *Le Père Goriot* and *La Cousine Bette*; Flaubert's *Madame Bovary* and *L'Education sentimentale*.

Norman Araujo

RL 799 Readings and Research (Fall/Spring: 3)

The Department

RL 807 Tasso and His World (Fall: 3)

Conducted in Italian. Undergraduates may enroll with permission of the instructor.

The course explores Tasso's *Gerusalemme liberata* in the context of late sixteenth-century Italian society, a period when the Church sought to extend its moral authority. Turks threatened invasion, Protestantism was severing nations from the Church's body, and the known world was expanding rapidly. Tasso portrays Christian soldiers gradually becoming aware of their egocentric lust for sex and glory, then repenting to find their way back to a society governed by obedience and Truth. Readings will include Tasso's writings on aesthetics, excerpts from his *Gerusalemme conquistata*, and works on politics, religion, and exploration.

Laurie Shepard

RL 820 Svevo and Joyce (Fall: 3)

Conducted in Italian.

Offered Periodically

Il rapporto reciproco (di selezione ed esclusione o di accoglienza e rispetto) tra le culture nazionali, la loro specificità, l'identità e dall'altra il carattere "mondiale" della letteratura, assumono oggi una valenza particolare all'interno delle discussioni sull'identità e unitarietà della cultura europea. La situazione culturale-letteraria di Trieste dei tempi di Svevo e di Joyce, città multi-etnica e multiculturale, offre un eloquente esempio di tale tematica. Il seminario si propone di discuterla in base alle opere di Svevo e in particolare al suo rapporto con Joyce. L'apparato storico e critico sarà fornito da scritti scelti (E. Montale, C. Magris, e al.)

Rena Lamparska

RL 836 Foscolo and Leopardi (Spring: 3)

Conducted in Italian.

Offered Periodically

The literary trends of Foscolo's and Leopardi's epoch. Their place in the European discussion on *Neoclassicism* and Romanticism. Their works and their poetics.

Rena Lamparska

RL 859 Plague in Italy (Fall: 3)

Conducted in Italian.

Offered Periodically

An interdisciplinary exploration of Italian literature and culture from the fourteenth to sixteenth centuries from the unique perspective of the bubonic plague, that "universal calamity" that struck the peninsula with disastrous frequency from the late medieval to early modern periods. Analysis of the literary texts will be accompanied by a reading of scientific and ecclesiastical treatises, historical chronicles, diaries and other primary sources, together with the documentation offered by the visual arts, especially painting. Our goal is to arrive at a global understanding of the social-medical-literary-religious phenomenon of the plague and changing Italian response to it.

Franco Mormando

RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)

For Ph.D. students only

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress and further develop the variety of skills necessary for conducting effective academic research and bringing to successful completion the writing of their dissertation.

Senior Faculty of the Department

RL 888 Interim Study (Fall/Spring: 0)

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

Harry L. Rosser

RL 899 The Art and Craft of Literary Translation (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level. Conducted entirely in English as a workshop. Instructor's permission required for undergraduates and for other languages.

Cross Listed with SL 427, EN 675

Offered Periodically

Permission of instructor required for undergraduates in the cases of Hebrew, Yiddish and other languages.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English.

Maxim D. Shrayer

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish.

Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Sarah Beckjord

RL 913 Medieval Spanish Literature (Fall: 3)

Conducted in Spanish.

Chronologically broad, politically chaotic, and religiously charged, the Spanish Middle Ages is also a literary cornucopia, abounding in epic poetry, oriental folktales, gaming treatises, ballads, erotic poetry, and novelistic stirrings. While gaining an overview of the entire literary spectrum, students will pay particular attention to the *Poema de mio Cid*, *Libro de buen amor*, and *Celestina*. The works' social, artistic, and historical context will be considered in detail.

Dwayne E. Carpenter

RL 914 Heroic Paradigms of Early Modern Spain (Spring: 3)

Conducted in Spanish.

Offered Periodically

This seminar examines prescriptive codes of heroism along the axis of gender and class, and as well as the relationship between those codes and historical events during the periods of the Renaissance, Transition

and Baroque. Reading through the lens of gender, works of prose, poetry and theater are examined. Students develop independent research projects that interrogate stereotypes and hegemonic expectations.

Elizabeth Rhodes

RL 943 Historiography, Memory, and Autobiography in Colonial Spanish American Texts (Spring: 3)

Conducted in Spanish

An in-depth examination of narrative technique in major chronicles of the Conquest of America. We will explore the ways in which these authors inscribe themselves as narrators as well as their writings in the context the historiographical tradition and humanist norms for historiography. Consideration will also be given to recent thinking on problems of writing history. Special attention will be given to the *Historia verdadera* by Bernal Díaz and the *Comentarios reales* by Garcilaso Inca de la Vega. Theoretical readings by White, de Certeau, Rigney, Cohn, and Lejeune.

Sarah Beckjord

RL 945 Introduction to Literary Theory (Fall: 3)

Conducted in Spanish.

Offered Periodically

Organized as a seminar, this course will discuss some of the most influential theoretical schools of the last hundred years. From Structuralism, through Deconstruction to Cultural Studies and beyond we will read a selection of essays as if in direct dialogue with each other not so much to create a linear sense of history but to point at the different concerns put forward by each of them. Those readings will include critical works by Latin American critics such as Josefina Ludmer, Carlos Monsivais, Silviano Santiago, Néstor García Canclini and George Yúdice among others.

Ernesto Livon-Grosman

RL 961 The Dynamics of Dissent in Contemporary Spanish-American Novels (Fall: 3)

Conducted in Spanish.

Offered Periodically

A study of the ideological formation and stylistic development of major Spanish American novelists of the twentieth-century, with special attention to the "Boom" and "post-Boom" periods. Works by such writers as Carpentier, Fuentes, Vargas Llosa, Allende, García Márquez, Poniatowska, Mastretta, and Ferré, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to an understanding of the directions that genre has taken in recent decades.

Harry L. Rosser

RL 971 Exilic Textualities: Narration of the Spanish Exile during the Dictatorship of Franco (Spring: 3)

Conducted in Spanish.

Offered Periodically

Exile will be examined as a literary theme and as a condition of literary production in some of the most representative novels of the Spanish exile during the dictatorship of Francisco Franco (1939-1975). Sub-themes will include: the efficacy of language in exilic writing; love and lyric after the exile of the poets; memory and oblivion in the exile narrative; narrative as escape or witness; the possibility of art or the necessity of political engagement. Readings from various theoretical perspectives will supplement and challenge the literary texts of the course.

Christopher Wood

RL 998 Doctoral Comprehensive (Fall/Spring: 0)

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

Harry L. Rosser

RL 999 Doctoral Continuation (Fall/Spring: 1)

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

Harry L. Rosser

Slavic and Eastern Languages

Faculty

Lawrence G. Jones, *Professor Emeritus*; A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Maxim D. Shroyer, *Professor*; Chairperson of the Department; Co-Director, Jewish Studies Program; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Michael J. Connolly, *Associate Professor*; A.B., Boston College; Ph.D., Harvard University

Margaret Thomas, *Associate Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sin-Chen Lydia Chiang, *Assistant Professor*; B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Franck Salameh, *Adjunct Assistant Professor*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- Website: <http://fmwww.bc.edu/SL/SL.html>

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Linguistics (departmental), Russian (departmental), East European Studies (interdisciplinary), and Asian Studies (interdisciplinary). The Department co-administers the interdisciplinary minor in Jewish Studies. Departmental honors require successful completion of honors requirements. For information, contact the department at <http://fmwww.bc.edu/SL/SL.html>.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

Major in Linguistics (ten courses)

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- SL 311 General Linguistics
- SL 344 Syntax and Semantics
- SL 367 Language and Language Types
- Two (2) courses of a philological nature on the detailed structure of a language
- Five (5) additional courses drawn from departmental offerings, supplemented by approved language-related courses in other departments.

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages Department).

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

Track 1. Russian Language and Literature (ten courses)

- Three (3) courses in Russian grammar, composition and stylistics beyond the intermediate level
- Three (3) courses in Russian literature, including one pre-twentieth century and one post-nineteenth century
- One (1) course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three (3) electives in Russian literature or advanced Russian linguistics (list of approved courses available).

Track 2. Russian Culture and Civilization (ten courses)

- One (1) course in Russian Civilization or Slavic Civilization
- Two (2) courses in Russian beyond the intermediate level
- Two (2) courses in Russian literature
- Five (5) electives from Slavic offerings, of which at least three (3) must be in Russian literature or culture or social sciences.

The Department also recommends at least two courses from related areas in other departments, e.g., in Russian and Soviet history, art, political science, economics, philosophy, or theology.

Major in Slavic Studies (ten courses)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former USSR. The normal program for this major requires the following:

- Two (2) courses in a Slavic language at or above the intermediate level
- One (1) course in Slavic civilizations (usually SL 213 Slavic Civilizations)
- Two (2) courses in a Slavic literature
- Two (2) courses in Slavic history or social sciences
- Three (3) electives in general Slavic studies (list of approved courses available).

Minor in Asian Studies (interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Prasannan Parthasarathi, at prassannan.parthasarathi@bc.edu or (617) 552-1579.

Minor in East European Studies (interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of six (6) approved one-semester courses, distributed as follows:

- One (1) introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One (1) additional course in Russian or East European history or politics
- Two (2) courses in Russian or another East European language at or above the intermediate level
- Two (2) approved elective courses from related areas such as: art history, economics, film studies, literature or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Prof. Cynthia Simmons, Director, East European Studies minor, cynthia.simmons@bc.edu.

Minor in Jewish Studies (interdisciplinary)

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the program's webpage, <http://bc.edu/schools/cas/jewish/> or contact Professor Dwayne E. Carpenter (Department of Romance Languages and Literatures), Co-Director, Jewish Studies Program, dwayne.carpenter@bc.edu.

Minor in Linguistics (departmental)

This departmental minor requires a minimum of six (6) approved one-semester courses:

- 1 course SL 311 General Linguistics
- 1 course SL 344 Syntax and Semantics
- 2 courses on philological topics
- 2 courses on general linguistic topics

Minor in Russian (departmental)

- Two (2) courses in Russian at or above the intermediate level
- Two (2) courses in Russian literature; one pre-twentieth century and one post-nineteenth century
- Two (2) courses in Russian literature, culture, or linguistics.

Study Abroad

The Department of Slavic and Eastern Languages requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students minoring in Asian Studies have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages majors should obtain department course approval before going abroad.

For the St. Petersburg program, students should meet with Professor Cynthia Simmons. In other cases, students should consult with the relevant faculty members, depending on their language and area of expertise (e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

St. Petersburg/Dostoevsky Museum (Russia)

The Department of Slavic and Eastern Languages conducts several St. Petersburg/Dostoevsky Museum Programs, including a summer language program for all levels of Russian, a graduate-level Dostoevsky summer seminar, and full academic semester programs for undergraduates or graduates with knowledge of Russian. For information about the study in St. Petersburg, visit: <http://fmwww.bc.edu/SL/KP-Pbg.html> or contact Prof. Cynthia Simmons, cynthia.simmons@bc.edu

Veliko Turnovo (Bulgaria)

Boston College students participate in the International Summer Seminar for Bulgarian Studies in Veliko Turnovo where they study Bulgarian language and culture to supplement our own courses. For information about the study in Bulgaria, visit: <http://fmwww.bc.edu/SL/KP-Pbg.html> or contact Prof. Mariela Dakova, mariela.dakova@bc.edu

Center for International Partnerships and Programs (CIPP)

Students taking classes in the Department of Slavic and Eastern Languages participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit http://www.bc.edu/bc_org/avp/acavp/inprg/.

Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages offers a number of linguistics courses for training teachers of English to foreign students.

The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs:

- Linguistics
- Russian
- Slavic Studies

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.B.A. and J.D. degrees.

Every semester and summer the Department offers a program of high-level graduate courses in St. Petersburg, administered through the Dostoevsky Museum. Details on this BCL study/research program are available from the Department or at <http://fmwww.bc.edu/SL>.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, and some undergraduate-level work in linguistics.

Slavic Studies and Linguistics programs involve a significant proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars.

Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate 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)

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 second semester of 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.

Elena Lapitsky

SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. The second semester of an introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure; development of basic conversation, reading, and character writing skills. Additional conversation practice and language laboratory work required.

Fang Lu

SL 017-018 Elementary Arabic I and II (Fall/Spring: 4)

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional conversation practice and language laboratory work required.

Atef Ghobrial

SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of modern Japanese. The course is designed to develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression.

Kazuko Oliver

SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available.

Hyang-sook Yoon

SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages.

Mariela Dakova

SL 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)

Cross Listed with TH 037

The course continues in second semester as SL 038

A course for beginners in Hebrew, with attention to both modern Israeli and Biblical 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. No previous knowledge of Hebrew is assumed.

Anat Green

SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)

Prerequisite: SL 036 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.

Mariela Dakova

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. Additional conversation practice required. This course continues in second semester as SL 052.

Elena Lapitsky

SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)

Prerequisite: SL 010 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement.

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Ying Hu

SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)

Prerequisite: SL 024 or equivalent

Completion of this course satisfies the undergraduate language-proficiency requirement.

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in second semester as SL 064.

Kazuko Oliver

Makoto Takenaka

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)

Prerequisite: SL 032 or equivalent

Conducted mostly in Korean.

Completion of this course satisfies the undergraduate language-proficiency requirement.

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as SL 076.

Hyang-sook Yoon

SL 089-090 Intermediate Arabic I and II (Fall/Spring: 4)

Prerequisite: SL 018 or equivalent

Conducted mostly in Arabic.

Completion of this course satisfies the undergraduate language-proficiency requirement.

Continuation of course work in reading and writing literary Arabic with coextensive conversation practice.

Atef Ghobrial

Franck Salameh

SL 091-092 Biblical Hebrew I and II (Fall/Spring: 3)

Cross Listed with TH 582-583

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Avi Winitzer

SL 148 Modern Middle Eastern and Arabic Literature (Fall: 3)

Cross Listed with EN 348, RL 292

Satisfies Cultural Diversity Core Requirement

All works are read in English translation.

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects, we will survey the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.

Franck Salameh

SL 150 States and Minorities in the Middle East (Spring: 3)

Cross Listed with SC 150

Offered Periodically

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

*Franck Salameh***SL 157-158 Praktika russoj rechi I and II (Fall/Spring: 3)***Prerequisite:* SL 052 equivalent

Conducted in Russian.

Completion of this course satisfies the undergraduate language-proficiency requirement.

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz*, and composition.

*Elena Lapitsky***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; ialects, *kanji*, and untranslatable expressions; reading literature, including poetry and folk tales; catching the essence of a newspaper article; understanding videos, *anime*, and popular culture; business vocabularies and situations; interviews; auditions; resumes, official letters; greetings; and forms of courtesy.

*Makoto Takenaka***SL 205 Tolstoy and Dostoevsky (in translation) (Spring: 3)**

Cross Listed with EN 303

Conducted entirely in English.

Offered Periodically

All readings in English translation. For a Russian-language version of this course see SL 308, when it is offered.

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.

*Thomas Epstein***SL 223 Twentieth-Century Russian Literature (in translation)**

(Spring: 3)

Cross Listed with EN 228

Conducted entirely in English.

Offered Periodically

All readings are in English.

Study of major landmarks of Russian literature, in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

*Cynthia Simmons***SL 231 Slavic Civilizations (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

Offered Periodically

A survey of various parameters of cultural identity (folklore, religion, language, arts) among the Slavic peoples, from their early shared history and culture, through the Slavic diaspora, to the current interconnectedness of the Slavs of Central, Eastern, and Southeastern Europe.

*Mariela Dakova***SL 232 Literature of the Other Europe (in translation) (Fall: 3)**

Cross Listed with EN 229

Offered Periodically

All readings in English translation.

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and South Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia) and Emilian Stanev (Bulgaria).

*Cynthia Simmons***SL 245-246 Advanced Chinese I and II (Fall/Spring: 3)***Prerequisite:* SL 062 or equivalent

Offered Periodically

Students will continue to learn Chinese grammar, phrases, patterns and sentence structure with extensive practice in reading, conversation, and composition. Students will learn the texts including articles, short stories, poetry, etc. This course will give students better understanding of the Chinese language and culture.

*Sing-Chen**Lydia Chiang***SL 249 Women at War and for Peace in Eastern Europe (Spring: 3)**

Satisfies Cultural Diversity Core Requirement

A study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I, women confronted their duties to the nation against the backdrop of an on-going struggle for equality. In World War II, women in communist Eastern Europe were liberated by their nations' ideology to fight, on all fronts, against tradition. More recently in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.

*Cynthia Simmons***SL 251-252 Advanced Arabic I and II (Fall/Spring: 3)***Prerequisite:* SL 090 or equivalent

The goal of this two-semester course is to increase the student's knowledge of the Arabic language and culture via a communication-based approach. Therefore, the emphasis will be placed on functional usage of the language and on communication in context rather than on the conscious learning or memorization of grammatical rules. Therefore, the acquisition of all language skills, listening comprehension, speaking, reading and writing, as well as grammatical structures, will be based on application rather than explanation.

Franck Salameh

SL 263 Far Eastern Civilizations (Fall: 3)

Required for Asian Studies minors.

All readings in English translation.

Satisfies Cultural Diversity Core Requirement

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from language and literature, history and politics, social structures and economy, philosophy and religion, and to some extent, art and archaeology.

*Sing-Chen**Lydia Chiang***SL 275 Nabokov (Fall: 3)**

Cross Listed with EN 226

Offered Periodically

Conducted entirely 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 279 Language and Ethnicity (Spring: 3)**

Cross Listed with EN 123, SC 275

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and US language policy, the Ebonics controversy; and arguments for and against maintaining public language standards.

*Margaret Thomas***SL 280 Society and National Identity in the Balkans (Spring: 3)**

Cross Listed with SC 280

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

*Mariela Dakova***SL 283 The Christian East: Orientale Lumen (Spring: 3)**

Cross Listed with CL 268, TH 383

Offered Periodically

The spirituality and traditions of Eastern Christianity across places and times. The worlds of Eastern Orthodoxy, Oriental Orthodoxy, and the Catholic Eastern Churches in their doctrine and practice. Liturgy and ritual; iconography and architecture; music, chant and hymnography; languages, social order, and ethnicity; histo-

ry and the present. With emphasis on Byzantine Greek, Syrian, and Slavonic usages and the Armenian church, but not neglecting the Nestorian churches and Coptic and Ethiopian Christianity.

*M.J. Connolly***SL 288 Literature and Revolution (Fall: 3)**

Cross Listed with EN 254

Offered Periodically

All readings will be in English translation.

This course will explore the encounter of Russian literature and culture with revolution and the impact of political and social changes on the Russian artistic imagination. The introductory part of this course will address the themes of social and political rebellion in nineteenth century literature in the works of Pushkin, Herten, and Turgenev. We will then consider the wild artistic experimentation of the Russian modernists during the period of revolution and social upheaval in Russia that spanned the period from 1890 to 1930. The reading will include works by Akhmatova, Babel, Bely, Blok, Bulgakov, Mayakovsky, Platonov, Zamyatin, and others.

*Maxim D. Shroyer***SL 395 Advanced Tutorial: Japanese (Fall/Spring: 3)**

May be repeated for credit.

A course of directed study on Japanese grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*The Department***SL 398 Advanced Tutorial: Arabic (Fall/Spring: 3)**

May be repeated for credit.

A course of directed study on Arabic grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

*The Department****Undergraduate and Graduate Course Offerings*****SL 019-020 Chinese for Heritage Speakers I and II (Fall/Spring: 4)**

An introduction to the fundamentals of modern Chinese (Mandarin) for heritage speakers who have a degree of comprehension and conversation ability. Emphasis on mastering pronunciation and grammar and on development of reading, writing, and speaking skills. Additional conversation practice and language laboratory work required.

*Fang Lu***SL 256 Chinese Literature and Society (in translation) (Spring: 3)**

Cross Listed with EN 443

Satisfies Cultural Diversity Core Requirement

All works are read in English translation.

A study, in English, of selected works by Chinese writers. Fiction, non-fiction and poetry studied within the context of changing social, political, and cultural conditions.

*Sing-Chen Lydia Chiang***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.

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague

School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.

Cynthia Simmons

SL 311 General Linguistics (Fall: 3)

Cross Listed with EN 527

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate.

M.J. Connolly

SL 323 The Linguistic Structure of English (Fall: 3)

Cross Listed with EN 121, ED 589

Offered Biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.

Margaret Thomas

SL 328 Classical Armenian (Spring: 3)

Prerequisite: Familiarity with an inflected language highly recommended

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century. Sample readings from Classical Armenian scriptural, patristic, liturgical, and historical texts.

M.J. Connolly

SL 329 Early Slavic Linguistics and Texts (Fall: 3)

Prerequisite: Prior study of a Slavic language or of a classical language.

Offered Periodically

The phonological and grammatical properties of Early Slavic exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.

M.J. Connolly

SL 344 Syntax and Semantics (Spring: 3)

Cross Listed with EN 392

Offered Biennially

An introduction to the concepts and operations of modern generative grammar and related models, and linguistic theories of meaning.

M.J. Connolly

SL 353 Romantizm v ruskoj literature (Spring: 3)

Offered Periodically

Conducted entirely in Russian.

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. Shroyer

SL 361 Psycholinguistics (Fall: 3)

Prerequisite: Some background in Linguistics or Psychology recommended

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 lan-

guage in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.

Margaret Thomas

SL 375 Jewish Writers in Russia and America (Spring: 3)

Cross Listed with EN 175

Satisfies Cultural Diversity Core Requirement

All readings and classes conducted in English.

The experience of Jewish writers living in Russia and America from the 1880s until the present, examined through prose, poetry, drama, and memoirs written in English or translated into English from Russian, Yiddish, and Hebrew. The responses of Jewish writers to Zionism, the Russian Revolution, and the Holocaust with attention to anti-Semitism, emigration, limits of assimilation, and the future of Jews in Russia and America. The works of authors such as An-sky, Babel, Bagritskii, Bellow, Bialik, Erenburg, Malamud, Arthur Miller, Ozick, Philip Roth, Sholom Aleichem, and others.

Maxim D. Shroyer

SL 377 Linguistic Analysis and Field Methods (Spring: 3)

Prerequisites: SL 311 and at least one other Linguistics course

Offered Periodically

This course is restricted to upper-level Linguists majors/minors and graduate students.

Analysis of a little-studied language through direct interaction with a native speaker: techniques for eliciting, transcribing, and interpreting linguistic data, some of which go back to the beginnings of Western language science, while others employ modern computer technology. Working individually and in small groups, students analyze the sound patterns, words, syntax, and pragmatics of the target language, with some attention to cultural and ethnographic matters. The course also addresses the complex ethical issues involved in archiving linguistic materials that current debate about language rights raises. The identity of the target language varies from year to year (e.g., Austronesian, Dravidian).

Margaret Thomas

SL 384 Christian Latin (Fall: 3)

Prerequisite: Admission to the course requires the rudiments of Latin grammar (basic declensions and conjugations) as one might assume from the equivalent of at least either one semester of college-level Latin or a year of high-school Latin.

Cross Listed with CL 384, TH 384

Offered Periodically

A careful reading, linguistic analysis, and philological appreciation of selected and characteristic medieval Latin texts from the Vulgate and Augustine up through the Counter-Reformation. Examination of a wide variety of genres, including liturgical, biblical, poetic, theological, and devotional literature, as well as ecclesiastical documents, and sorts into secular documents, as well as into earlier Latin (Itala, inscriptions and fragments) and into Neolatin.

M.J. Connolly

SL 393 Advanced Tutorial: Chinese (Fall/Spring: 3)

May be repeated for credit.

A course of directed study Chinese language and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

The Department

Graduate Course Offerings

SL 390 Advanced Tutorial: Russian Language (Fall/Spring: 3)

May be repeated for credit.

A course of directed study on Russian grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

The Department

SL 427 The Art and Craft of Literary Translation: A Seminar (Spring: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.

Cross Listed with EN 675, RL 899

Offered Periodically

Permission of instructor required for undergraduates and in the cases of Hebrew, Yiddish and other languages.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop. Instructor's permission required for undergraduates and for other languages.

Maxim D. Shrayer

SL 888 Interim Study (Fall/Spring: 0)

The Department

Sociology*Faculty*

Severyn T. Bruyn, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

John D. Donovan, *Professor Emeritus*; Ph.D., Harvard University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

Lisa Dodson, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

William A. Gamson, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Catherine Kohler Riessman, *Research Professor*; B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

Paul G. Schervish, *Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Juliet Schor, *Professor*; Chairperson of the Department; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Sarah Babb, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Eva Marie Garroutte, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Charlotte Ryan, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

Leslie Salzinger, *Associate Professor*; B.A., Harvard University; Ph.D., University of California, Berkeley

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Shawn McGuffey, *Assistant Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Natasha Sarkisian, *Assistant Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Contacts

- Administrative Staff: 617-552-4130, sociology@bc.edu
- Website: <http://www.bc.edu/sociology/>
- Department E-mail: 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, law, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Information about Core Courses

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Note that any Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten Sociology courses for a total of thirty credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- 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. Note: If a sociological statistics course is to be taken at another college or university,

department permission is required. Only a course with a computer component will be considered. 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 upper level courses (SC 299 or higher).

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.5 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester or senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

Minor Requirements

Sociology minors are required to take a minimum of six Sociology courses for a total of eighteen credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- 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. Note: If a sociological statistics course is to be taken at another college or university, department permission is required. Only a course with a computer component will be considered. For details consult Professor Michael A. Malec.
- Any of the required courses above may be taken concurrently with one required elective numbered SC 299 or above and one additional elective at any level.

Information for Study Abroad

Although the Sociology department designates no particular prerequisites, the department strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the department recommends not more than three Sociology courses in any one semester or five Sociology courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program.

Internship

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Students typically take these courses in their junior or senior year as a way to find out more

about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is January 15. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after 5 semesters, of at least 3.5 with at least a 3.5 GPA in Sociology courses. For details, consult Professor David Karp.

B.A./M.S.W Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Paul Gray.

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Graduate Handbook under <http://www.bc.edu/schools/cas/sociology/grad/>.

Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate-level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Personal interviews, when practical, are desirable. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

Master's Degree Requirements: Among the ten courses (30 credit hours) needed for completion of the M.A. degree, five courses are required. These include: A two-semester sequence in sociological theory (SC 715, SC 716), a one-semester course, Survey of Research Methods (SC 710), and a two-semester sequence in statistics (SC 702, SC 703). An M.A. paper or thesis and oral defense is also required.

Doctoral Program

Admissions: The Ph.D. program is organized around the theme—Social Economy and Social Justice: Gender, Race, and Class in a Global Context. The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations. The primary criteria for

admission are academic performance and promise of outstanding independent work. See also Master's statement above. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

Ph.D. Degree Requirements: The Doctoral degree is fulfilled by completing all MA requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, and completing a doctoral dissertation and passing an oral defense.

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, workplace democracy, and industrial relations. Apply online to both schools, the Graduate School of Arts and Sciences at <http://www.bc.edu/schools/gsas/admission/> and the Carroll Graduate School of Management at <http://www.bc.edu/schools/csom/mba/>.

Financial Assistance

The department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Awards are made on the basis of academic performance, experience and skill, as well as department needs. Apply online at <http://www.bc.edu/schools/gsas/admission/>.

The Sociology Department's e-mail address is 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)

Satisfies Social Sciences Core Requirement

Sociology majors are encouraged to take section SC 001.01, which presents a more comprehensive view of the topic.

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

David Karp

Ritchie Lowry

The Department

SC 003 Introductory Anthropology (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

Satisfies Social Sciences Core Requirement

This course introduces students to the main themes, methods and intellectual traditions of cultural anthropology. We will explore concepts of culture, human origins, food procurement, marriage and the family, gender, political organization, social stratification and globalization.

James Hamm

The Department

SC 005 Planet in Peril: Environmental Issues and Society

(Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

Offered Periodically

Sociology points us beyond technical and scientific issues to the social roots of contemporary ecological issues, as well as the justice issues this circumstance entails. This course provides the foundation for an informed, critical approach to contemporary environmental issues in society. It will cover the history of American ecological movements, the rise of contemporary environmentalism, and assessments of the present ecological moment and it will bring sociology to bear in analyzing both our impact on the environment and the social significance of various environmental movements. In the process, students will be introduced to a cross-section of sociological modes of analysis.

Michael Agliardo

SC 008 Marriage and the Family (Fall: 3)

Satisfies Social Sciences 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 021 The Question of Consumer Society: Shop 'Til You Drop

(Spring: 3)

Satisfies Social Sciences Core Requirement

This course addresses long-standing debates about consumer society: How does advertising work? Are consumers manipulated by marketing? Why are consumer choices so important in the constitution of identity? How is consumption affecting the environment? How is consumer culture going global? Special attention will be paid to the ways in which consumer culture structures division by class, gender, and race. Readings by Adorno and Horkheimer, Galbraith, Friedan, Bourdieu, Vebleu, Baudrillard, Hooks, Bordo, and others.

Juliet B. Schor

SC 022 Sociology of Crime and Punishment (Fall/Spring: 3)

Satisfies Social Sciences 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 nineteenth century England and Italy to twentieth 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.

Patricia Bergin

SC 024 Gender and Society (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

This can be taken as part of the Women's Studies minor.

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

The Department

SC 028 Love, Intimacy and Human Sexuality (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

May be taken as part of the Women's Studies minor.

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.

The Department

SC 030 Deviance and Social Control (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

May be taken as part of the Women's Studies minor.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.

Stephen J. Pfohl

SC 038 Race, Class, and Gender (Fall: 3)

Satisfies Social Sciences Core Requirement

Offered Periodically

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

Shawn McGuffey

SC 039 African World Perspectives (Spring: 3)

Cross Listed with BK 139

Satisfies Social Sciences Core Requirement

Satisfies Cultural Diversity Core Requirement

Offered Periodically

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units". Each unit deals with a major area of debate in the field of African studies.

Zine Magubane

SC 040 Global Sociology (Spring: 3)

Satisfies Social Sciences Core Requirement

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course introduces a variety of sociological theories and themes through examining the processes of globalization, social change, and the formation of the modern world. Topics covered include colonialism and the rise of the West, modernity and postmodernity, economic development, global inequality, race and gender, and social movements. Although we will examine a variety of national experiences, the course focuses particularly on Latin America and the Caribbean.

Sarah Babb

Leslie Salzinger

SC 041 Race Relations (Fall/Spring: 3)

Cross Listed with BK 151

Satisfies Cultural Diversity Core Requirement

Satisfies Social Science Core Requirement

See course description in the African and African Diaspora Studies department.

The Department

SC 046 Technology and Society (Fall/Spring: 3)

Satisfies Social Sciences Core Requirement

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives.

Ted Gaiser

The Department

SC 049 Social Problems (Fall/Spring: 3)

Satisfies Social Sciences 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 fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those that are based on a historical, cultural, and critical perspective.

Ritchie Lowry

Department

SC 063 Women and Work (Fall: 3)**Satisfies Social Sciences Core Requirement****May be taken as part of the Women's 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)****Satisfies Social Sciences Core Requirement****May be taken as part of the Women's Studies minor.**

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place.

*Eva Garroutte**Eve Spangler***SC 078 Sociology of Health and Illness (Fall: 3)****Satisfies Social Sciences Core Requirement****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 084 Mass Media in American Society (Fall: 3)****Satisfies Social Sciences Core Requirement**

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, and how and why media products take the form that they do. It focuses on the production of news rather than entertainment or advertising. The course illustrates two more general sociological approaches—social construction and political economy.

*The Department***SC 092 Peace or War (Fall/Spring: 3)****Satisfies Social Sciences Core Requirement**

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars, including the Gulf War and humanitarian interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the United Nations, social activism among students, and other routes to peace.

*Charles Derber***SC 094 Social Conflict (Fall/Spring: 3)****Offered Periodically**

The end of the Cold War has not put an end to either war or violent conflicts within society. Not only do problems of large scale, vio-

lent conflicts remain central in the modern world, but the probability of nuclear proliferation and the possible use of chemical weapons make such conflicts even scarier. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and on how they can be resolved non-violently. A highlight around which much of the course is built will be "SIMSOC" a game simulation of a society.

*Michelle Gawerc***SC 097 Death and Dying (Fall: 3)****Satisfies Social Sciences Core Requirement**

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.

*John B. Williamson***SC 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 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 200 Statistics (Fall/Spring: 3)****Required for the Sociology major**

This course is an introduction to statistics, with some emphasis is on the use of the BC computer facilities, and the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

*Michael Malec**The Department***SC 210 Research Methods (Fall/Spring: 3)****Required for the Sociology major**

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

*Paul S. Gray**Shirah Hecht**David A. 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, are presented in the context of their intellectual forebears.

Paul Gray

Eve Spangler

The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)

Cross Listed with HS 148, EN 125, PS 125

This course is taught by Women's Studies faculty and undergraduate student teams under faculty direction to acquaint students with a large range of academic and life experience topics that have been affected by Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars that meet once a week to discuss and study such issues as women's history, feminist theory, sex roles, socialization, gender and health, religion, work, and literature and essays by and about women. The course emphasizes participation and collective work on projects, and usually includes a continuing personal and readings-oriented journal.

Ellen Friedman

Sharlene Hesse-Biber

SC 250 Perspectives on War, Aggression and Conflict Resolution (Fall: 3)

Cross Listed with PL 259, 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.

Matthew Mullane

SC 268 The History and Development of Racism (Fall/Spring: 3)

Cross Listed with BK 268, PL 268

Satisfies Cultural Diversity Core Requirement

This course will survey the historical forms that racism has taken in the United States and will identify past and present methods of opposing racism. Major content areas will include a study of European antecedents to racism in the United States, including the developing of white attitudes toward people of color in Anglo and other societies. The institutionalization of racism during the Colonial period will be examined with emphasis on judicial decisions and legislative acts, and the development of the United States Constitution.

Horace Seldon

SC 275 Language and Ethnicity (Spring: 3)

Cross Listed with SL279, EN123

Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages department.

Margaret Thomas

SC 299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of instructor

No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.

The Department

SC 304 Race, Ethnicity and Popular Culture (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

Zine Magubane

SC 305 Capstone: Doing Well and Doing Good (Spring: 3)

Cross Listed with UN 539

Please see description in University Courses section.

Eve Spangler

SC 308 Race, Representations and Myth of Colorblindness (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

In the post-civil rights era, colorblindness is hailed as the new state of the American mind. How then do we account for the persistence of overt and covert forms of racial inequality and injustices? This course will examine how representations of race have burnished indelible legacies in American psyches that enable the paradox of ideological colorblindness and persistent color-consciousness. We will explore theoretical frameworks that provide tools for analyzing racial representations and ideologies. We will then critically engage with rhetoric and representation(s), like that of mainstream hip hop, commercialized and commodified "blackness," and "underground" forms of resistance.

Chiwen Bao

SC 310 Studies in Crime and Social Justice (Fall/Spring: 3)

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowledgeable institutional/personal practices. Course allows students to: analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

Jessica Hedges

SC 376 Social Justice in A Global Context (Spring: 3)

This class is structured around a pedagogical game to teach people about the dynamics of globalization, particularly the options and constraints various social actors (corporations, governments, social movements) face as they try to operate in a global context. The game teaches students about both global power dynamics and how to think strategically about creating social change. The class starts several readings about economic globalization and the global justice movement. We then go through several of the cases developed for the game, each case accompanied by appropriate readings and class discussions.

Matt Williams

SC 399 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of instructor

This is not a classroom course.

The Department

*Undergraduate and Graduate Course Offerings***SC 378 Introduction to Social Work (Fall/Spring: 3)**

Cross Listed with PS 600, SW 600

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

SC 422 Internships in Criminology I (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.

SC 507 Sociology of Mental Health and Illness (Spring: 3)

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness. The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness. Students will be expected to participate in weekly discussions, to carry out research on a topic of their own interest, and to present their findings towards the end of the semester.

David Karp

SC 514 Advanced Studies in Comparative and Historical Sociology

(Spring: 3)

Offered Periodically

This course provides an introduction to the field of comparative and historical sociology—a subfield whose practitioners use a range of methods, from the analysis of historical documents to large-scale, cross-national comparisons based on secondary data. We will explore these different methods, and see how they are applied to a wide array of topics. Although the recurring themes of the course (and of the subfield) are capitalism and the modern national state, we will explore how these themes relate to such diverse topics as gender, race, sexuality, economic development, and social welfare.

Sarah Babb

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

Previously SC 340-341

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting, however, both the instructor and the BC Internship Program Office in the Career Center can be of help.

John B. Williamson

SC 550 Important Readings in Sociology (Spring: 3)

Prerequisite: Permission of the department

This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

David A. Karp

SC 555 Senior Honors Seminar (Fall: 3)

Prerequisite: Permission of the department

Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Paul Gray

Diane Vaughan

SC 556 Senior Honors Thesis (Spring: 3)

Prerequisite: Permission of the department

Continuation of SC 555.

After having completed their research proposal in SC 555, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SC556.01 students complete their thesis research under the direction of their faculty advisor. Although SC556.01 is normally a 6 credit course, students may opt to complete their thesis using only 3 credits. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

Paul Gray

David Karp

SC 578 Corporate Social Responsibility (Spring: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

SC 579 American Economic Crisis and Social Change (Fall: 3)

Previously listed as SC 346

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of

our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.

Charles Derber

SC 584 Sociological Roots of War (Fall: 3)

This seminar will explore the historical change in, nature and current character of war and the use of power in contemporary society. Proper/improper uses of war and power from utilitarian and ethican perspectives will be examined. Specific topics include growth of the national security state, the increasing use of force and violence to resolve domestic and international problems, the military-industrial complex, the social and cultural origins of militarism, the development of international terrorism, and the prevalence of war in contemporary society. Alternatives to war will also be discussed.

SC 591 From Poor Law to Working Poor: Low-Income America (Fall: 3)

From warning off paupers to getting welfare mothers to work this course provides an overview of social attitudes, national debates and public policies toward low-income families and their communities. Readings examine relationships between poverty and race, gender, families with children and the low-wage job market. We will consider images and language describing the poor and how these may influence public opinion and social investment. Student research will explore and compare contemporary costs of living, wage levels, and family care needs in middle-class and low-income families.

SC 596 Black Families and Society (Fall/Spring: 3)

Cross Listed with BK 596

Offered Periodically

This course will examine Black families within the United States. This reading and participation intensive seminar will analyze family dynamics from a race, class, and gender perspective and will not assume a uniform Black family experience. Although we will pay careful attention to the historical foundations for many of the contemporary issues now facing families of African descent, we will primarily focus on modern day dynamics and debates within and outside of Black families.

C. Shawn McGuffey

SC 597 Contemporary Race Theory (Fall: 3)

Offered Periodically

Cross Listed with BK 597

See course description in the African and African Diaspora Studies department.

Zine Magubane

SC 670 Technology and Culture (Fall: 3)

Cross Listed with CS 267, 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 lifeworld 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 including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.

Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)

Requirement for graduate students

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics/Multivariate Statistics (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703: Multivariate Statistics. It assumes a strong grounding in multiple regression analysis. The major topics of the course will include OLS regression assumptions, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), and techniques used with clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SC 710 Survey of Research Methods (Fall: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Sharlene Hesse-Biber

Paul Gray

SC 715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)**Required for graduate students**

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Stephen J. Pfohl

Paul Schervish

Eve Spangler

SC 735 Research at the Margins (Fall: 3)**Offered Periodically**

Lisa Dodson

SC 751 Quest for Social Justice (Fall/Spring: 3)**SESJ Program course**

Focuses on state of economic and social justice in the United States today, and health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews 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 political and social movements that have arisen to challenge economic and social arrangements, new structuring of these movements around race, gender, and other identity politics, and the rise of new types of class politics oriented to achieving a more just society.

William A. Gamson

SC 761 2nd Year Graduate Writing Seminar (Fall/Spring: 3)**Offered Biennially**

The writing seminar is intended for master's students and Second year Ph.D. students. The goals are to support each student in the writing of his/her master's theses/papers and, for doctoral students, a research paper. The seminar runs two semesters, beginning fall and continuing into the spring semester on an as needed basis. The course provides graduate students with a jump start on their research and helps sustain their commitment toward completion of their research projects. The course employs a collaborative learning environment and students are encouraged to provide feedback/comments on each other's projects along the way.

Sharlene Hesse-Biber

SC 781 Dissertation Seminar (Spring: 3)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations and masters theses. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

Juliet Schor

SC 798 Research Practicum (Fall: 3)**Registration requires prior approval of the instructor.**

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on

research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.

Lisa Dodson

SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (Fall/Spring: 3)

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

The Department

SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.

The Department

SC 900 Teaching Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 901 Research Apprenticeship (Fall/Spring: 3)

By arrangement.

The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 0)

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

The Department

SC 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Theater**Faculty**

Scott Cummings, *Associate Professor*; B.A., University of Michigan; M.A., D.F.A., Yale University

Stuart J. Hecht, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

John H. Houchin, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Crystal Tiala, *Associate Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

Luke Jorgensen, *Adjunct Assistant Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

Patricia Riggan, *Adjunct Assistant Professor*; B.A. Cornell University; M.F.A. Brandeis University

Contacts

- Undergraduate Program Information: Dr. Stuart Hecht, 617-552-4612, stuart.hecht@bc.edu

- Website: <http://www.bc.edu/theatre/>

Undergraduate Program Description

The Theater program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of dramatic literature. The Theater 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 Theater Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 062 Dramatic Structure and Theatrical Process
- CT 101 Acting I
- CT 140 Elements of Theater Production I (which must be taken along with CT 145 Theater Production Laboratory I)
- CT 141 Elements of Theater Production II (which must also be taken along with CT 150 Theater Production Laboratory II)
- CT 275 History of Theater I
- CT 276 History of Theater 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 Theater courses in theater 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 Theater Production Laboratory beyond their course requirements in order to graduate with a major in Theater. Credits are only awarded for working on Boston College Department of Theater 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 Theater 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 Theater 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 Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

Certification in Theater Option for Education Majors

Elementary Education

Elementary Education majors may follow a carefully designed program that allows them to seek alternative certification in Theater from the Massachusetts Department of Education. Brochures describing this program are available in the Theater 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.

Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in Theater from the Massachusetts Department of Education. Brochures describing this program are available in the Theater Department, Robsham Theater Arts Center, 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

Theater Majors

Students majoring in Theater pursue studies in acting, directing, design, production, theater history, literature, and criticism. To complete a major program, students must take twelve (12) three-credit courses plus an additional six (6) credits worth of Theater Production Laboratory.

Incoming Arts and Sciences students majoring in Theater 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 Theater Production Lab I) in their second semester.

Non-Majors

Non-majors may take CT 060 Introduction to Theater to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theater as an artistic and humanizing experience.

Information for Study Abroad

The Department wants to make sure that students are able to complete the required curriculum in time for graduation. It also wants to make sure that theater students take required courses in the appropriate order and build the knowledge and skills necessary to act, direct, write or design a meaningful project in their senior year at Boston College. Students must have completed the six (6) Departmental foundation classes (Dramatic Structure and Theatrical Processes, Theater History I and II, Acting I, and Elements of Theatrical Production I and II) and also have completed three of their six theater production labs. Students are also expected to meet with their Departmental advisor well in advance to map out their senior year course work, to make sure that going abroad is advisable. Theater students are limited to one semester of study abroad.

Either one elective or one of the upper-level dramatic literature or history classes may be taken abroad, provided that the latter matches up to a comparable course already offered in the Theater Department. The Department must approve the upper level equivalent before a student goes abroad.

Most programs approved by Boston College are acceptable, though the student may be wise to meet with his or her advisor to discuss options on an individual basis. Students are encouraged to explore a range of options when considering study abroad, especially participa-

tion in summer programs since they do not conflict with advanced study here. Stuart Hecht, Department Chairperson, is the Department's Study Abroad Advisor and contact for course approval.

Undergraduate Course Offerings

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

CT 060 Introduction to Theatre (Fall/Spring: 3)

Satisfies Arts Core Requirement

This is a survey course for primarily non-majors, its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.

The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)

Satisfies Arts Core Requirement

Required for all Theatre majors

This is an advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.

Scott T. Cummings

CT 101 Acting I: Introduction (Fall/Spring: 3)

Prerequisite: CT 060 or CT 062

In Acting I students will train in the basic skills of an actor, including vocal and physical warm-ups to free the body and voice, improvisation and group performance exercises to free emotional spontaneity and encourage creativity, and beginning monologue/scene work to attain an understanding of the craft of acting.

Patricia Riggan

CT 110 Beginning Ballet I (Fall: 3)

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

Margot Parsons

CT 111 Beginning Ballet II (Spring: 3)

Prerequisite: Permission of instructor

This course, a continuation of Beginning Ballet I, is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will increase their ballet vocabulary and their understanding of

the historical background of ballet. In addition, there will be readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.

Margot Parsons

CT 140 Elements of Theater Production I (Spring: 3)

Corequisite: CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center. No experience is necessary.

Sheppard Barnett

Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)

Prerequisite: CT 140 or permission of instructor

Corequisite: CT 150

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.

Crystal Tiala

CT 145 Theater Production Laboratory I (Fall/Spring: 1)

Corequisite: To be taken in conjunction with CT 140 or independently.

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production.

Crystal Tiala

CT 150 Theatre Production Laboratory II (Fall/Spring: 2)

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.

Crystal Tiala

CT 201 Acting II: Characterization (Spring: 3)

Prerequisites: 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. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.

Luke Jorgensen

CT 202 Acting Techniques I (Fall: 3)

Prerequisite: CT 101

Acting Techniques I will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to

advanced ones that challenge the student's imagination and emotional life. During the semester you will apply the skills developed through these exercises to two scenes from the modern theatre repertoire.

Patricia Riggan

CT 205 Elements of Dance (Fall: 3)
Satisfies Arts Core Requirement

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition and performance.

Robert Ver Eecke, S.J.

CT 206 Dance for Musicals I (Fall: 3)

Designed to improve the dancing ability and knowledge of both beginning and experienced musical theatre students. The course introduces three dance techniques most often used in musical theatre: modern, tap, and jazz. Students will study the work of great musical choreographers such as Fosse, Robbins and Bennett, as well as Limon, Graham, Hines, and Giordano. Students will learn choreographic history, dance styles, and terminology. Classes include body warm-up, stretch and flexibility combinations, movement progressions, and choreographed dance routines. Both a written and performance final will be given. A specific dress code is required.

Kenda Newbury

CT 210 Intermediate Ballet I (Fall: 3)

Prerequisite: CT 111 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

Margot Parsons

CT 220 Stage Movement I (Fall: 3)

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression. The course does not require previous experience.

Pamela Newton

CT 225 Voice for the Stage (Spring: 3)

Patricia Riggan

CT 230 Producing Performing Arts: Concept to Completion (Fall: 3)

Howard Enoch

CT 238 Marketing the Arts (Spring: 3)

Cross Listed with CO 238

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 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 262 Creative Dramatics II (Spring: 3)

Luke Jorgensen

CT 275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

John Houchin

CT 276 History of Theatre II (Spring: 3)

This course is a continuation of History of Theatre I. It, too, follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

John Houchin

CT 300 Acting Techniques II (Spring: 3)

Prerequisite: CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.

The Department

CT 301 Acting III (Fall: 3)

Prerequisites: CT 101 and CT 201, and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.

The Department

CT 306 Dance for Musicals II (Spring: 3)

Designed to elaborate upon knowledge and skills learned in Part I, expanding techniques in modern, tap, and jazz. Students will learn repertoire from *42nd Street*, *American in Paris*, and others. Individual attention will be given to perceive technical and artistic aspects of dance in musicals. Students will continue studies of influential choreographers, including Tharp, Cole, Morris, Taylor, and Kidd. Students will develop dance audition techniques. Each class includes body warm-up, stretch and flexibility combinations, movement progressions, and choreographed routines. Both a written and performance final will be given. A specific dress code is required.

Kenda Newbury

CT 321 Choreography: Composition and Movement (Spring: 3)

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. This class encourages the exploration of the rhythms, images, and conflicts of the 1990s.

Pamela Newton

CT 352 Stage Design I (Spring: 3)

Cross Listed with FS 352

This course will concentrate on set design for the stage. We will study the evolution of theatre architecture and the development of dramatic forms, various design problems, and research possibilities. This will include some basic work at script analysis from the perspective of a designer. The student will learn the techniques of drafting, rendering, and model-making, skills that then are used to create a culminating final design project.

Crystal Tiala

CT 357 Costume Design (Spring: 3)

Cross Listed with FS 357

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. This course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the design (concept and theory), and (2) communicating the design (figure drawing and rendering).

Jacqueline Dalley

CT 365 Modern Theatre and Drama (Spring: 3)

Cross Listed with EN 240

In one sense, the purpose of this class is to review the development of modern drama from its roots in Ibsen to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas. In another sense, this is a class in learning how plays work. We will exam-

ine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements.

Scott T. Cummings

CT 367 American Musical Theatre (Fall: 3)

Examination of the development of the American musical, from its roots through its nineteenth 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 384 Playwriting I (Fall: 3)

Cross Listed with EN 241

Scott T. Cummings

CT 430 Directing I (Fall: 3)

Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

Stuart J. Hecht

CT 432 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 448 Composition and Performance Workshop (Spring: 3)

Corequisite: CT 449 (CPW lab).

Enrollment is limited and by permission of instructor. A significant time commitment is expected.

Through practice, study and experiment, this three-credit course explores the principles and techniques of ensemble theatre. The goal is to stimulate creativity, promote collaboration, practice alternative models of theatremaking, and generate new work as a group. Students will work across traditional theatre disciplines in conceiving, researching, scripting, designing, staging, and performing original material. A significant time commitment is expected.

The Department

CT 449 Composition and Performance Workshop Lab (Spring: 1)

It cannot be used towards completion of the Theatre major's lab requirements.

This one-credit laboratory course is to be taken in conjunction with Composition and Performance Workshop (CT 448). It involves the initiation and completion of performance experiments.

Scott Cummings

CT 450 Teaching Assistantship (Fall/Spring: 2)

Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor

This lab class may not be used toward the six lab credits required to majors.

This 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.

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)

Prerequisite: Permission of sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.

Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

Stuart J. Hecht

CT 598 Readings and Research in Theatre (Fall/Spring: 3)

Prerequisites: Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

Scott T. Cummings

Stuart J. Hecht

John Houchin

Luke Jorgensen

Crystal Tiala

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Patrick J. Ryan, S.J., *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D.; Gregorian University

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Donald J. Dietrich, *Professor*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Harvey 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 Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University

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

James F. Keenan, S.J., *Professor*; B.A. Fordham University; MDiv Weston Jesuit School of Theology; STL, STD, Gregorian University, Rome

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 J. Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Louis P. Roy, O.P., *Professor*; B.Ph., M.A.Ph., M.A.Th, Dominican College; Ph.D., University of Cambridge

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

M. Shawn Copeland, *Associate Professor*; Ph.D., Boston College

Catherine Cornille, *Associate Professor*; Ph.D., Catholic University of Leuven, Belgium; M.A. University of Hawaii

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Kenneth Himes, O.F.M., *Associate Professor*; Chairperson of the Department; B.A., Sienna College; M.A., Washington Theological Union; Ph.D., Duke University

Mary Ann Hinsdale, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Robert P. Imbelli, *Associate Professor*; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Ruth Langer, *Associate Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

John Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Bruce Morrill, S.J., *Associate Professor*; Director of Graduate Studies, B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University

Stephen J. Pope, *Associate Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Jane Regan, *Associate Professor*; B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhoof, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyné College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Boyd Taylor Coolman, *Assistant Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

Jeffrey Geoghegan, *Assistant Professor*; B.A., University of California; M.A., Ph.D., University of California, San Diego

Yonder Gillihan, *Assistant Professor*; B.A., M.A., Ball State University; M.A. University of Chicago, (Ph.D. candidate), University of Chicago

Paul R. Kolbet, *Assistant Professor*; B.A., Oral Roberts University; M.Div., Yale University Divinity School; Ph.D., University of Notre Dame

Nancy Pineda-Madrid, *Assistant Professor*; Ph.D., Graduate Theological Union, M.Div., Seattle University

Philip Cunningham, *Adjunct Associate Professor*; B.A., Fordham College; M.S., Ed, Fordham Graduate School of Education; M.A. LaSalle University; Ph.D. Boston College

Francis P. Kilcoyne, *Adjunct Associate Professor*; Assistant Chairperson; B.A., Cathedral College; S.T.B., Catholic University, M.A., St. Michael's College; M.A., St. John's University, Collegeville, MN; Ph.D., Boston College

Aloysius Lugira, *Adjunct Associate Professor*; B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University

Jennifer L. S. Bader, *Adjunct Assistant Professor*; Ph.D., Catholic University of America

Colleen Griffith, *Adjunct Assistant Professor*; B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University

Ph.D. Associated Faculty

Andover Newton Theological School

Matthew Myer Boulton

Mark S. Burrows

Valerie Elverton Dixon

Sarah Drummond

Carole R. Fontaine

Brita L. Gill-Austern

S. Mark Heim

Daniel Jeyaraj

Kirk B. Jones

Greg Mobley

Elizabeth Nordbeck

Robert W. Pazmino

Sharon A. Taylor

Sharon Thornton

Benjamin Valentin

Sze-kar Wan

Weston Jesuit School of Theology

Khaled Anatolios

John Baldovin, S.J.

Kevin Burke, S.J.

Francine J. Cardman

Richard J. Clifford, S.J.

Dominic F. Doyle

Peter E. Fink, S.J.

Margaret E. Guider, O.S.F.

Daniel J. Harrington, S.J.

Thomas A. Kane, C.S.P.

Melissa M. Kelley

Stanley B. Marrow, S.J.

Thomas Massaro, S.J.

Catherine M. Mooney

John W. O'Malley, S.J.

John R. Sachs, S.J.

Thomas Stegman, S.J.

Edward V. Vacek, S.J.

Contacts

- Department Administrator: Toni Ross, 617-552-2474, toni.ross@bc.edu
- Graduate Programs Assistant: Claudette Picklesimer, 617-552-4602, claudette.picklesimer@bc.edu
- Website: <http://www.bc.edu/theology/>

Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business and law. For those wishing to pursue a career in ministry or religious education, of course, theology is still a prerequisite. Long gone, however, is the time when theology was considered the exclusive domain of seminarians and the religious. Many students now elect theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. A prestigious graduate program leads to the M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

Two-semester sequence. Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one two-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture (**for freshmen only**) and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either The Biblical Heritage or The Religious Quest. These year-long Core sequences count as two courses each.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry.

This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion, with at least a grade of A-, of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis.
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the thirty required to obtain the major in theology. Theses will be judged by a panel of theology faculty members in April and the best thesis will be eligible for the Tully award.
- The honors program awards three levels of honors, based on performance on the thesis, quality of work in the majors seminar and other advanced courses, and achievement in overall record at Boston College. Students who choose not to write a thesis but have demonstrated excellence as a major, and especially in the majors seminar, are eligible for the lowest level of departmental honors. Students who complete all of the requirements listed above are given High Honors and those few who do so with exceptional distinction can be awarded Highest Honors.

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, crit-

ical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons.
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition.
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies, while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a five-year B.A./M.A. program. Application to the program will 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.

Loneragan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at <http://www.bc.edu/lonergan/>.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. Not only is the Theology Department in itself one of the foremost such departments in the country, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

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

This consortium offers complete cross-registration in several hundred courses, the use of library facilities in the nine schools, joint seminars and programs, and faculty exchange programs. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

M.A. in Theology

This degree serves as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers; as an academic preparation for those moving toward professional, religious, or ministerial careers; or 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, on either a full-time or a 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 Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. The candidate must pass two written comprehensive examinations and a one-hour oral to complete 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 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 specialize in either the Old Testament/Hebrew Bible or the New Testament.

Thirty-six credits are required for the M.A. in Biblical Studies. Program requirements include two courses in Biblical language (unless the student already has competence, in which case two elective courses are substituted); six in the testament of specialization; two in the other testament; two in courses concerned with communicating the Word, hermeneutics, or application of the Bible to contemporary problems. A student may choose to reduce the course requirements by researching and writing a thesis for six credits, or a major paper under the direction of a faculty member for three credits.

The student must acquire a solid, basic knowledge of the original language of the testament of specialization (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the standard M.A. requirement in one modern language. For the comprehensive examinations, students are tested in three areas: the history, literature, and theology of the Bible. Examinations are both written and oral. An M.A. thesis may be substituted for the written examinations. The oral exam would cover the thesis and general knowledge of the field.

Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by an ecumenical joint faculty drawn from the Theology Department, Andover Newton Theological School, and Weston Jesuit School of Theology, 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. The creation of this faculty represents 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 major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

The History of Christian Life and Thought examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of systematic theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It

includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this Area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. For example, students in Systematics are expected to be proficient in Latin as well as French and German. Knowledge of various ancient languages may also be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Ph.D. Minors

A student may minor in any one of the areas listed above or in Pastoral Theology.

The minor in Pastoral Theology recognizes that all Christian theology, ultimately, has the pastoral interest of serving the life of the Church in the world. Pastoral theology, however, makes this interest in the dynamic reality of the Church its primary focus, allowing it to shape its methodology, themes, and intent. This minor requires completion of a doctoral-level seminar in the themes and methods of pastoral theology, three other courses within or approved by the Pastoral area, and a written comprehensive exam.

Religious Education-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 Theology, the Department is also linked to Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in medieval philosophy and theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between medieval philosophy and theology and modern continental philosophy and theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between medieval and modern philosophy and theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate Course Offerings

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

TH 001 Biblical Heritage I (Fall: 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.

The Department

TH 002 Biblical Heritage II (Spring: 3)

Prerequisite: TH 001

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.

The Department

TH 016 Introduction to Christian Theology I (Fall: 3)**Satisfies Theology Core Requirement**

You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

TH 017 Introduction to Christian Theology II (Spring: 3)

Prerequisite: TH 016

Satisfies Theology Core Requirement

You must take both sections of Introduction to Christian Theology (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

TH 023 Exploring Catholicism: Tradition and Transformation (Fall: 3)**Satisfies Theology Core Requirement**

You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

TH 024 Exploring Catholicism: Tradition and Transformation II (Spring: 3)

Prerequisite: TH 023

Satisfies Theology Core Requirement

You must take both sections of Exploring Catholicism: Tradition and Transformation I & II (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

TH 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)**Cross Listed with SL 037-038**

See course description in the Slavic and Eastern Languages department.

Anat Green

TH 088-089 Person and Social Responsibility (Fall/Spring: 3)

Corequisite: PL 088-089

Satisfies Theology Core Requirement**Satisfies Philosophy Core Requirement**

This is a two-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, alienation.

The Department

TH 090 Perspectives on Western Culture I (Fall: 6)

Corequisite: PL 090

Satisfies Theology Core Requirement**Satisfies Philosophy Core Requirement**

Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshman only.

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

TH 091 Perspectives on Western Culture II (Spring: 6)*Corequisite:* PL 091

Satisfies Theology Core Requirement

Satisfies Philosophy Core Requirement

Total of six credits each term. Satisfies Philosophy and Theology Core requirements. Freshman only.

See course description under TH 090.

*The Department***TH 102 Human Setback: The Unexpected Grace (Fall: 3)**

Offered Periodically

This course acknowledges that for many persons the shortest distance between them and spiritual depth lies in traveling—what some call—life’s “crooked” line. Disappointments, sickness, and other human setbacks, that cause us to feel lost and diminished at times, can turn out to be serendipitous avenues to new birth and growth when negotiated with faith, ritual, and religious wisdom. Christian themes of Cross, Resurrection, Evil, Forgiveness, Hope, Compassion, Community, and Prayer will be examined.

*Anthony Penna, S.J.***TH 107 Religion in Africa (Fall: 3)**

Cross Listed with BK 120

Satisfies Cultural Diversity Core Requirement

The course is designed to introduce the variety of African religious experiences within the context of world religions. The significance and contents of Africism as the African autochthonal religion will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

*Aloysius M. Lugira***TH 108 Christianity in Africa (Spring: 3)**

Cross Listed with BK 121

Satisfies Cultural Diversity Core Requirement

This course is intended to give a historically interdisciplinary bird’s-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

*Aloysius M. Lugira***TH 115 Catholic Studies: Interdisciplinary Perspectives (Fall: 3)**

Offered Periodically

A study of the cultures, forms and expressions and the significance of the practices and modes of intellectual inquiry that distinguish Catholicism as a religious tradition. This course introduces students to the methods, resources and techniques for pursuing an interdisciplinary study of Catholicism.

*Mary Ann Hinsdale, IHM***TH 160 The Challenge of Justice (Fall/Spring: 3)**

Cross Listed with PL 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.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.

*Matthew Mullane**Stephen Pope***TH 161 The Religious Quest: Comparative Perspectives I (Fall: 3)**

Satisfies Theology Core Requirement

Satisfies Cultural Diversity Core Requirement

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. Please see specific instructor’s section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today’s world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

*Natana DeLong-Bas—Islam**Ruth Langer—Judaism and Catholicism**Aloysius Lugira—African Religions, Judaism, Christianity, Islam, Hinduism**John Makransky—Buddhism**H. John McDargh—Judaism, Buddhism**James Morris—Islam and Judaism**Sarah Moses—Islam**Tisha Rajendra—Islam**The Department***TH 162 The Religious Quest: Comparative Perspectives II (Spring: 3)***Prerequisite:* TH 161

Satisfies Theology Core Requirement

Satisfies Cultural Diversity Core Requirement

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. Please see specific instructor’s section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, 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.

Natana DeLong-Bas—Islam

Ruth Langer—Judaism and Catholicism

Aloysius Lugira—African Religions, Judaism, Christianity, Islam, Hinduism

John Makransky—Buddhism

H. John McDargh—Judaism, Buddhism

James Morris—Islam and Judaism

Sarah Moses—Islam

Tisha Rajendra—Islam

The Department

TH 164 The Challenge of Peace (Spring: 3)

Of special interest to International Studies and Faith, Peace and Justice students.

The Poet says peace and peacemaking are hard, hard almost as war. Then those who aspire to peace, need all the advantages they can marshal. Toward this end, the course presents the foundational ethical, theological and religious issues which bear on Peace Studies. These include origins of violence, the use of force, just and unjust war, pacifism, non-violence as well as interdisciplinary issues on the conditions, causes and ways of preventing/resolving conflicts. Particular attention is paid to how Christian discipleship and solidarity with victims makes a distinctive contribution to the analysis of our contemporary crisis of security and terror.

Matthew Mullane

TH 217 Sex, Gender, and the Human Body (Fall: 3)

Limited to 20 students.

The scandal in the church prompts us to reexamine in-depth on how church teaching on each of these three topics has evolved historically (surprisingly the trajectories do not overlap as much as one might think). Then we will estimate critically the relevance these teachings have or should have on church members. We will then turn to contemporary proposals, to see what promise they may hold.

James Keenan, S.J.

TH 261 Spirituality and Sexuality (Spring: 3)

An elective course limited to senior and juniors who have already completed their Theology Core requirement.

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

H. John McDargh

TH 262 Church and Society in El Salvador (Spring: 3)

Prerequisite: Department permission only for students taking Arupe International trip to El Salvador in March of 2007.

This course concentrates on faith and social justice in El Salvador and provides an overview of the economic, political, social and legal history with special attention to theological and ethical concerns. The historical frame includes indigenous culture, Spanish conquest, and nineteenth century developments, but focuses especially on the period of civil war and its aftermath. Topics include church and colonialism, dictatorship, rise of the popular church and liberation theology, human

rights and democratization, peace process, challenges of reconstruction, and impact of globalization. Special attention to virtue of solidarity developed in the work and lives of the martyrs of El Salvador.

Stephen Pope

TH 283 Prophets and Peacemakers (Fall: 3)

Prerequisite: Completion of core requirements in theology.

This seminar examines significant twentieth century attempts to relate faith, spirituality, and religious convictions to issues of peace and justice. Special concerns include: human dignity, compassion, evil and "social sin," the preferential option for the poor, human rights, the social mission of the church, religion and politics, peacemaking, and non-violent social transformation. Figures studied include Dietrich Bonhoeffer, Thomas Merton, Dorothy Day, Oscar Romero, and Aung San Suu Kyi.

Stephen J. Pope

TH 299 Readings and Research (Fall/Spring: 3)

Prerequisite: The professor's written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

The Department

TH 300 Religion and Globalization (Spring: 3)

In this course we will study the effects of globalization on some of the major world religions as well as the attitudes of these religions toward the phenomenon of globalization. While the first part of the course will focus on historical developments within religious traditions as they come to adapt to often new cultural contexts, the second part of the course will compare the resources available in different religions to address the ethical issues raised by globalization.

Catherine Cornille

TH 309 Liberation Theology (Fall: 3)

Formerly offered as TH 489 Liberation Theolog.

This course will examine the Latin American liberation theology movement, its historical development, principle theological themes, and implications for North American Christianity.

Roberto Goizueta

TH 316 Forgiveness and Reconciliation (Fall: 3)

Theology majors only.

In a contemporary world gone Manichaeic in its political judgments of good and evil, the Christian imperative is to forgive as our heavenly Father forgives, to leave our gift at the altar and go to be reconciled with those who have something against us. This course will examine these themes in the light of American responses to terrorism and other perceived perils to our security, of the passions aroused by international conflicts on which we feel bound to take responsible positions, and of the punitive culture of legal retribution with its fondness for the death penalty and other drastic punishments.

Raymond Helmick, S.J.

TH 327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross Listed with PL 259 and SC 250

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.

Matthew Mullane

TH 330 Theology Majors' Seminar (Fall/Spring: 3)

Prerequisite: Completion of Theology Core

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 spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

Yonder Gillihan

Francis P. Kilcoyne

Paul Kolbet

TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)

Cross Listed with UN 163

See course description in the University courses section.

Richard Nielsen

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Rev. Anthony Penna

TH 401 Senior Thesis (Fall/Spring: 3)

By arrangement with professor.

The Department

TH 446 The Hebrew Bible and History: The Case of David (Fall: 3)

The complex biblical account of King David's royal accomplishments and private failings have increasingly aroused skepticism among biblical scholars. In what sense may the biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.

David Vanderhoof

TH 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Cross Listed with UN 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

H. John McDargh

Undergraduate and Graduate Course Offerings**TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)**

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

Raymond Helmick, S.J.

TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw, and has figured massively in the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.

Raymond Helmick, S.J.

TH 361 Praying Our Stories (Fall/Spring: 3)

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that might be expected to happen on a retreat in a worship setting. This course will explore how God is present 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—gathered with the stories of others—become the means by which God is revealed in the world.

Daniel Ponsetto

TH 371 Turning Points in Jewish History (Fall: 3)

Jewish history stretches from creation to today. This course will focus on the major turning points which shape today's Jewish world, focusing on major intellectual and theological trends, figures, and events from the development of rabbinic Judaism to the twentieth century. Through this, students will come to have a basic understanding of the outlines of Jewish religious and intellectual history, of the nature of the Jewish experience as a minority culture in the Christian and Muslim worlds, and of the shapes of contemporary Judaism.

Ruth Langer

TH 378 Jesus in Story and History (Fall: 3)

Prerequisite: TH 002 or equivalent introduction to the New Testament

An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind those literary/theological accounts. Students are expected to have taken at least one introductory-level course in New Testament.

John Darr

TH 383 The Christian East: Orientale Lumen (Spring: 3)
Cross Listed with CL 268, SL 283

The spirituality and traditions of Eastern Christianity across places and times. The worlds of Eastern Orthodoxy, Oriental Orthodoxy, and the Catholic Eastern Churches in their doctrine and practice. Liturgy and ritual; iconography and architecture; music, chant and hymnography; languages, social order, and ethnicity; history and the present. With emphasis on Byzantine Greek, Syrian, and Slavonic usages and the Armenian church, but not neglecting the Nestorian churches and Coptic and Ethiopian Christianity.

M.J. Connolly

TH 384 Christian Latin (Fall: 3)
Cross Listed with SL 384, CL 384

See course description listed under the Slavic and Eastern Languages department.

M.J. Connolly

TH 411 Medieval Theology II (Spring: 3)

An introductory study of a number of principal theologians from Aquinas to Luther: Aquinas, Henry of Ghent, Godfrey of Fontaines, Giles of Rome, John Duns Scotus, Durandus, Peter Aureoli, William of Ockham, Gregory of Rimini, Peter of Candia, Marsilius of Inghen and Gabriel Biel.

Stephen F. Brown

TH 414 Contemporary Approaches to Religious Education (Spring: 3)
IREPM Course

Please see course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 422 Introduction to Orthodox Theology (Fall: 3)

Offered Periodically

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

This course introduces students to Orthodox Christianity's most salient ideas and critical historical developments. The course will survey topics such as the Byzantine, Russian and Eastern churches, Orthodox theology, liturgy and ritual, art and culture, the veneration of saints, asceticism and monasticism, prayer and spirituality, as well as issues confronted today by contemporary Orthodoxy and Orthodox Church.

Demetrios Katos

TH 426 Fathers of the Church (Fall: 3)

Theology Majors only.

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

Margaret A. Schatkin

TH 431 Quest for Spirituality: Jewish and Non-Jewish Responses (Spring: 3)

Formerly listed as Jewish Spiritual Paths. This course is sponsored in part by the Jewish Chautauqua Society.

This elective is a critical study of the many ways in which seekers find spiritual enrichment (such as study, meditation, prayer, good deeds, etc.). Though the context is Jewish, the methodology can be applied to many other religions.

Rabbi Rifat Sonsino

TH 439 Transatlantic Catholicism Since 1750: Responses to Age (Spring: 3)

Prerequisites: Completion of the Theology Core and Modern History Survey

Offered Periodically

Intellectual, social, political, and technological upheavals in America (1776-83), France (1789-1815), Italy (1848-70) and throughout Europe (1919) confronted Catholic communities on a theoretical, organizational and pastoral level. From the Enlightenment through the conflicts of the twenty-first century, the Western Mediterranean and North Atlantic Catholic community contended with issues of rationalism and belief, democracy and statism, imperialism and religious inculturation beyond Europe. It addressed questions of social justice and issues both internal and with its Christian and non-Christian neighbors concerning the very nature of the Church, its development, its intellectual, spiritual and pastoral life, conflicts regarding gender, governance, and dissent.

Francis P. Kilcoyne

TH 440 A Religious History of American Catholicism (Spring: 3)

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic lifestyles.

Thomas E. Wangler

TH 444 The Torah in History and Tradition (Spring: 3)

Offered Periodically

This course sets the Torah (Genesis through Deuteronomy) in its broader ancient Near Eastern context, while exploring the major theological, ethical, and social themes that emerge from its pages. In addition to examining the Biblical text, this course engages the most recent scholarship on the Torah, as well as the history of its interpretation in both Jewish and Christian traditions. Required texts: the Bible (*The Jewish Study Bible*, or *The New Oxford Annotated Bible* are preferred, though other translations are acceptable) *The Bible As It Was* (Belknap/Harvard Press), by James L. Kugel.

Jeffrey Geoghegan

TH 449 Jewish Liturgy: Its History and Theology (Spring: 3)

Offered Periodically

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.

Ruth Langer

TH 450 St Ignatius of Loyola and Discernment: A Seminar on Profession and Vocation (Spring: 3)

Offered Periodically

This course is limited to six undergraduate and six graduate students.

This course explores the experience and process of spiritual discernment in the tradition of St. Ignatius Loyola; the issues affecting professional and vocational discernment within the undergraduate experience and second careers; and the interaction between personal

faith, talents and life goals. A retreat is offered as part of this course. Readings will include *Let Your Life Speak: Listening for the Voice of Vocation* by Parker Palmer, *Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning* by Sharon Daloz Parks, *Autobiography of St. Ignatius Loyola: Contemplation in Action* by W. Barry and R. Doherty, and selected articles.

Julio Giuliani, S.J.

TH 451 Christ and the Jewish People (Spring: 3)

Offered Periodically

In the wake of the groundbreaking conciliar declaration, *Nostra Aetate*, the Catholic Church now authoritatively teaches that the Jewish people remain in an eternal covenant with God. This course explores the unfolding implications of this recognition for the Christian conviction that Jesus Christ is universally significant for human salvation by considering relevant New Testament texts, the development of the church's Christological tradition, the rise and demise of supersessionism, and various approaches being proposed today.

Philip Cunningham

TH 454 Buddhist Scriptures: Mahayana (Fall: 3)

Prerequisite: Permission of the instructor

Readings in early Buddhist and Mahayana scriptures, attending to developments in doctrine and practice. This will be informed by analyses of canon formation and of strategies of legitimation in competition with non-Buddhists and other traditions of Buddhism in India and Central Asia. Graduate theology students are encouraged to notice parallel problematics in other scriptural traditions raised by their study of Buddhist scriptures.

John J. Makransky

TH 455 The Christian Spirituality of Ignatius Loyola (Fall: 3)

Offered Periodically

This course is limited to six undergraduate and six graduate students.

This course explores the religious, social and psychological influences on St. Ignatius Loyola; the development of the Society of Jesus; and Ignatius' legacy in Christian spirituality and practice and the world at large. Readings will include *The Autobiography of St. Ignatius Loyola; The Spiritual Exercises; Directions for Communication; Father, Son and Healing Ghosts*, and selected articles.

Julio Giuliani, S.J.

TH 463 Roles of the Laity in the Church (Spring: 3)

This course will focus on those whose roles in the Church are based on the sacraments of Baptism, Confirmation, and (very often) Matrimony, and on charisms which the Holy Spirit "distributes among the faithful of every rank."

Francis A. Sullivan, S.J.

TH 464 Liberation Christology (Fall: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences our understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed include, among others: the relationship between faith in Christ and human liberation, the implications of a liberation Christology for North American Christians, Christ in Latin American feminist thought, "low" and "high" Christologies and Jesus Christ in Latin American popular religion.

Roberto Goizueta

TH 466 Introduction to Judaism (Fall: 3)

This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.

Rabbi Rifat Sonsino

TH 470 Religious Pluralism and Christian Faith (Spring: 3)

In this course we will address the challenges which the phenomenon of religious pluralism raises for Christian faith. We will study the different positions which have been developed within the Christian theology of religions. In addition to Christian attitudes toward other religions, we shall also focus on the attitudes of other religions toward Christianity, particularly toward the person of Jesus Christ.

Catherine Cornille

TH 473 History of the Modern Papacy (Spring: 3)

Prerequisites: Completion of Theology Core and Modern History Survey

This course will explore the dramatic development of the papacy since 1648, a history of intentional and unintentional changes, progress, reversals, and surprises. We will study the changes in the papacy's institutional structure; the personalities and programs of modern popes; and the theological understanding of the papacy in its relation to the Catholic and non-Catholic churches.

Francis P. Kilcoyne

James Weiss

TH 474 Jews and Christians: Understanding The Other (Fall: 3)

This course is an exercise in interreligious learning, sponsored by the Boston College's Center for Jewish-Christian Learning.

Interreligious dialogue requires interreligious understanding. This course will build a foundation for genuine dialogue between Jews and Christians by posing fundamental theological questions in a comparative context. Students will gain an understanding of the other tradition while also deepening their understanding of their own, discussing such matters as the human experience of God, the purpose of human existence, the nature of religious community, and the ways that the communities respond to challenges, both contemporary and ancient.

Philip Cunningham

Ruth Langer

TH 477 Biblical Theology: God, Covenant, and Prophecy (Spring: 3)

Offered Periodically

This course is sponsored in part by the Jewish Chautauqua Society.

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on subjects such as God, Covenant and Prophecy. This course will focus on the religious and social factors that contributed to the evolution of these concepts through the years up to the early rabbinic period.

Rabbi Rifat Sonsino

TH 481 Women and the Church (Spring: 3)

Prerequisite: One undergraduate theology course beyond Core.

Offered Periodically

This course introduces students to the historical roots of feminist theology and explores the critiques and alternative reconstructions of traditional understandings of scripture, God, Jesus, spirituality and ministry that have been offered by Christian feminist theologians writing from a variety of cultural perspectives.

Mary Ann Hinsdale, IHM

TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)

Cross Listed with HP 259

Offered Periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.

Donald J. Dietrich

TH 483 The History of God (Fall: 3)

In the context of faith engaging culture, this course will explore how the historical and theological experiences of Christians from their origins to the present have helped them construct their identities as well as Gods' personhood.

Donald J. Dietrich

TH 484 Liturgical Theology: Sacraments and Worship (Spring: 3)

Theology of the sacraments as embodied in the Church's liturgical tradition. Through study of official documents, 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. After surveying prominent methods in liturgical theology, the course will explore the sacraments of the Roman Catholic Church, as well as the Order of Christian Funerals.

Bruce Morrill

TH 488 Becoming God: The Orthodox Doctrine of Deification

(Spring: 3)

This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

Deification (theosis) is the belief that a person is called to participate fully in the divine life of God. Both medieval and modern Orthodox theologians have read Scripture and the patristic tradition through this interpretive lens, which has led to a consensus of theological vision that is unique among Christians. This course will survey the development of this mystical and soteriological tradition in the works of Athanasius, Dionysius the Areopagite, Maximus the Confessor, Symeon the New Theologian, Gregory Palamas, Vladimir Lossky, Dumitru Staniloae, and Panayiotis Nellas.

Demetrios Katos

TH 495 Hitler, Pius XII, and the Vatican II Church (Spring: 3)

This course will explore how ecclesial leaders and theologians responded to the challenges posed by Hitler and the Holocaust as well as those articulated by post 1945 advocates of human rights and by men and women trying to construct their sexual/gender identities.

Donald Dietrich

TH 498 HIV/Aids and Ethics (Spring: 3)

Explores the ethical issues emerging from HIV/AIDS: questions of prevention (sexual abstinence and chastity programs, needle exchange, condoms), testing, discrimination, shaming, the vulnerability of women and children to the virus, homophobia, funding, the function of religion in public health, poverty issues, access to pharmaceuticals, drug patenting, human rights, etc.

James Keenan, S.J.

TH 503 Christology I: On the Incarnation (Fall: 3)

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary questions, especially philosophical questions. It will con-

sider the ontological and psychological constitution of the incarnate Word in light of soteriology, and take up such notions as hypostatic union, kenosis, and beatific vision. Previous work in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology.

Charles C. Helfing, Jr.

TH 504 Seminar: Ethics and International Studies (Fall: 3)

Cross Listed with IN 504

Offered Periodically

Open to seniors in International Studies and others with the permission of the instructor.

The Seminar in International Studies will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.

Donald J. Dietrich

TH 505 Mahayana Buddhist Philosophy (Spring: 3)

For graduate students and advanced undergraduates. Undergraduates admitted only by permission of the professor.

Readings in early Buddhist and Mahayana scriptures, attending to developments in Buddhist thought and practice. Strategies of legitimation in competition with other traditions in India and Central Asia. Graduate theology students are encouraged to notice parallel issues in other scriptural traditions raised by their study of Buddhist scriptures.

John J. Makransky

TH 512 Pauline Tradition (Fall: 3)

Prerequisite: An introductory course in Biblical studies

Offered Periodically

Students are expected to have had an introductory course in Biblical studies.

An introduction to Paul's life, letters and theology. Includes exegesis of Paul's Epistle to the Romans: discussion of the main themes in Paul's theology, and its significance for later Christianity. Recent debates over the sociology of the early Christian communities as represented in the Pauline and post-Pauline letters will be presented.

PHEME PERKINS

TH 525 Medieval Theology I (Fall: 3)

A study of key theological figures from Boethius to Aquinas. The course will follow in English translation the primary texts of Boethius' *On the Trinity* and *Against Eutyches*, Anselm *Cur Deus Homo*, Abelard's *Sic et Non*, Hugh of St. Victor's *Didascalicon*, Peter Lombard's *Sentences*, Richard of St. Victor's *Benjamin Maior* and *On the Trinity*, Praepositinus' *On the Incarnate Word*, William of Auxerre's *The Golden Summa*, Alexander of Hales' *Summa*, Robert Grosseteste's *On Creation*, and St. Bonaventure's *Journey of the Mind to God*.

Boyd Taylor Coolman

TH 528 The Gospel of Matthew (Spring: 3)

Offered Periodically

An in-depth examination of the Gospel of Matthew. The course aims at familiarity with Matthew and practice with using basic tools of gospel study. We will analyze the gospel for its literary features, narrative technique, main themes, theological content, and historical and social contexts. Of particular concern are the Gospel's portrait of Jesus, discipleship, ethics, church, and the relation of Matthew's community to the Judaism of its day.

Yonder Gillihan

TH 533 Modern Catholic Social Teaching (Spring: 3)
Offered Periodically

This course will be an historical and analytical investigation of the church's official social teaching. The focus will be on the major texts from papal and episcopal sources. The aim of the course will be to understand the social and ecclesial contexts in which the documents were written and the development of the main themes comprising the Catholic social tradition.

Kenneth Himes, O.F.M.

TH 554 Encountering the Qur'an: Contexts and Approaches (Fall: 3)
Prerequisite: TH 162

Limited to sixteen students with a maximum of eight undergraduates with Religious Quest course as prerequisite. Additional Master's students may also be admitted with professor's consent.

Using only English-language sources, this seminar will focus on developing the skills and background needed to understand and reliably interpret the Qur'an in translation. The course will also introduce the traditional contextual materials, such as Prophetic history (*Sira*, *hadith*), recitation, "tales of the prophets," textual development, and *tafsir*. But seminar sessions will focus on close reading and interpretation of selected early (Meccan) Suras.

James Morris

TH 563 Ethics, Religion and International Politics (Spring: 3)
Cross Listed with IN 600

See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.

David Hollenbach, S.J.

TH 566 Mystical Poetry in the Islamic Humanities (Spring: 3)
Limited to 16 students with a maximum of nine undergraduates. Additional Master's students with consent.

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the Qur'an and hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds*; Rumi's *Masnavi* and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities in a different Muslim culture (in translation), or cognate artistic forms (film, music, literature) from contemporary spiritual settings.

James Morris

TH 572 Intermediate Biblical Hebrew I (Fall: 3)
Prerequisites: TH 572-573 or equivalent.

Offered Periodically

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhoof

TH 573 Intermediate Biblical Hebrew II (Spring: 3)

Prerequisite: Three semesters of college level Biblical Hebrew or equivalent
Offered Periodically

The course builds on the grammar and syntax learned in Intermediate Biblical Hebrew I. Students will develop more sophisticated knowledge of Hebrew grammar and syntax. Students will refine their ability to read Hebrew prose narratives in the first part of the course. In the second part, students will be introduced to Hebrew poetry. Selections from the Psalms and Prophets will dominate course readings.

David Vanderhoof

TH 582-583 Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 091-092

No previous knowledge of Hebrew is assumed.

This course is thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Jeffrey Geoghegan

TH 585 Introduction to the Dead Sea Scrolls (Fall: 3)

Discovery of nearly 800 manuscripts stashed in eleven caves near the Dead Sea, along with a ruined settlement and a large cemetery nearby, is one of the greatest archaeological finds of the twentieth century. This course will explore the relation between the texts, settlement and cemetery, introducing students to the basic problems in interpreting these artifacts. Our primary focus, however, will be on the texts, many of which are contemporaneous with those of early Christian literature, and which shed light upon ideas in the New Testament about the Messiah, law, and God's action in history on behalf of the righteous.

Yonder Gilliban

TH 598 Law, Medicine and Ethics (Fall/Spring: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

TH 723 Total Community Catechesis Seminar (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jane E. Regan

TH 767 Hispanic Ministry Seminar I: Theological Foundations (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Nancy Pineda-Madrid

TH 768 Hispanic Ministry Seminar II: Pastoral Studies (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Hosffman Ospino

TH 794 Philosophy and the Church Fathers (Spring: 3)
Cross Listed with PL 794

Introduction to the major Church Fathers and their varying attitudes towards philosophy. The role of philosophy in the development of patristic theology. Particular influences of Aristotle, Epicurus, and the Stoa. Reception and transformation of Platonism, and the reciprocal influence of Christianity upon Greek thought.

Margaret Schatkin

TH 795 Catholic Systematic Theology I (Fall: 3)
Offered Periodically

This course provides students in Theology with an introduction and orientation to the tasks and themes of Systematic Theology. The course combines lecture and seminar discussion. Themes include revelation and faith, Christology, Trinitarian theology, theology of the Church as communion, and sacraments. This course will stress the liturgical matrix of Catholic life and theology and the inseparability of theological reflection and spirituality. Frans Jozef van Beeck's *"God Encountered,"* vol one and Robert Wilken, *The Spirit of Early Christian Thought* will serve as primary texts.

Rev. Robert Imbelli

TH 826 Introduction to the Hebrew Bible (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Rabbi Rifat Sonsino

Graduate Course Offerings

TH 501 Trinity and Transformation (Fall: 3)

This seminar will explore contemporary Catholic Trinitarian Theology with a special focus upon the proper mission of the Holy Spirit. Readings will include Rahner's *The Trinity*, LaCugna's *God For Us*, and *Eduard's Breath of Life: A Theology of the Creator Spirit*.

Robert Imbelli

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)
IREPM Course

Contextual Education is a four-credit program over one academic year. Students register for Contextual Education during the fall semester.

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

John J. Shea, OSA

TH 535 Ethics of War and Peacemaking (Fall: 3)

This course will be a study of the many ethical questions that arise in a Christian assessment of war and peace-making in the modern age. The course will include: historical development of both pacifism and just war theory; moral analysis of various theories of just war and non-violence; a theology of peace; as well as applied ethical questions of humanitarian intervention, counter-terrorism, the concepts of preemptive and preventive wars, and counter-proliferation of weapons of mass destruction will be among the concerns to be treated.

Kenneth Himes, O.F.M.

TH 538 Directed Research in Pastoral Ministry (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

IREPM Faculty

TH 541 Understanding Church Through the Ages (Fall: 3)
Offered Periodically

Formerly listed as Understanding Ourselves Through the Ages

This course considers key moments in ecclesiology, the Christian community's self-understanding. Beginning with its Jewish Christian roots and the broader Hellenistic world, and continuing through the patristic, medieval, reformation, and enlightenment periods, into the nineteenth and early twentieth century movements which contributed to the First and Second Vatican Councils. Lectures will review the church's history as illustrated by relevant documents of each era.

Francis P. Kilcoyne

TH 542 Liturgy and Ethics (Fall: 3)
Offered Periodically

Designed for Ph.D. students, but Master's students are allowed.

This doctoral level seminar seeks to understand the interrelated roles of sacrament, word, and ethics in the praxis of Christian faith in church and society. Methodologically focused, the course attends to history, major theologians, and current constructive proposals in the areas of early Christian sources, fundamental and political theology, and liturgical and sacramental theology.

Bruce T. Morrill, S.J.

TH 568 Ethics and Christology (Spring: 3)
Offered Periodically

The dependence of theological ethics on interpretations of Jesus Christ will be explored, using recent and current figures, such as Barth, Reinhold and H. Richard Niebuhr, Moltmann, Schillebeeckx, and Elizabeth Johnson, as well as some essays on ecology and interreligious dialogue.

Lisa Cabill

TH 584 Human Rights: A Common Morality for a Religiously Diverse World (Spring: 3)
Offered Periodically

This course will explore the meaning, basis, historical roots, and practical significance of human rights, with special attention given to the questions of the universality of the idea of human rights in the context of the challenges of pluralism and economic development. Considers the relation between human rights diverse religious traditions, especially Christianity.

David Hollenbach, S.J.

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)
Cross Listed with ED 673
IREPM Course

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?

Jane E. Regan

TH 604 The Practice of Ministry with Youth and Young Adults: Voice, Vision, and Vocation (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

The Department

TH 609 Seminar in Latin Patrology (Spring: 3)

Prerequisite: One year of classical or medieval Latin.

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between eastern and western theology.

Margaret Schatkin

TH 612 Seminar in Greek Patrology (Fall: 3)

Prerequisite: Introduction to ancient Greek

Graduate students only.

John Chrysostom's *De providentia Dei* will be read in the original Greek with careful attention to patristic philology and theology.

Margaret Schatkin

TH 624 The Humanity of Jesus in the High Middle Ages (Spring: 3)

A scholarly commonplace holds that interest in the humanity of Jesus surged markedly in medieval Europe around the turn of the twelfth century, inaugurating "the uncompromisingly Christocentric period of Western civilization" (Kantorowicz). Poets, preachers, artists, monks, and theologians gave varied expression to this widespread shift in religious feeling. This course will explore this medieval Christological achievement by examining twelfth- and thirteenth-century conceptions of Christ's human nature emanating from monastic, scholastic, and mystical authors.

Boyd Taylor Coolman

TH 629 Fundamental Moral Theology (Spring: 3)

This is a study of the Christian (though predominantly Roman Catholic) moral tradition as it unfolds thematically and historically. Starting with the Scriptures and the love of God, the course moves through the patristic concern for virtue and its understanding of both Jesus Christ and the human embodied person. It then studies the penitentials, scholasticism, casuistry, the Reformation, the moral manuals, and contemporary ethics.

James F. Keenan

TH 630 Development of Structure of Authority in Church (Fall: 3)

During the first 1500 year of its history the Christian community developed many features of a modern state, most of which endure in the Roman Catholic church today: a hierarchy of officials under one head, the Pope; a coherent body of law; and an extensive court system. This course will examine the foundation and growth of the papacy, the episcopacy, church councils, canon law, and the role of the laity and religious orders in church governance. We will read primary sources from church history to document the ecclesiology and function of these institutions, as well as the opposition they encountered.

Patricia DeLeeuw

TH 634 Methods and Management for Religion Teachers (Spring: 3)**IREPM Course**

This is the course that will help the educator look at successful pedagogy for catechesis by exploring the answers to: By what methods can I successfully engage my students in faith learning and the development of their own spirituality? How can I best manage my class and the resistant student? What might I need to know regarding bound-

aries, communication skills, and school law? How can I be intentional and creative in my lesson planning? What can I draw from in pop-culture to excite my students to discover the relevancy of their expressions in lived faith?

Jane Ayer

TH 644 Foundations of Theology: A Pastoral Perspective (Fall: 3)**IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Paul Ritt

TH 647 Sacraments in the Life of the Church (Fall: 3)

Offered Periodically

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Jennifer Bader

TH 656 Psychological Resources for Ministry (Fall: 3)**IREPM Spring Weekend Course**

January 19 & 20, 2007

Fri 4:00-9:00 p.m., Sat 9:00 a.m.-3:00 p.m.

Pass/Fail

See course description under the Institute of Religious Education and Pastoral Ministry.

John Allan Loftus, S.J.

TH 661 The Church in Scripture and Creed (Fall: 3)

The first part of this course will focus on the Church as witnessed in the New Testament. The second part will focus on the Church professed in the Creed as "one, holy, catholic and apostolic." Here special attention will be given to the ecclesiology of the Second Vatican Council.

Francis Sullivan, S.J.

TH 664 On the One God (Spring: 3)

We will concentrate on Denys Turner's *Faith, Reason, and the Existence of God*, Thomas Aquinas' *Treatise on the One God*, and Lonergan's changing conceptions of the natural knowledge of God.

Frederick Lawrence

TH 668 Introduction to the Theology of Thomas Aquinas (Fall: 3)

This course examines Thomas Aquinas' life and works, and concentrates on some of his important teachings: the relationship of faith and reason, the nature of theology, his proofs for the existence of God, his discussions of creation, the relation of nature and grace.

Stepehn F. Brown

TH 676 Theological Aesthetics (Fall: 3)

This course will explore the dramatic, aesthetic dimension of faith. In the light of Hans Urs von Balthasar's *Theo-Drama*, students will examine the performative character of Christian faith as a "locus theologicus," wherein are integrated contemplation and action, beauty and justice. Among the issues to be addressed are: popular Catholicism as liberating, aesthetic practices; the relationship between liberation theology and theological aesthetics; theology and the arts.

Robert Goizueta

TH 681 Thomas Aquinas' *Prima Secundae* (Fall: 3)

This course is a textual study of the entire *Prima Secundae* of Thomas Aquinas' *Summa Theologiae*. Latin is not required.

James Keenan

TH 683 Seminar in Pastoral/Practical Theology (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Nancy Pineda-Madrid

TH 697 History of the Liturgical Movement (Spring: 3)

This seminar will explore the evolution of the Liturgical Movement from its European roots in the late nineteenth and early twentieth centuries to its expansion in North and South America during the 1920s and 30s paving the way for the liturgical renewal of the Second Vatican Council. The seminar will focus largely upon the U.S. movement, its link to Catholic Workers and other social activists in the years of the Great Depression, and the significant role played by Catholic laity in pioneering the liturgical renewal.

Keith F. Pecklers, S.J.

TH 717 Education of Christians: Past, Present, and Future (Spring: 3)

Cross Listed with ED 635

Offered Periodically

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Groome

TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)

Meets six times per semester. Required for new M.A. and M.Ed. students who study during the academic year. 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.

The Department

TH 731 Research and Writing in Pastoral Theology (Spring: 1)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Lucretia Yaghjian

TH 739 Christology (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Paul Ritt

TH 741 The Cappadocians (Fall: 3)

Prerequisite: Graduate students only.

Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.

Introduction to the lives and teachings of Basil of Caesarea (ca. 330-379), Gregory of Nazianzus (ca. 329-389), and Gregory of Nyssa (ca. 330-395). Selected readings in English to illustrate their understanding of theology within its historical context.

Margaret Schatkin

TH 743 Eucharist and Ministry: An Ecumenical Proposal (Spring: 3)

This course explores how, within the theological tradition of Catholicism, we might arrive at a mutual recognition of one another's Eucharist and Ministry. It will examine the development of Church Order over the first century in the life of the Christian community, the criteria for good faith and orthodoxy in the practice of Christian churches, and the difference of understanding of Eucharist and Ministry between the Catholic and post-Reformation churches.

Raymond Helmick, S.J.

TH 748 Grace and Freedom (Fall: 3)

We will concentrate on the development of the theology of grace, and concentrate a good deal on Lonergan's *Grace and Freedom* in the Thought of Thomas Aquinas.

Frederick Lawrence

TH 785 Theology, Spirituality, and the Body (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Colleen Griffith

TH 791 Twentieth Century Spiritual Classics (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, Johannes Baptist Metz and Martin Buber.

Colleen Griffith

TH 796 Catholic Systematic Theology II: Theology of von Balthasar (Spring: 3)

Systematic Theology seeks to develop deeper insight into the salvific meaning and truth of the Christian faith. It explores that faith as an organic whole, treating the full range of the Christian mysteries, their inner coherence and harmony. This year the course will focus on von Balthasar's theology. *The Glory of the Lord*, vol one, *A Theology of History* and selected essays serve as the basis for seminar presentation and discussion.

Robert Imbelli, S.J.

TH 801 Thesis Seminar (Fall/Spring: 3)

By arrangement.

The Department

TH 802 Augustine of Hippo: Homilies and Exegesis (Spring: 3)

Offered Periodically

After examining briefly instances of philosophically informed oratory in the Greco-Roman world, this seminar focuses upon Augustine of Hippo's reflections on Christian rhetoric and his actual practice of it. Several theoretical treatises from different periods of his life as well as an extensive number of his sermons will be read. Such an inquiry will illumine how early Christians used scripture and assess the value of Augustine's—not yet widely read—sermons for theology.

Paul Kolbet

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 Groome***TH 827 Introduction to the New Testament (Spring: 3)**

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.

*PHEME PERKINS***TH 835 Psychology of Religious Development (Fall: 3)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*John J. Shea, OSA***TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Fall: 3)**

Cross Listed with SW 830

Required for students in the dual M.A./M.S.W. 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.

*John Shea***TH 841 Modern Ecumenical Consensus Statements (Spring: 3)**

Since the 1960s Christian theologians have been engaged internationally and nationally in a variety of bilateral and multilateral official dialogues to understand the origins of disunity and divergences in the churches. This graduate seminar studies the methodology, themes, conclusions, and recommendations of a number of published agreed statements that touch on the doctrinal nature of the church, sacraments, authority, and moral dilemmas.

*Michael A. Fahey, S.J.***TH 880 Psychotherapy and Spirituality (Fall: 3)***Prerequisite:* Permission of instructor.**Offered Periodically**

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.

*John McDargh***TH 884 Vatican II and the Roots of Modern Catholicism (Spring: 3)**

This course will analyze the changes in Catholicism from the era of Modernism to the present. The first half of the course will deal with the major Catholic theological reflections that led to the renovations associated with Vatican II. The second half of the course will explicate how the Catholic Church has engaged the post-conciliar world in such arenas as those focused on sexual/gender issues and human rights.

*Donald Dietrich***TH 888 Interim Study (Fall/Spring: 0)****IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

*The Department***TH 890 Ethics of Aquinas II (Spring: 3)***Prerequisite:* One graduate course concentrating on the work of Thomas Aquinas.Graduate introduction to the moral thought of St. Thomas Aquinas. Twofold aim: to learn to read Thomas' ethics more adequately, and to gain some basic knowledge of the most fundamental problems, methods, kinds of evidence, and convictions that characterize his ethics. Substantively, our focus will be on Thomas' understanding of the purpose of human life, the will, law, and the virtues. Examines carefully various selected texts from Thomas' major work, the *Summa theologiae*. Special attention to the use of key sources in Thomas' ethics, including Aristotle, Augustine, and Sacred Scripture.*Stephen J. Pope***TH 899 Readings and Research (Fall/Spring: 3)**

The professor's written consent, on a form obtained from the department, must be secured prior to registration.

By arrangement.

*The Department***TH 926 Death and Dying: Pastoral, Psychological, and Theological Perspectives I (Fall: 1)**

Offered Periodically

Weekend Course

September 22-23, 2006

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail Only.

Students must register for all three weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Catherine O'Connor, CSB***TH 927 Death and Dying: Pastoral, Psychological, and Theological Perspectives II (Fall: 1)**

Offered Periodically

IREPM Weekend Course.

October 13 & 14, 2006

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail Only.

Students Must register for all three weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

*Catherine O'Connor, CSB***TH 928 Death and Dying: Pastoral, Psychological and Theological Perspectives III (Fall: 1)**

Offered Periodically

IREPM Weekend Course.

November 10-11, 2006

Friday 4:00 to 9:00 p.m., Saturday 9:00 a.m. to 3:00 p.m.

Pass/Fail only.

Students must register for all 3 weekends.

See course description under the Institute of Religious Education and Pastoral Ministry.

Catherine O'Connor, CSB

TH 941 Schleiermacher (Spring: 3)

Enrollment limited to twelve. Knowledge of German is essential.

An intensive seminar devoted to close reading of important theological, methodological, and philosophical writings of Friedrich Schleiermacher, including most or all of the following: the *Speeches on Religion (Brief Outline of the Study of Theology)*, the *Christmas Eve* dialogue, and the *Glaubenslehre (The Christian Faith)*.

Charles C. Hefling

Michael Himes

TH 969 Suffering, Solidarity, and the Cross (Fall: 3)

This course understands massive public or social suffering as an outcome of social oppression or social sin. Nearly each decade of the previous century witnessed instances of ethnic or racial killing, the attempted extermination of the Armenians, the Romani peoples, the Jews, the Tutsis. But protracted and pervasive state participation in structuring social and racial discrimination and containment remind us that social oppression cannot be labeled as rare and extreme. The course aims to raise practical-political theological and ethical questions, while developing responses rooted in Christian hope.

M. Shawn Copeland

TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)

By arrangement.

The Department

TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)

IREPM course

See course description under the Institute of Religious Education and Pastoral Ministry.

John Shea, OSA

TH 990 First Year Graduate Colloquium (Spring: 3)

Prerequisite: Limited to first year Ph.D. students.

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.

Mary Ann Hinsdale, IHM

TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

John Shea, OSA

TH 994 Education and Ministry for Justice (Spring: 3)

IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.

Theresa O'Keefe

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: 1)

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

The Department

University Courses

Contacts

Undergraduate Program Description

University Capstone Courses

For up-to-date information on Capstone, including the best way to register, please see the Capstone Website at www.bc.edu/capstone/

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

Special features of the course:

- Faculty from various departments
 - Each section limited to 15-20
 - Class meetings held in leisurely, informal settings
 - Innovative teaching methods
 - Interdisciplinary reading
 - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary; you may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. 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 010 Perspectives on Management (Spring: 3)

Cross Listed with MM 010

This course provides sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas.

Peter Bell

John Clavin

UN 104-105 Modernism and the Arts I/Perspectives II (Fall: 3)

Satisfies Arts Core Requirement

This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

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.

The Department

UN 106-107 Modernism and the Arts II/Perspectives II (Spring: 3)

Satisfies Arts Core Requirement

A two-semester sequence (UN 104-105 and UN 106-107). Total of 6 credits each term.

See course description under UN 104.

The Department

UN 109-110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

This two-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Science Core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 111-112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)

A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See course description under UN 109.

The Department

UN 119-120 New Scientific Visions I/Perspectives IV (Fall: 3)

Satisfies Mathematics Core Requirement

This two-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the three-credit Mathematics Core and 3-credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual

question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

The Department

UN 121-122 New Scientific Visions II/Perspectives IV (Spring: 3)

Satisfies Mathematics Core Requirement

A two-semester sequence (UN 119-120 and UN 121-122). Total of 6 credits each term.

See course description under UN 119.

The Department

UN 145 Cornerstone Advisement Seminar (Fall: 1)

Offered in the fall semester only. Limited to 14.

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising. The course encourages students to reflect on their academic and personal goals and gives them tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshal evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community.

The Department

UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)

Cross Listed with TH 342

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.

Richard Nielsen

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)

This will be an interactive three-credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this university as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue. This seminar will serve as a fifth course during your first semester. It will be an introduction to college life.

The Department

UN 250 Internship (Fall/Spring: 1)

John J. Burns

UN 251 Mock Trial Practicum (Fall: 1)

John J. Burns

Robert C. Moran

Mark C. O'Connor

James P. Dowden

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. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues. Students completing the course ought to do so with a better and fuller understanding of what it means to live a balanced life.

Robert F. Capalbo

UN 506 Planning for Success and Failure (Fall: 3)

Cross Listed with EN 622

"Where do we come from? What are we? Where are we going?" (Gauguin). This course is a chance for a concluding meditation on what faces us beyond the campus. Relationships and private spaces, love and failure, work and a life in process, will be explored in various works of literature.

Dennis Taylor

UN 513 Capstone: Ways of Knowing (Spring: 3)

Cross Listed with EN 627

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity, on the level of nation and culture and on a personal level, in literary and historical texts, films and photographs, and public memorials. We reflect on and create memory texts of various kinds, explore the influence of personal, social, and historical experiences on the construction of memory, observe the languages available for the expression of memory, and seek through writing and discussion to discern ways in which the process of remembering can unfold toward the future.

Carol Hurd Green

UN 521 Capstone: Science and Religion: Contemporary Issues (Spring: 3)

Cross Listed with BI 214

Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? Course will explore this question by examining the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). Origin of the universe and the origin and evolution of life on earth will be explored. Influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered. Participants will be encouraged to consider how religious and scientific ways of thinking have influenced their own lives.

Donald J. Plocke, S.J.

UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Cross Listed with TH 523

See course description in the Theology department.

John McDargh

UN 526 Capstone: Spirituality, Science and Life (Spring: 3)

This seminar opens the door to the question: Who am I? Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience. Books, articles, and videos will provide the context for our discussions. Personal sharing, assignments, journal writing, and meditation will help us explore our inner landscapes and bring us closer to our authentic self. While this class experience is not meant to provide definitive answers to questions about life, it will provide the opportunity to begin this journey of exploration which is never ending.

Carol Chaia Halpern

UN 528 Capstone: Holistic Living (Fall: 3)

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.

Rachel E. Spector

UN 531 Capstone: Five Heroic Americans (Spring: 3)

Cross Listed with EN 628

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.

Robert Farrell, S.J.

UN 532 Capstone: Boston's College (Fall: 3)

Cross Listed with HS 241

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. 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.

John J. Burns

UN 536 Capstone: Voices of Wisdom (Spring: 3)

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom in selected readings and films. This 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 contemporary literature, the course will provide insight into the nature of wisdom, the development in life processes and events and the consequences of searching for wisdom.

Sr. Mary Daniel O'Keefe

UN 537 Capstone: Decisions For Life (Fall/Spring: 3)

This seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. It is organized around a series of topics chosen to explore spiritual, "relational," vocational, and communal aspects of our being. We will reflect back on the milestones that have brought us to where we are, ask whether our lives have deeper meaning because of our experiences at Boston College, and look ahead to future decisions and ask if there are opportunities for living that represent a "greater good."

John Boylan

UN 538 Capstone: Passages (Fall: 3)

Cross Listed with EN 630

In our passages through this enigmatic world we reflect on the truth of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story, and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, C.S. Lewis, Anne Bradstreet, and Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development, and joy in work.

Robert Farrell, S.J.

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)

Cross Listed with SC 305

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché on one hand, and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

Eve Spangler

UN 541 Capstone: Into the Woods (Spring: 3)

Cross Listed with EN 670

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the "woods of BC" with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

Bonnie Rudner

UN 544 Capstone: Vision Quest: A Multicultural Approach

(Spring: 3)

Cross Listed with EN 637

Satisfies Cultural Diversity Core Requirement

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter's Daughter*, and *Like Water for Chocolate*, and films *Thunderheart* and *The Whale Rider*.

Dorothy Miller

UN 546 Capstone: Journeys Mapping the Interior (Fall/Spring: 3)

Cross Listed with EN 646

Coming at a time when you find yourself at a crossroads in your life, a significant juncture where the challenge of choosing your future direction faces you with a steady stare, if not glare, this Capstone course offers a brief pause in the midst of life-shaping choices, a calm, still space where you may sort through the complex and often contradictory aspects of your life.

Connie Griffin

UN 549 Capstone: History and Memory (Fall: 3)

This is a Capstone course and it will help you reflect on your life/work for the past four years, and point toward life after Boston College. The topic of the course is history and memory. Individuals remember but communities and societies also remember. Memory preserves the past whether a personal past or a collective one and makes it available for present or future use. In this course we will read, think about, and discuss memory. Readings will include history, memoirs, and other first-person accounts. Discussion and writing assignments will engage issues of citizenship and community, vocation, spirituality and relationships.

Virginia Reinburg

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisites: Open only to senior students in FPJ Program. Permission of director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

Graduate Course Offerings**UN 443 Psychoanalytic Case Conceptualization (Spring: 3)**

Cross Listed with PY 443

Karen Weisgerber

UN 879 Introduction to Psychoanalysis (Fall: 3)

Cross Listed with PY 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

W.W. Meissner, S.J.

Carolyn A. and Peter S. Lynch School of Education

INTRODUCTION

The Lynch School offers undergraduate and graduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. For example, “Teachers for a New Era,” a landmark initiative undertaken by the Carnegie Corporation to strengthen K-12 teaching, supports state-of-the-art schools of education that are focused on evidence-driven teacher education programs. The initiative is expected to directly influence public policy leaders concerned with the quality of the nation’s teachers. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country’s best-known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are

designed to prepare students to meet state requirements for teacher licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of fifth year programs available for academically superior students through which the bachelor’s and the master’s degree can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering Lynch School undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. All programs lead to a Bachelor of Arts degree.

Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24 courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 217/EN 209, CL 280, EN 080-084, GM 063, RL 300), PY 030 and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor’s degree requires the completion, with satisfactory cumulative average (at least 1.667) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student’s program in the Lynch School. These majors must have the approval of the Associate Dean (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, an interdisciplinary minor or major, or a second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Associate Dean (Campion 104/106) before the end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form, an application for admission to a Teacher Education Program, and a current transcript to the Associate Dean (104/106). That office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of Major form and submit a current transcript.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Practicum Experiences and Teacher Induction, Campion 135, only for eligible students enrolled in programs in the Lynch School. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Elementary and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-per-week experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching competencies required by the Massachusetts Department of Education. Student teachers must demonstrate the following competencies during their practicum experience: knowledge, communications, instructional practice, problem solving, evaluation, equity, and professionalism.

The full practicum must be completed by all students seeking licensure. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Practicum Experiences and Teacher Induction. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and 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 Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

Human Development Field Practica

Human Development students should consult the Human Development Handbook for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the Foreign Study Programs described in the *University Policies and Procedures* section.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 135, Chestnut Hill, MA, 02467-3804.

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment.

MAJORS IN EDUCATION

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for advanced provisional teacher licensure of the Massachusetts Department of Education. Also, licensure in other states is facilitated through the Lynch School's accreditation by the Interstate Licensure Compact (ICC). Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure. All students are urged to consult with the Office of Professional Practicum Experiences or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers three minors for Education majors: Special Education, Middle School Mathematics Teaching, and Human Resources Management.

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the Minors in the Lynch School section.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section.

The minor in Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The Teaching English Language Learners (TELL) concentration is open to Elementary and Secondary Education majors. See the Minors in the Lynch School section for more information.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 8-12. The major in Secondary Education will benefit those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work.

Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, French, Spanish, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year.

MAJOR IN HUMAN DEVELOPMENT

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in Arts and Sciences,
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in Arts and Sciences, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six and Core courses may be included. The minor in Special Education is an excellent option as a second minor, for Human Development majors interested in special needs settings. The minor in Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

A handbook for Human Development majors is available on the Lynch School website. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include 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 six Core courses and three foci or concentrations: human services; organizational studies—human resources, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in Arts and Sciences, a major or an interdisciplinary minor in Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Arts and Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors.

Note: Secondary Education students can not become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

Mathematics/Computer Science

Recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

Human Development

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, and public and private organizations, including business.

American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

General Science

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: biology, chemistry, physics, and geology.

Note: Secondary Education students can not become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

MINORS IN THE LYNCH SCHOOL

Minors for Lynch School Students

All Lynch School majors may minor in Special Education, as well as any Arts & Sciences discipline. A minor consist of six 3-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Human Resource Management. Further information on these minors is below.

Minor in Special Education

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required Arts and Sciences minor.) Interested students must complete a Declaration of Major form and submit it to the Associate Dean (Campion 104/106). While the minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities).

The minor in Special Education is not available to students outside of the Lynch School.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Dean (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

Minor in Human Resources Management

The minor in Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Human Resource Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA.

This minor is limited to 15 students per year. Students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

Teaching English Language Learners (TELL) Certification

The Lynch School offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners.

Minors for College of Arts and Sciences Majors

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors is below.

Minor in Secondary Education

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, or Latin and Classical Studies in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible College of Arts and Sciences undergraduate students only). This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Please note: Arts and Sciences students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

Students must complete 32 courses in the College of Arts and Sciences. Applications for the Secondary Education minor must be submitted to the Associate Dean (Campion 104/106).

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.)

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Human Development for Carroll School Majors or General Education. More information on these minors is below.

Minor in Human Development

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organization Studies. Applications should be submitted no later than September of a student's junior year.

Minor in General Education

All Carroll School of Management majors (as well as all Connell School of Nursing, and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Connell School of Nursing Majors

All Connell School of Nursing majors may minor in General Education. More information about this minor is below.

Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.)

FIFTH YEAR 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 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:

- Early Childhood, Elementary, or Secondary Teaching
- Teacher of Students with Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Severe Special Needs
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office of Graduate Admissions, Campion 103, during the spring semester of their junior year. Without proper advisement, and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

LYNCH SCHOOL GRADUATE PROGRAMS

Introduction

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

Policies and Procedures

Admission

Information about admission is available on the Lynch School website at <http://www.bc.edu/lynchschool/>. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail lsadmissions@bc.edu.

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as Non-Degree Students. Consult the Lynch School admissions website for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of \$200.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year or for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing from the Office of Graduate Admissions and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of \$200.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application that can be downloaded from the Lynch School website at <http://www.bc.edu/lynchschool/>. Prospective students may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or e-mail lsadmissions@bc.edu. All internation-

al student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 80 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website (www.bc.edu/schools/lsoe/admission/). Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires that all applicants to doctoral programs take the Graduate Record Examination (GRE).

Non-Degree Status

Students not seeking a degree but interested in pursuing course work at the graduate level may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose non-degree status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of acquiring professional development points or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions homepage and is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size.

Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures section of this catalog. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans and work-study. Some of

these resources can be obtained directly from Boston College; others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Services Office administers only Federal programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures section of this catalog.

While most universities primarily fund doctoral students, there is a limited amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with disadvantaged children, youth, and families.

Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial aid to a select few of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of \$10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At the completion of the expected years of service, the entire amount due shall be canceled with no payment due.

The *Bank of America Award* was created to support the teacher education program of a select number of academically talented students from groups underrepresented in the profession and in academic areas, such as mathematics and the sciences, where there are critical shortages of qualified teachers. In 2005-06, the award supported fifteen students with a combination of scholarship and loan forgiveness of approximately \$20,000.00 each to support tuition and living expenses.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the *Donovan Urban Teaching Scholars Program*. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

Dean's Awards are tuition scholarships of varying amounts given to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity.

The *Graduate Alumni Award* was established by graduate alumni of the Lynch School to provide significant support to an incoming student with outstanding academic achievement who shows particularly great promise in the field of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Doctoral Minority Fellowships* are renewable for up to five years of support, and carry full tuition scholarships of 18 credits per year and stipends of approximately \$17,500.

The *Catholic Educator Award* is a tuition scholarship award associated with the dual degree program in Educational Administration and Pastoral Ministry. It is intended to support students preparing for careers in Catholic education.

The *William and Mary Lam Graduate Student Scholarship* is given to a Chinese student who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship. The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the *Severe Disabilities Program*. Further funding is available to students who wish to receive an additional endorsement in educating students who are deaf-blind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the Severe Disabilities Program with additional coursework in deaf-blindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

Title III Teaching English Language Learners Scholarships are provided by the Lynch School Title III Project through the Office of English Language Acquisition of the U.S. Department of Education. Full-time graduate students enrolled in the TELL concentration who are pursuing TELL certification as an additional certification are eligible for nine tuition credits for the academic year as well as paid internships to work with classroom teachers in partner schools.

Graduate assistantships are a combination of tuition scholarship and stipend in varying amounts. A listing of assistantships is produced annually by the Office of Graduate Admission and the Murray Graduate Student Center. Students submit resumes and letters of interest to the office or individual holding the assistantship opportunity.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC), a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. The Office of Professional Practicum Experiences and Teacher Induction, Campion 135, 617-552-4206, can help with most teacher, administrator, and school counselor licensure questions.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Counseling Psychology students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 135, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804.

Degree Programs

The Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ph.D., and Ed.D. degrees. Graduate programs serve a dual purpose: **research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a

significant subject in a dissertation based upon original research. Doctoral studies are supervised by the Associate Dean. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Educational Administration (K-12)
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of Studies must be filed with the student's advisor and the Office of the Associate Dean. Programs of Study for all programs are available on the Lynch School's website at <http://www.bc.edu/lynchschoo/>.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at http://www.bc.edu/bc_org/avp/soe/p&cp/grad_p&p/doctoral/default.html.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Administration and Curriculum and Instruction, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university.

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
- Professional Licensure
- Educational Administration
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-9 and Grades 5-12, Students with Severe and Multiple Disabilities.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level who want to earn an addition-

al area of expertise and/or licensure. These degrees are coordinated with the appropriate College of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, English, French, geology (earth science), history, Latin and classical humanities, mathematics, 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 Associate Dean, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean in Campion 104/106.

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available on the Lynch School website: http://www.bc.edu/bc_org/avp/soe/default.html. They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed with the Associate Dean in Campion 104/106.

Fifth Year Programs

Academically superior students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please refer to the Fifth Year Program description in the section of this Catalog covering Lynch School undergraduate programs.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the *About Boston College* section of this catalog.

Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor with special consideration given to each student's career goals and licensure requirements. Carnegie Corporation of New York and other funders are now undertaking an ambitious reform initiative,

Teachers for a New Era, to stimulate construction of excellent teacher education programs at selected colleges and universities, including Boston College's Lynch School of Education.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

The Teaching English Language Learners (TELL, formerly ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English Language Learners. This is an appropriate concentration for students applying for certification programs in early childhood, elementary, secondary education, or reading. It is also an appropriate concentration for certified teachers in these areas who are pursuing a master's degree in Curriculum & Instruction. The concentration is comprised of three additional courses and a field experience (which can be fulfilled through the pre-practicum requirement).

Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, French & Spanish, Latin, and Classical Humanities
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K-9, 5-12)
- Specialist Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the initial licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 135). The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may not approve a student for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are April 15 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competency in these five standards during their practicum experience: content knowledge, instructional practice, evaluation, equity, and professionalism.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to many schools requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* and the *12 Credit Program Leading to Professional Licensure*.

The *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), and Spanish (8-12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a Master's Degree licensing program. This program is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), English (8-12), French (8-12), History (8-12), Mathematics (8-12), and Spanish (8-12).

Each program requires 2 approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and 2 approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chair of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate; and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an initial license in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum and Instruction

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: January 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year—January 1 for a summer or fall deadline. Applicants must meet the priority deadline to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching below.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & Instruction is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynchschoo/>, or email lsadmissions@bc.edu.

Programs in Teacher Education/Special Education and Curriculum & Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-3. Students can enter the program without teaching licensure (selecting Advanced Provisional Master's Program). Prerequisite for either program is a college degree with an Arts 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 licensure eligibility.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and classical humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Graduate Admissions Office (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T. applicants file only one application to the Lynch School. The Graduate Admissions Office coordinates the admissions process with the School of Graduate Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is normally required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum & Instruction

The master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Courses of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally handicapped. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become certified in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL) Certificate

The Lynch School of Education offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, moderate special needs, and others). This program is designed to prepare mainstream teachers to work with bilingual learners/ English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners. Courses include ED 346 Teaching Bilingual Students (ele-

mentary or secondary education section), ED 621 Bilingualism, Second Language and Literacy Development, and workshops leading to certification as a Certified MELA-O Administrator offered as a free non-credit 10-hour training over two Saturday sessions. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Professor Brisk, brisk@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to a M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum & Instruction, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Curriculum & Instruction

The doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

Department of Educational Administration and Higher Education

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Administration

Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs

Students in Educational Administration may seek state administrative licensure as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Professional Practicum Experiences. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

Application Deadlines for Programs in Educational Administration

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is January 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission. The deadline for the PSAP/MESPA program, the Lynch School's part-time Ed.D. program for practicing administrators, is March 1.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynch-school/> or email us at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's

program in educational leadership. Most students admitted to the master's program have teaching experience, but little or no prior graduate study in educational administration. To be *licensed*, one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Administration, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Educational Administration

The doctoral program in Educational Administration prepares students for senior level administrative and policy positions in 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.

Doctoral students may seek state licensure for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five or six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

Doctoral Program (Ed.D.) in Educational Administration

The Lynch School, in cooperation with the Massachusetts Elementary School Principals Association (MESPA), offers a three-year program for practicing school administrators, leading to the Ed.D. degree. The Practicing School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Faculty members for PSAP are drawn from the Lynch School and from among MESPA's consultants and practitioners. More information is available from the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Programs in Higher Education

Application Deadlines for Programs in Higher Education

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at <http://www.bc.edu/lynchschoo/> or email lsadmissions@bc.edu.

Master of Arts (M.A.) in Higher Education

The master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Higher education policy and finance
- Organizational culture and change

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with their advisors to complete a program of studies. Master's and doctoral students must file their program of studies with their advisors.

Programs in Counseling Psychology

Programs in Counseling Psychology have as a mission the preparation of counselors at the master's level and counseling psychologists at the

Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior; human development; counseling strategies for individuals, groups, and families; career development; multicultural counseling; and, psychological testing. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Application Deadlines for Programs in Counseling Psychology

The deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 15 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may download the application from the Lynch School website at <http://www.bc.edu/lynchschooll/> or email lsadmissions@bc.edu.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. It is required that persons selecting the Mental Health Counselor sequence enroll in two classes during the first Summer Session. Students may elect to take additional classes during Summer Session II to ease their course load during the academic year.

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, part-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 (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 expect-

ed 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) and the Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion

in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica for students entering with a relevant master's degree in counseling or another related helping profession. For students entering without the master's degree, the program takes five to six years. Other departmental requirements for the Ph.D. include a year of full-time internship and successful defense of a dissertation.

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 or Early Childhood Specialist and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood teacher education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

Application Deadlines for Programs in Applied Developmental and Educational Psychology

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynch-school/> or email at lsadmissions@bc.edu.

Master's Programs (M.A.) in Developmental and Educational Psychology

Developmental and Educational Psychology (M.A.) Option

This option focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. This option does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs. Students work closely with a faculty advisor to design a program of study that should be completed in the first semester of matriculation.

Early Childhood Specialist (M.A.)

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This program does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty is committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and, the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Application Deadlines for Programs in Educational Research, Measurement, and Evaluation

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

Note: In some cases, applications are considered beyond the deadline. Call the Graduate Admissions Office at 617-552-2292 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at <http://www.bc.edu/lynch-school/> or email at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

This program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation,

design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of 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. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, Carroll School of Management, and Institute for Religious Education and Pastoral Ministry.

Dual Degree Programs-Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate in the Lynch School at least one semester.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

Dual Degree Program-Management and Higher Education (M.B.A./M.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

Dual Degree Program-Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the Institute of Religious Education and Pastoral Ministry (IREPM) and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the IREPM. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

Dual Degree Program-Pastoral Ministry and Educational Administration (M.A./M.Ed.)

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Administration allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in counseling and the Institute of Religious Education and Pastoral Ministry (IREPM).

The deadline for application to the M.Ed. program in Educational Administration is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

Lynch School Graduate Programs, Summary of Program and Degree Offerings

Department of Teacher Education/Special Education and Curriculum & Instruction

Early Childhood Education: M.Ed.

Elementary Education: M.Ed.

Secondary Education: M.Ed., M.A.T., M.S.T.

Reading /Literacy Teaching: M.Ed., C.A.E.S.

Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.

Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.

Special Education (Students with Severe Special Needs): M.Ed.

Department of Educational Administration and Higher Education

Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.

Higher Education: M.A., Ph.D.

Department of Counseling, Developmental and Educational Psychology

Counseling Psychology: M.A., Ph.D.

Applied Developmental and Educational Psychology: M.A., Ph.D.

Early Childhood Specialist: M.A.

Department of Educational Research, Measurement and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum & Instruction/Law: M.Ed./J.D.

Educational Administration/Law: M.Ed./J.D.

Educational Administration/Pastoral Ministry: M.Ed./M.A.

Higher Education/Law: M.A./J.D.

Higher Education/Management: M.A./M.B.A.

Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

Edward J. Power, *Professor Emeritus*; B.A., St. John's University; M.S., Ph.D., University of Notre Dame

John Savage, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

John Travers, *Professor Emeritus*; B.S., M.Ed., Ed.D., Boston College

Mary Griffin, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

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

Irwin Blumer, *Research Professor and Chairperson*; B.S., M.A., Northeastern University; D.Ed., Boston College

David Blustein, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Maria 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, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

Curt Dudley-Marling, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

Walter M. Haney, *Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Andrew Hargreaves, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds

Penny Hauser-Cram, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Janet Helms, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

George T. Ladd, *Professor*; B.S., State University College at Oswego; 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

Joan Lucariello, *Professor*; B.A., Manhattanville College; Ph.D., University of New York

Larry Ludlow, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor*; B.A., Hollins College; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor*; B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ina Mullis, *Professor*; B.A., Ph.D., University of Colorado

Joseph M. O'Keefe, S.J., *Professor and Dean*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Gerald J. Pine, *Professor*; A.B., M.Ed., Boston College; Ph.D., Boston University

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

Dennis Shirley, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

Robert Starratt, *Professor*; B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois

Mary E. Walsh, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Elizabeth Twomey, *Adjunct Professor*; B.A., Emmanuel College; M.Ed., Salem State College; Ed.D., Boston College

Lillie Albert, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois, Urbana

Karen Arnold, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Rebekah Levine Coley, *Associate Professor*; B.A., Brandeis University; Ph.D., University of Michigan

Audrey Friedman, *Associate Professor and Chairperson*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Lisa Goodman, *Associate Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Belle Liang, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University

Ana M. Martínez Alemán, *Associate Professor*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

Patrick McQuillan, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

Alec F. Peck, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College

Michael Russell, *Associate Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College

David Scanlon, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

Michael Schiro, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

EDUCATION

Elizabeth Sparks, *Associate Professor and Chairperson*; 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

G. Michael Barnett, *Assistant Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

Damien Betebenner, *Assistant Professor*; B.A., M.S., Ph.D., University of Wyoming; Ph.D., University of Colorado

Susan Bruce, *Assistant Professor*; A.A., B.A., M.A., Ph.D., Michigan State University

Sean P. Buckley, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., SUNY Stony Brook

Eric Dearing, *Assistant Professor*; Ph.D., University of New Hampshire

Kevin Duffy, *Assistant Professor*; B.A., Cathedral College; M.S., Fordham University; Ph.D., Boston College

Janice Jackson, *Assistant Professor*; B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D., Harvard University

Katherine McNeill, *Assistant Professor*; B.A., Brown University; M.S., University of Michigan; Ph.D. (candidate) University of Michigan

Guelda Nicolas, *Assistant Professor*; B.A., Rutgers, State University of New Jersey; M.A., Fairleigh Dickinson University; Ph.D., Boston University

Mariela Paez, *Assistant Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Patrick Proctor, *Assistant Professor*; Ed.D., Harvard University

Claudia Rinaldi, *Assistant Professor*; B.A., M.S.Ed., Ph.D., University of Miami

Lisa Patel Stevens, *Assistant Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

Marina Vasilyeva, *Assistant Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Michele Montavon, *Adjunct Assistant Professor*; B.S., St. Xavier College; M.P.H., Johns Hopkins University; C.A.E.S., Harvard University; Ed.D., Teachers College, Columbia University

Robert Romano, *Adjunct Assistant Professor*; B.A., M.A., St. Joseph's College; M.S., Siena College; Ed.D., Boston 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)

Satisfies Social Sciences Core Requirement

First part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Students discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

The Department

PY 031 Family, School, and Society (Spring: 3)

Prerequisite: PY 030

Satisfies Cultural Diversity Core Requirement

Satisfies Social Sciences Core Requirement

Second part of a two-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning ("readiness" to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

The Department

ED 039 Learning and Curriculum in the Elementary School

(Fall/Spring: 3)

Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

Janice Jackson

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

Jackie Lerner

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the

Individuals With Disabilities Education Act (IDEA). Assists future teachers understand the process of designing and implementing an Individualized Educational Plan (IEP).

Richard Jackson

Claudia Rinaldi

David Scanlon

ED 060 Classroom Assessment (Fall/Spring: 3)

Stresses the assessment concerns of classroom teachers. Presents the roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation.

The Department

ED 100 Professional Development Seminar for Freshmen (Fall: 1)

Designed as a continuation of orientation. Mandatory for all freshmen.

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

John Cawthorne

ED 101 Teaching Language Arts (Fall/Spring: 3)

Corequisite: ED108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

Curt Dudley-Marling

Deborah Samuels-Peretz

ED 104 Teaching Reading (Fall/Spring: 3)

Corequisite: ED 039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

Curt Dudley-Marling

Lisa Patel Stevens

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)

Corequisite: ED109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials,

developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

Patrick McQuillan

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

Presents methods and materials useful in teaching mathematics to elementary school children and different ways in which technology can be used in the elementary school classroom. Considers the teaching of mathematics and use of technology from both theoretical and practical perspectives. Includes a laboratory experience each week.

Lillie Albert

Michael Schiro

ED 109 Teaching About the Natural World (Fall/Spring: 3)

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both inside and outside 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.

G. Michael Barnett

**PY 114 Teaching Process and Content in Early Education (Spring: 3)
Cross Listed with ED 316**

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.

Mariela Paez

ED 128 Computer Applications for Educators (Spring: 3)

Corequisite: ED 628

This is not a course in computer programming.

The technology which is often available in contemporary classrooms affords opportunities for reaching more students in relevant ways. This course covers fundamental knowledge and skills needed by teachers who wish to use that technology, and affords students opportunities to develop their expertise in mainstream and emerging educational technologies. This course includes presentations on hardware (e.g., computers, scanners, digital cameras, video cameras) and software (e.g., interactive, web, productivity) and discussion of how these integrate into classroom instruction. Substantial hands-on project time is provided.

Alec Peck

ED/PY 147 Early Childhood Development and Learning (Fall: 3)

This course focuses on the development and learning of children (birth-8 years), emphasizing an in-depth understanding of children's developmental stages and implementing developmentally appropriate practices. Topics address history and background of early childhood education, observation and assessment, cognitive development, language development, guidance strategies and classroom management, diversity and the role of culture and family involvement in early childhood. Students will apply their understanding of young children to a learning environment, learn about multiple observation techniques,

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and apply various theoretical perspectives to teaching and learning. This course is highly recommended for elementary educators and human development majors.

Mariela Paez

ED 151 Pre-Practicum for Lynch School Students (Fall/Spring: 1)

Corequisites: ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

The Department

PY 152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to various fields within human and community service. Students volunteer for 8-10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.

Maria DeJesus

ED/PY 198 Readings and Research (Fall/Spring: 3)

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at http://www.bc.edu/bc_org/avp/soe/p&cp/grad_p&cp/doctoral/forms/independent_study.pdf.

John Cawthorne

ED/PY 199 Independent Study/ Internship Experience (Fall/Spring: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at http://www.bc.edu/bc_org/avp/soe/p&cp/grad_p&cp/doctoral/forms/independent_study.pdf.

John Cawthorne

ED 201 Classroom Management: Children With Special Needs (Fall: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

ED 203 Philosophy of Education (Spring: 3)

Cross Listed with ED 403

In this course students will explore different philosophies of human flourishing, dilemmas in contemporary education, and a historical case study. Throughout the course, students will learn about what

kinds of philosophical commitments can help educators to resist oppressive mandates and to realize their ethical values in truly difficult historical situations.

Dennis Shirley

ED 208 Educational Strategies: Children with Special Needs (Spring: 3)

This course provides instruction to preservice teachers interested in learning more about instruction, curriculum, and teaching children with special needs with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

Claudia Rinaldi

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught onsite and in conjunction with secondary education teacher candidates' first prepracticum experience. This course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.

Robin Hennessy

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

The Department

PY 230 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PY 242

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

The Department

ED 231 Senior Inquiry Seminar (Fall/Spring: 3)

This capstone seminar provides students with an opportunity to reflect systematically on classroom experiences and to research a ques-

tion that addresses pupil learning in their classrooms. Students identify a problem and design and conduct an inquiry project to explore the issue. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community. This is required for all teacher education majors.

The Department

PY 241 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: PY 242

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

The Department

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)

Prerequisites: PY 030, PY 031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

Robert Romano

PY 243 Counseling Theories (Fall/Spring: 3)

Prerequisites: PY 241, PY 242

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

Bernard O'Brien

PY 244 Adult Psychology (Fall/Spring: 3)

Prerequisites: PY 030, PY 031, PY 041, or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

The Department

PY 245 Advanced Practicum: Human Development (Fall/Spring: 3)

Cross Listed with PY 470

Open only to seniors majoring in Human Development

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to theories, research, and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.

The Department

PY 248 Gender Roles (Spring: 3)

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

The Department

ED 250 Practicum for Lynch School Students (Fall/Spring: 12)

Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisites: ED 231, ED 232, ED 233, ED 234, or ED 235

For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international schools, or non-school sites. Apply to the Office of 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: International/Out-of-State Program (Fall/Spring: 3)

Prerequisite: Department permission

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

Carol Pelletier

ED 269 Extended Practicum (Fall/Spring: 3)

For students who have advance approval to continue practica. Apply to the Office of Practicum Experiences and Teacher Induction.

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with Dr. Carol Pelletier.

Carol Pelletier

ED 274 Alcohol and Other Drugs (Fall/Spring: 3)

Deals with facts and myths about alcohol and other related drugs, sociocultural aspects of American drinking patterns, concept of alcoholism as an illness, and impact of alcoholism as a family illness on children and adolescents. Also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

Michele Montavon

ED 275 Human Sexuality (Fall: 3)

Explores individual and societal attitudes, beliefs, and values related to human sexuality. Class participants will examine the role of parents, teachers, and other adults in promoting healthy sexual development in children and adolescents. Current individual and societal issues relevant to human sexuality are explored.

Michele Montavon

PY 281 Child in Society (Spring: 3)

The course should be taken in the senior year. 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. (Note: This major is being phased out as of 2007). 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 290 Number Theory for Teachers (Fall: 3)

Cross Listed with MT 290

Focuses 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. Demonstrates 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.

Margaret Kenney

ED 291 Geometry for Teachers (Spring: 3)

Cross Listed with MT 291

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.

The Department

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett

ED 301 Secondary and Middle School History Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory,

pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.

Audrey Friedman

ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Cross Listed with RL 597

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 307 Teachers and Educational Reform (Spring: 3)

Graduate students by permission only.

Examines 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.

The Department

ED 316 Teaching Process and Content in Early Education (Spring: 3)

Cross Listed with PY 114

See course description under PY 114.

Mariela Paez

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical think-

ing; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring: 3)

Deals practically with instruction of teaching English Language Learners, Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

Annie Homza

PY 348 Culture, Community and Change (Spring: 3)

This course will discuss how human development is understood and enhanced through envisioning, enacting, and evaluating community-based programs aimed at the promotion of positive changes in the lives of individuals and families. It will discuss theoretical models that explain human development as deriving from systemic relationships between diverse individuals and their complex and changing cultural and ecological contexts. The course considers the role of outreach scholarship in building effective and sustainable community-based programs.

The Department

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences of children's literature, the appeal of children's literature, and the impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

Kelly Demers

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading, and research on following discussion about the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)

Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

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, finger-

spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)

Pre-practicum required (25 hours).

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

Susan Bruce

ED 398 Working with Families and Human Service Agencies (Fall: 3)

Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

Alec Peck

Graduate Course Offerings

ED 407 Secondary Curriculum and Instruction (Fall: 3)

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.

Gerald Pine

PY 417 Adult Psychology (Spring: 3)

This course examines development through the adult years. Students will examine such aspects of adult life as psychological needs, sex roles, family life, and aging. As a result of having successfully participated in this course, students will be able to describe the major theories of adult development; be familiar with the major studies that have examined adult development; and carry out one of the six primary research techniques most often used in this field.

The Department

PY 418 Applied Developmental Psychology: Emphasis on Child (Fall/Spring: 3)

This course will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the

children they work with are constructors of meaning. This course is designed for individuals beginning their professional development in education who plan to work with children.

Marina Vasilyeva

ED 420 Initial License Practicum (Fall/Spring: 6)

A semester-long provisional practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard licensure. 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.

Phillip DiMattia

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 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.

The Department

ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.

Michael Schiro

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical

framework for this course. Through an examination of historical milestones, landmark legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.

Richard Jackson

PY 440 Principles and Techniques of Counseling (Fall/Summer: 3) Open in the fall only to Counseling Psychology majors, and in the summer only to non-majors

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.

Sheilah Horton

PY 443 Psychoanalytic Case Conceptualization (Spring: 3)

Cross Listed with UN 443

This seminar investigates psychoanalytic theory through the context of the clinical encounter. Students will, through reading and case presentations, develop a facility in translating psychoanalytic theory into practice and in understanding their clinical cases through the lens of theory. The course emphasizes how theory becomes alive in therapy, how it guides action and understanding, and how it impacts listening. As such, clinical practice is explored as a creative encounter guided by analytic principles. Concepts such as the unconscious, defense, repetition, neurosis, transference, the holding environment, and others are emphasized.

The Department

PY 444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. To introduce students to major theories of personality in the field of psychology and how theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized in person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

James Mahalik

PY 445 Clinical Child Psychology (Fall: 3)

Preference in enrollment will be given to students in the School Counseling program.

Introduces the theory and research that provide the context for understanding the socio-emotional problems of children. Places particular emphasis on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Considers implications for clinical practice and work in school settings.

Maureen Kenny

PY 446 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theo-

ry as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

ED 447 Literacy and Assessment in the Secondary School
(Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.

The Department

PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)

This course will help students understand principles of learning and cognitive, linguistic, social and affective development as they apply to classroom practices. Students will focus on the acquisition of strategies that enable them to assess and understand how they and the adolescents they work with are constructors of meaning. Half of each semester is devoted to analysis of case studies. The course is designed for individuals beginning their professional development in education who plan to work with adolescents.

Rebekah Coley

PY 448 Career Development (Fall/Spring: 3)

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

David Blustein

ED 450 Foundations of Educational Administration (Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.

Elizabeth Twomey

ED 451 Human Resources Administration (Spring: 3)
Offered Biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

The Department

ED/PY 460 Interpretation and Evaluation of Research
(Fall/Spring/Summer: 3)

Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research.

The Department

ED/PY 462 Assessment and Test Construction (Fall: 3)

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Statewide testing programs are also examined.

Joseph Pedulla

PY 464 Intellectual Assessment (Fall: 3)

Offered Biennially

For doctoral students in Counseling Psychology, others by permission only

Critically analyses measures of intellectual functioning, with a focus on the Wechsler scales. Develops proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, addresses 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.

Maureen Kenny

PY 465 Psychological Testing (Fall/Spring: 3)

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will gain laboratory experience in administration, scoring, and interpretation of psychological tests.

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. The 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.

The Department

ED 467 Practical Aspects of Curriculum and Program Evaluation
(Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.

The Department

ED/PY 468 Introductory Statistics (Fall/Summer: 3)

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. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.

Damian Betebenner

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisites: 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.

Damian Betebenner

PY 470 Advanced Practicum: Human Development (Fall/Spring: 3)

Cross Listed with PY 245

The Department

ED 472 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)

Cross Listed with EN 717

Offered Biennially

Satisfies literary requirement in English and advanced content requirement in Teacher Education

Collaboratively-developed and taught course that explores major theories of literary criticism and investigates how classroom teachers can develop curriculum and instruction that apply these forms to analysis and discussion of text in the classroom. Students will read, discuss, and analyze six major works and examine ways of teaching and viewing texts through several critical theory lenses. Pedagogy also emphasizes culturally-relevant strategies for helping mainstream, special needs, and linguistically-different learners access understanding about theory and content. Additional readings address theories of literary criticism and theories of curriculum and instruction.

The Department

ED 473 Teaching Writing (Summer: 3)

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.

The Department

ED 492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.

The Department

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.

The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

The Department

PY 515 Interprofessional Collaboration: School/Community Services (Spring: 3)

Cross Listed with SW 801, ED 515

This course addresses a multidisciplinary approach to problem solving in education, human services, and health care. It examines, from a holistic/ecological perspective, the health, educational, psychological, and social issues that impact children and families, particularly those living in poverty. The course will emphasize collaboration amongst mental health care professionals, health care providers, and educators in addressing child and family issues. Students in education, psychology, social work, and nursing will share knowledge and strategies as together they address the complex issues confronting children and families.

The Department

PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.

David Blustein

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.

Michael Schiro

PY 528 Multicultural Issues (Spring/Summer: 3)

For students in Counseling Psychology. Other students by permission only

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases 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. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.

The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

PY 540 Issues in School Counseling (Fall: 3)**Restricted to students in the School Counseling program.**

This course traces the development of school counseling as a profession, and helps students understand the major functions of school counselors. Students gain an understanding of schools as dynamic organizations and learn to recognize and appreciate the intersection of family, school, culture, and community. Professional issues related to the practice of school counseling are examined, and recent innovations in the field are reviewed.

*The Department***ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)**

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child. Students will learn a variety of ways to meet the needs of linguistically and culturally diverse learners. They will recognize reading difficulties and learn ways to differentiate instruction for such readers.

*The Department***ED 543 Teaching Language Arts (Fall/Spring: 3)**

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

*Curt Dudley-Marling***ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall/Spring: 3)**

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

*G. Michael Barnett***PY 549 Psychopathology (Fall: 3)***Prerequisite:* PY 444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.

*Robert Romano**Elizabeth Sparks***ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)**

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon

course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.

*Eric Strauss***ED/PY 561 Evaluation and Public Policy (Fall: 3)***Prerequisite:* ED 466 or consent of instructor**Offered Biennially**

This course will examine the conceptual and practical aspects of evaluating social interventions.

*The Department***ED/PY 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)****Recommended:** ED/PY 462 and ED/PY 468

Examines measurement concepts and data collection procedures in the context of large-scale (i.e., district, state, national, and international) assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.

*The Department***ED 579 Educational Assessment of Learning Problems (Fall: 3)**

Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs. Not open to Special Students.

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress.

*Claudia Rinaldi***ED 587 Teaching and Learning Strategies (Spring/Summer: 3)***Prerequisite:* ED 579

Not open to non-degree students. ED 587.01 intended for general educators, and ED 587.02 for special educators

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop adaptations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

*David Scanlon***ED 592 Foundations of Language and Literacy Development (Spring: 3)**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisi-

tion, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

Curt Dudley-Marling

ED 593 Introduction to Speech and Language Disorders (Fall: 3)

Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)

Prerequisite: ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

Claudia Rinaldi

ED 610 Specialist License Practicum (Fall/Spring: 6)

Prerequisites: Approval by the Office of Practicum Experiences and Teacher Induction, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are selectively chosen from schools in the Greater Boston area and designated out-of-state or international settings. Apply to the Office of Practicum Experiences and Teacher Induction 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 among Early Learners (Spring: 3)

Focuses 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. Examines individual differences and the effects of special needs on learning and development, as well as program implications.

The Department

PY 615 Social and Affective Processes (Fall/Spring: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.

The Department

ED 617 The Principalship (Fall: 3)

Introduces students to the role and responsibilities of the principal. Helps students understand the traits that make one a successful

principal. Emphasis on the principal as leader, change agent, culture builder, instructional leader, and creator of core values. Students will explore the complexities of effective leadership in theoretical and practical terms.

Irwin Blumer

PY 617 Learning and Cognition (Spring: 3)

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.

The Department

ED 618 Finance and Facilities Management (Spring/Summer: 3) Offered Biennially

Provides 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)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.

Robert Starratt

ED 620 Practicum in Supervision (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.

Mariela Paez

ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 623 Practicum in Superintendency (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.

The Department

ED 626 Seminar in Educational Administration (Spring: 3)

Corequisites: ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.

Irwin Blumer

ED 628 Computer Applications for Educators (Spring: 3)

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

Alec Peck

ED/PY 633 Impact of Psychosocial Issues on Learning (Spring/Summer: 3)

Examines, from a holistic perspective, psychological and social issues that affect learning in children and adolescents. Discusses role of risk and protective factors in the development of vulnerability and resilience. Highlights collaboration of educators with professionals involved in addressing psychological and social issues.

Michele Montavon

The Department

PY 638 Issues in Short Term Counseling (Spring: 3)

This course is designed to introduce students to the techniques and issues related to the practice of short-term therapy. Special attention is given to current trends in health care delivery, including the managed care environment and how to adapt various models to this environment. Students will learn a number of coherent strategies to

treat a variety of presentations and populations in a short-term model. They will also gain an understanding of the complexities for providing quality mental health care in today's clinical settings.

The Department

PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring/Summer: 3)

Prerequisite: Permission of instructor. Advance sign up in Counseling Psychology office required.

Limited to 20 students.

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research.

The Department

PY 643 Practicum in School Counseling Pre-K-8 (Fall: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days per week at the school for the school year. The minimum hours of practicum are 600 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: 3)

Prerequisite: Permission of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system in both fall and spring semesters. Students typically spend three days a week at the school for the school year. The minimum hours of practicum are 600 in addition to the pre-practicum. Students enroll for 3-credit hours each semester.

The Department

PY 646 Internship—Counseling I (Fall: 3)

Prerequisite: Permission 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 Pre-practicum: Diversity and School Culture (Fall/Spring: 3)
Open only to School Counseling students**

A two-semester experience in schools. In semester one, students spend one-half day per week in a school with a diverse population. In semester two, students spend one day per week (minimum of 75 hours) in another school working under the supervision of a school counselor. The pre-practicum experience is processed each week in small group laboratory sections.

Sandra Morse

PY 649 Practicum in School Counseling Pre-K-8 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades pre-K-8

Continuation of PY 643.

The Department

PY 650 Practicum in School Counseling 5-12 (Spring: 3)

Prerequisite: Consent of Practicum Director, Dr. Sandra Morse

Open only to Counseling degree students seeking initial licensure in school guidance counseling grades 5-12

Continuation of PY 644.

The Department

ED 652 Practicum in Special Education Administration

(Fall/Spring: 3)

Corequisite: ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.

Elizabeth Twomey

ED 656 Administration of Local School Systems (Fall: 3)

Offered Biennially

Examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent provide effective leadership to a school system? What are the issues he or she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.

Irwin Blumer

ED/PY 667 General Linear Models (Fall: 3)

Prerequisite: ED/PY 469

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; missing data; transformations; 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 674 Teaching Mathematical Problem Solving in Grades 4-12

(Spring/Summer: 3)

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

Lillie Albert

ED 675 Consultation and Collaboration in Special Education

(Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with par-

ents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.

Alec Peck

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.

David Helm

ED/PY 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

Susan Bruce

ED 705 Education Law and Public Policy (Fall/Spring: 3)

Addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.

Diana Pullin

Salvatore Ricciardone

ED 708 Contemporary Issues in Higher Education (Spring: 3)

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as the following: 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 registration period.

Kevin Duffly

ED 709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.

Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum (Spring: 3)
Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.

Dennis Shirley

PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall: 3)
Restricted to doctoral students in Applied Developmental and Educational Psychology

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.

Rebekah Coley

ED 720 Curriculum Leadership (Spring: 3)

Focuses on an historical overview of the major curriculum approaches; introduces students to key theories about leadership of organizations and organizational change; and introduces students to key principles in standards-driven reform. Students will use this knowledge to refine their personal philosophies of curriculum leadership, and create a strategic plan for improving instruction and closing the achievement gap in a school community.

Janice Jackson

Paul Naso

ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Fall: 3)

Prerequisites: ED/PY 462 and ED/PY 667

Offered Biennially

Examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing.

Michael Russell

PY 740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. The first half of course examines and critiques major themes that have emerged in the field over the last three decades and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. The second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. The course is designed for developmental and counseling psychology graduate students.

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.

The Department

PY 743 Counseling Families (Fall/Spring/Summer: 3)

This course focuses on the theory and practice of family therapy. Major topics include history, theory, and intervention models, healthy family functioning, family dysfunction, and intervention techniques. Students will develop an integrative personal model of family treatment, and explore family of origin issues that may impact effectiveness as a family therapist. The acquisition of comprehensive family assessment skills will enable students to learn to tailor interventions to match specific family dynamics.

Guerda Nicolas

PY 745 Biological Bases of Behavior (Summer: 3)

This course reviews a variety of topics within the biological bases of behavior, employing a neuroanatomical starting point. Students learn neuroanatomy in some detail; moreover, course explores basic mechanics of the nervous system, basic psychopharmacology, and sensation and perception. Also examines cognitive functions associated with different regions of the brain as well as neurodevelopmental, psychiatric, and neurological disorders. In addition, students will have opportunity to read some of the more contemporary writings in the field of neuroscience.

The Department

PY 746 Internship—Counseling II (Spring: 3)

Prerequisites: PY 646 and permission 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)

Continuation of PY 648. Open only to Counseling Psychology students.

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

The Department

ED 755 Theories of Leadership (Fall: 3)

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

Andrew Hargreaves

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.

Ana M. Martínez Alemán

Katya Salkever

ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.

Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.

Kevin Duffy

ED/PY 778 College Student Development (Spring: 3)

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students. Course projects include individual and collaborative opportunities to relate theory to professional work with college students.

Karen Arnold

ED 803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.

Dennis Shirley

ED 807 The Academic Profession (Fall: 3)

The academic profession is examined from a sociological, cultural, and international perspective, looking at academic work, patterns of academic careers, teaching and research, and related issues. Generally, students in the seminar will engage in a collaborative research project focusing on an aspect of the academic profession.

Philip Altbach

ED/PY 829 Design of Quantitative Research (Spring: 3)

Prerequisite: ED/PY 469

Offers theoretical and practical experience in planning and conducting a quantitative research study. Extends research methods ideas of ED/PY 460, and statistical techniques of ED/PY 468 and ED/PY 469 by combining that material into a proposed research project of the student's choosing ideally, one's doctoral dissertation.

The Department

**ED 830 Directed Research in Religious Education (Fall/Spring: 3)
IREPM Course**

See course description under the Institute of Religious Education and Pastoral Ministry.

Thomas Groome

Jane E. Regan

**PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3)
Doctoral students in Counseling Psychology only**

Examines research design in the Counseling Psychology literature focusing particular attention on research examining psychological intervention. Students present published research exemplifying specific designs, review critically the presented research, propose empirical studies that could advance counseling psychology, and present findings from their own empirical work.

James Mahalik

**PY 842 Seminar in Counseling Theory (Fall: 3)
Offered Biennially
Doctoral students in Counseling Psychology only**

Deepens students' understanding of psychological theory, and facilitates a life-long journey of integrating theory with practice. Provides knowledge and understanding of traditional and contemporary theories of psychotherapy, and helps students develop a critical perspective that will enable them to evaluate the usefulness of these theories for their clinical work with clients. Class discussions cast a critical eye on the development of the discipline, including its philosophical and contextual roots, and analyze the values inherent in mainstream psychological practice. Considers strengths and limitations of each school, and uses case examples to gain expertise in applying theory to practice.

Belle Liang

PY 844 Counseling Psychology in Context: Social Action, Consultation, and Collaboration (Fall/Spring: 3)

For doctoral students in Counseling Psychology, and others by permission only.

Accompanying the First Year Experience (FYE) practicum, exposes students to research and practice at the meso- (community, organizations) and macro- (government, policy, social norms) levels, in addition to the more traditional micro- (individual) level. Students discuss their personal experiences within their FYE placement and read and discuss a series of articles and chapters central to the developing fields of critical psychology, liberation psychology, or counseling with a social justice orientation.

Lisa Goodman

PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 1)

Master's-level counseling practicum. Two credits in the spring semester.

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.

David Blustein

Mary Walsh

PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)

Prerequisites: Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)

Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) or two semesters (two 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.

David Blustein

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

Introduces 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. 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

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.

Audrey Friedman

ED 867 Diversity in Higher Education: Race, Class, and Gender (Summer: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, and access and financial aid practices.

The Department

ED 874 Organizational Decision Making in Higher Education (Fall: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher educa-

tion. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.

Ted Youn

ED 876 Financial Management in Higher Education (Spring: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).

Frank Campanella

ED 878 Seminar on Law and Higher Education (Spring: 3)

Prerequisite: ED 705 or Law student

Offered Biennially

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.

The Department

PY 879 Introduction to Psychoanalysis (Fall: 3)

Cross Listed with UN 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.

The Department

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.

John Cawthorne

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)

Prerequisite: Permission of a faculty member

By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.

Elizabeth Sparks

PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)

Offered Biennially

Using a social psychological framework, introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). Also pays particular attention to race and class as sociocultural constructs important for the critical analysis of the relationships of culture and psychology. Explores the implications of these constructs for intercultural collaboration and action.

The Department

EDUCATION

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.

The Department

ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 3)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor.

This two-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.

Larry Ludlow

PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)

Prerequisites: Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.

The Department

ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.

Curt Dudley-Marling

ED 953 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.

Irwin Blumer

ED 956 Advanced Seminar: Elementary and Secondary Education Law and Policy (Spring: 3)

Prerequisites: ED 705, 2L or 3L status at Law School, or consent of instructor

Cross Listed with LL 492

Offered Biennially

Focuses on legal, policy, and ethical issues that affect preschool, elementary, secondary, and special education in the U.S, particularly Massachusetts. Primary focus on role of state and federal law in education reform, access to equal educational opportunity, curriculum control, school finance, and student, teacher, administrator, and parental rights. Students will have increased understanding and knowledge of the role of law in school reform and in the day-to-day operation of elementary and secondary schools. Expected to understand the limits of law-based education reform and importance of individual professional ethics and competence.

Diana Pullin

ED 973 Seminar in Research in Higher Education (Fall: 3)

Prerequisites: ED/PY 771 and Doctoral Standing

Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.

Ana M. Martínez Alemán

ED/PY 988 Dissertation Direction (Fall/Spring: 3)

Prerequisite: Consent of academic advisor

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration. Students are expected to work on their dissertation at least 20 hours per week.

The Department

The Boston College Law School

INTRODUCTION

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

REGISTRATION FOR BAR EXAMINATION

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Office of Academic Services also has bar examination information available for some states.

AUDITORS

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

ADVANCED STANDING

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

DUAL DEGREE PROGRAM IN LAW AND BUSINESS ADMINISTRATION

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND SOCIAL WORK

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs

of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

DUAL DEGREE PROGRAM IN LAW AND EDUCATION

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

OTHER DUAL STUDY PROGRAMS

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at [http://bclawadm@bc.edu](mailto:bclawadm@bc.edu). Course descriptions and scheduling information are also available on the BCLS website at <http://www.bc.edu/law/>.

Faculty

- Arthur L. Berney**, *Professor Emeritus*; A.B., LL.B., University of Virginia
- Robert C. Berry**, *Professor Emeritus*; A.B., University of Missouri; LL.B., Harvard University
- Peter A. Donovan**, *Professor Emeritus*; A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University
- John M. Flackett**, *Professor Emeritus*; LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania
- Richard G. Huber**, *Professor Emeritus*; B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University
- Cynthia C. Lichtenstein**, *Professor Emerita*; A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago
- Francis J. Nicholson, S.J.**, *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University
- Sharon Hamby O'Connor**, *Associate Professor Emerita*; B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University
- Filippa Anzalone**, *Professor and Associate Dean for Library and Computing Services*; B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School
- Hugh J. Ault**, *Professor*; A.B., LL.B., Harvard University
- Charles H. Baron**, *Professor*; A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University
- Mary S. Bilder**, *Professor*; B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University
- Robert M. Bloom**, *Professor*; B.S., Northeastern University; J.D., Boston College
- Mark S. Brodin**, *Professor*; B.A., J.D., Columbia University
- George D. Brown**, *Professor*; A.B., J.D., Harvard University
- Daniel R. Coquillette, Rev. Monan, S.J.**, *University Professor*; A.B., Williams College; M.A., Oxford University; J.D., Harvard University
- Lawrence A. Cunningham**, *Professor and Associate Dean for Academic Affairs*; B.A., University of Delaware; J.D., Benjamin Cardozo School of Law
- Scott T. FitzGibbon**, *Professor*; A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University
- Frank Garcia**, *Professor*; B.A., Reed College; J.D., University of Michigan
- John Garvey**, *Professor and Dean*; A.B., Notre Dame University; J.D., Harvard University
- Phyllis Goldfarb**, *Professor*; B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University
- H. Kent Greenfield**, *Professor*; A.B., Brown University; J.D., University of Chicago
- Ingrid Hillinger**, *Professor*; A.B., Barnard College; J.D., College of William & Mary
- Ruth-Arlene W. Howe**, *Professor*; A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College
- Sanford N. Katz**, *Libby Professor*; A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School
- Thomas C. Kohler**, *Professor*; B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University
- Ray Madoff**, *Professor*; A.B. Brown University; J.D., LL.M., New York University
- Judith A. McMorrow**, *Professor*; B.A., B.S., Nazareth College; J.D., University of Notre Dame
- Zygmunt J. B. Plater**, *Professor*; A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan
- James R. Repetti**, *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
- 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 and Director of International Programs*; A.B., Princeton University; A.M., Harvard University; J.D., Yale University
- Alfred C. Yen**, *Professor and Director of Emerging Enterprises and Business Law*; B.S., M.S., Stanford University; J.D., Harvard University
- R. Michael Cassidy**, *Associate Professor*; B.A., University of Notre Dame; J.D., Harvard University
- Anthony P. Farley**, *Associate Professor*; B.A., University of Virginia; J.D., Harvard University
- Dean M. Hashimoto**, *Associate Professor*; A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University
- Frank R. Herrmann, S.J.**, *Associate Professor*; A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College
- Joseph Liu**, *Associate Professor*; B.A., Yale University; J.D., Columbia University; L.L.M., Harvard University
- Diane M. Ring**, *Associate Professor*; A.B. Harvard University; J.D. Harvard University
- Renee M. Jones**, *Assistant Professor*; A.B., Princeton University; J.D., Harvard University
- Gregory Kalscheur, S.J.**, *Assistant Professor*; B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology
- Mary-Rose Papandrea**, *Assistant Professor*; B.A., Yale University; J.D. University of Chicago
- Alexis Anderson**, *Clinical Associate Professor*; B.A., Wake Forest; J.D., University of Virginia
- Daniel Barnett**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., J.D., University of the Pacific
- Sharon Beckman**, *Clinical Associate Professor*; A.B., Harvard University; J.D., University of Michigan Law School
- Joan Blum**, *Associate Professor of Legal Reasoning, Research and Writing*; A.B., Harvard College; J.D., Columbia Law School
- Mary Ann Chirba-Martin**, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health
- Jane K. Gionfriddo**, *Associate Professor and Director of Legal Reasoning, Research, and Writing*; B.A., Wesleyan University; J.D., Boston University

Daniel Kanstroom, *Clinical Associate Professor and Director of Human Rights Programs*; B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University

Elisabeth Keller, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., Brandeis University; M.A., J.D., Ohio State University

Alan Minuskin, *Clinical Associate Professor*; B.A., University of Miami; J.D., New England School of Law

Evangeline Sarda, *Clinical Associate Professor*; B.A., Yale University; J.D., Columbia University

Francine T. Sherman, *Clinical Associate Professor*; B.A., University of Missouri; J.D., Boston College

Judith B. Tracy, *Associate Professor of Legal Reasoning, Research, and Writing*; B.A., University of Michigan; J.D., University of Chicago

Paul Tremblay, *Clinical Professor*; B.A., Boston College; J.D., University of California at Los Angeles

Carwina Weng, *Assistant Clinical Professor*; B.A., Yale University; J.D., New York University School of Law

Hon. Herbert P. Wilkins, *Visiting Professor*; LL.B., Harvard Law School

Wallace E. Carroll School of Management

UNDERGRADUATE PROGRAM DESCRIPTION

MISSION STATEMENT

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Future managers will bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM

freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year. We also recommend that students complete MI 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MI 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore or spring, freshman year)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Operations Management (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston

College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or Marketing and History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

Premedical Studies

Carroll School students are also eligible to pursue a premedical course of study in addition to their management curriculum.

International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from David McKenna, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 average.

SPECIAL PROGRAMS

Management Honors Program

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the program. 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 Business and Professional Speaking and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

Pre-Professional Studies for Law

Prelaw 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 study courses which place a premium on analytical powers and a capacity in both oral and written expression.

Pre-Professional students interested in law should contact Dom DeLeo, Director of Alumni, career services in the career center, and the University's prelaw advisor.

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.

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/>.

MM 010 Perspectives on Management (Fall/Spring: 3)

Cross Listed with UN 010

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

Peter Bell

John Clavin

MM 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

GRADUATE PROGRAM DESCRIPTION

INTRODUCTION

Boston College's Carroll School of Management graduate programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering

doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 18 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

FULL-TIME M.B.A. PROGRAM CURRICULUM

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their very first semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation. Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects.

Primary areas of Specializations include:

- Product and Brand Management
- Marketing and Information Analytics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Change Leadership
- “Tailored” Specialization*

*A student also has the opportunity to work with faculty to develop a personalized specialty if their course of study is not represented.

EVENING M.B.A. PROGRAM CURRICULUM

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills, and course work encompasses all the areas essential to understanding the modern business enterprise. Similar to the Full-time M.B.A. Program curriculum, the four-part Management Practice (MP) sequence provides a contextual framework in which concepts and skills are applied and further developed. Course work is typically completed in five semesters.

The MP I-Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. In the MP II-Leadership Workshop, students undertake a wide-ranging examination of the many forms of effective managerial

leadership, and complete a work-based leadership project. The Evening Program is capped by the final MP modules, which look at competitive strategy and social issues from a management perspective.

Requirements and Schedule

Most Evening program classes meet from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays. Summer courses meet from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years. For current course listings and schedules, visit <http://www.bc.edu/schools/csom/courses/>.

M.B.A. Curriculum

Full-Time Program

Management Practice Courses

- MM 720 Management Practice I: Professional Perspectives (1 credit)
- MM 730 Management Practice II: Acting in Organizations (4 credits)
- MM 740 Management Practice III: Strategy and Information Systems (3 credits)
- MD 750 Management Practice IV: Managing in a Changing World (3 credits)

Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MD 730 Strategic Analysis (1 credit)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

Electives

- 10 Electives

Part Time Program

Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

Core Courses

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 700 Economics (3 credits)
- MD 703 Computer Information Systems (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)
- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

Dual Degree Programs

The Carroll School of Management collaborates with other outstanding graduate schools and programs at Boston College to offer over seventeen highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management 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 18 dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

Other Study Options

Certificate in Manufacturing Engineering

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management offers numerous opportunities for firsthand study of managerial decision making in global organizations and environments.

International Management Experience

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corpo-

rations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and context are explored in-depth.

International Dual Degree

The M.B.A./Diplome de Formation Internationale is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn a M.B.A. from Boston College and a Diplome de Formation Internationale, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.

Other Study Abroad Opportunities

The Boston College Carroll School of Management links students with other leading management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China-Beijing International Management Center, Peking University, Beijing
- France-ESC Brest, ESC Bordeaux, and ESC Clermont
- Ireland-Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics, and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Independent Study Project

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Director of Graduate Curriculum and Research.

MASTER OF SCIENCE IN ACCOUNTING

The M.S. in Accounting Program is only offered on a full-time basis. Undergraduate accounting majors may enroll in June or September and can pursue a summer/summer schedule or an academic year schedule. BC's unique summer/summer schedule allows students to take courses during the summer over two years and work full-time during the intervening fall and spring. It is a popular option for undergraduate accounting majors who have secured full-time employment before entering the Program. The majority of the coursework is taken during the two summers and the remaining credits are taken during the school year, but classes are structured to accommodate work schedules. Students may also follow a traditional academic year structure, taking classes in the fall and

spring semesters. However, due to course timing and offerings, all students must complete at least one summer session. Students without an undergraduate accounting degree may only begin the Program in September and follow a structured path for coursework.

Curriculum

Students must complete a minimum of ten courses (30 credit hours) to satisfy the degree requirements. Students who were not undergraduate accounting majors must take additional courses to fulfill our prerequisite requirements and may be required to complete up to fifteen courses (45 credit hours). Prerequisites may be completed while enrolled in the program.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

Curriculum for Undergraduate Accounting Majors

- MA 824 Financial Statement Analysis
- MA 825 Assurance and Consulting Services
- MA 826 Taxes and Management Decision
- MA 827 Strategic Cost and Profitability Analysis

Electives

Six electives (18 credits each).

Students must take at least two accounting-related electives. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

Curriculum for Undergraduate Non-Accounting Majors

Business Prerequisites

- MD 700 Economics/Micro-Economics (3 credits)
- MF 704 Financial Management (3 credits)
- MD 705 Statistics (3 credits)
- MJ 803 Law Topics for CPAs (3 credits)
- MA 818/MD 703 Accounting Information Systems/Computer Information Systems (3 credits)
- MA 819 Foundations for Accounting Professionals (3 credits)

Accounting Prerequisites

- MA 813 Financial Accounting Practice I (3 credits)
- MA 814 Financial Accounting Practice II (3 credits)
- MA 817 Internal Cost Management and Control (3 credits)
- MA 816 Federal Taxation (3 credits)
- MA 815 Financial Auditing (3 credits)

Students may reduce the total number of courses required if any of the above-listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

Core Courses

- MA 826 Taxes and Management Decisions (3 credits)
- MA 824 Financial Statement Analysis (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)

MASTER OF SCIENCE IN FINANCE

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

The 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. All classes meet in the late afternoon or evening.

- Fall and spring term classes meet from 7:00 p.m. to 9:30 p.m., with a limited number held from 4:30 p.m. to 7:00 p.m.
- Summer term courses meet from 6:30 p.m. to 9:30 p.m.

The Carroll School offers the distinct advantage of year-round course offerings, and both full-time and part-time students have the option of entering the program in either the fall or the spring term. Applicants should discuss their specific needs and plans with the Carroll School Graduate Admissions staff.

Full-Time M.S. in Finance Program

Students are drawn from across the country and around the world to participate in the Carroll School's full-time M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. This option facilitates maximum exposure to a range of opportunities for personal and career development.

Part-Time M.S. in Finance Program

The part-time option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. Course enrollment is flexible, however, part-time students typically take two courses in the fall, spring, and summer semesters, and thereby complete the program in twenty months.

M.S. in Finance Curriculum, Full-Time

Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Spring

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory
- One elective

Summer

- MF 808 Financial Policy
- One elective

M.S. in Finance Curriculum, Part-Time

Fall

- MF 801 Investments
- MF 852 Financial Econometrics

Spring

- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions

Summer

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- One elective

Fall

- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory

Spring

- MF 808 Financial Policy
- One Elective

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing 18 courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance and several electives. In some cases coursework prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of 14 courses while in the program.

Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for 15 hours per week for the first two years of the program. By the end of their first summer, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained and updated by the Ph.D. Committee.

Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from coursework to full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

Dissertation

The doctoral dissertation is expected to be a substantial, significant and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid.

A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for a maximum of four years. In return for this support, the student acts as a research assistant for approximately 15 hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years of the program.

This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research

paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

Ph.D. in Management with a Concentration in Organization Studies Curriculum*

*For students without prior management education

First Year/Fall

- MB 850 Micro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 854 General Linear Methods
- MB 871 Quantitative Research Methods

First Year/Spring

- MB 813 Multi-Variate Methods
- MB 851 Macro-Organizational Theory
- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods

First Year/Summer

- Comprehensive Examination
- Paper proposal by fall of second year

Second Year/Fall

- MB 853 Organizational Change and Transformation
- MB 872 Research Seminar I
- Economics (M.B.A. course)
- Accounting (M.B.A. course)

Second Year/Spring

- MB 881 Teaching Practicum
- MB 898 Independent Research I
- Marketing (M.B.A. course)
- Finance (M.B.A. course)

Second Year/Summer

- Paper finished
- Prepare thesis proposal

Third Year/Fall

- MB 873 Research Seminar II
- Competitive Strategic Management (M.B.A. course)
- Elective
- Elective

Third Year/Spring

- MB 899 Independent Research II
- Elective
- Elective

Fourth Year/Fall/Spring/Summer

- Dissertation

Advanced Standing and Equivalency for Graduate Degrees

M.B.A. students who have demonstrated mastery in a core subject area through their undergraduate work or who have completed graduate management courses at other AACSB accredited institutions may receive equivalency credit for up to 12 credit hours. Students must have a minimum grade of B in all completed course work. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency credit.

M.S. in Finance students may waive out of any prerequisite, adjunct or core class. Waivers can be based on past course work or by taking a waiver exam. The exam must be taken prior to the start of the student's first day of class.

M.S. in Accounting students may be awarded equivalency credit for up to 3 courses or 12 credit hours. Students may receive equivalency for a core course if approved by the Faculty Director. Students may earn advanced standing credit for courses taken while enrolled in another graduate program. However, students should note that advanced standing will reduce the total course requirements of the M.S. in Accounting degree and may impact the student's ability to meet a state's 150-hour requirement for the CPA exam.

Admission Information

Master of Business Administration

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. In addition, most students enter the program with at least two years of relevant full-time work experience. The Committee also considers leadership and community involvement factors in the admissions process. The GMAT is required for admission.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. The GMAT is required for admission.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience

and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however it can strengthen a candidate's application

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 computer-based, or 100 on the IBT. An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance

and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials.

NOTE: Interested M.B.A., M.S. in Finance, and dual M.B.A. M.S. in Finance applicants must submit with their application a cover letter describing their skills and areas of interest. These materials must be submitted by October 15, 2006 for January 2007 entrance to the M.S. in Finance program; or submitted by February 15, 2007 for September 2007 entrance to the M.B.A. M.S. in Finance programs.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 8 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, 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.

ACCREDITATION

The Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

FOR MORE INFORMATION

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at: Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; <http://www.bc.edu/carroll/>.

Graduate Management Practice/International**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/>.

MM 010 Perspectives on Management (Fall/Spring: 3)

Cross Listed with UN 010

This course, taught by practitioners Peter Bell (BC '86) and John Clavin (BC '84) provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course will provide you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

Peter Bell

John Clavin

Graduate Course Offerings**MM 703 Management Practice I: Business Development Workshop (Fall: 3)****MM 720 Management Practice I: Leading Organizations (Fall: 6)**

Module 1: The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. **Module 2:** This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.

The Department

MM 730 Management Practice II: Acting in Organizations (Spring: 5)

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. **Module 2:** The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

The Department

MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)**MM 805 International Management Experience (Fall: 3)**

Prerequisites: MM 708 or MM 725

This course 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 first-hand companies and places discussed in classes and experience the exciting challenges that managers in global corporations face.

The Department

MM 810 Communication Skills for Managers (Fall: 3)**MM 811 Advanced Topics: International Consulting Project (Fall: 3)****MM 841 Advanced Topics: Management of Professional Services (Spring: 3)****MM 880 Directed Practicum (Fall: 3)****MM 888 Interim Study (Fall/Spring: 3)****MM 891 Thesis I (Fall: 3)****MM 892 Thesis II (Fall: 3)****MM 897 Directed Readings (Fall/Spring: 3)****MM 898 Directed Research I (Fall/Spring: 3)****Accounting****Faculty**

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

Arnold Wright, *Andersen Professor*; B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.

Jeffrey R. Cohen, *Associate Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Louis S. Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A.

Theresa Hammond, *Associate Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.M.A., C.P.A.

Amy Hutton, *Associate Professor*; B.A., M.B.A., Ph.D., University of Rochester

Gil J. Manzoni, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Associate Professor and Chairperson*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Associate Professor*; B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A., C.M.A.

Helen Brown, *Assistant Professor*; B.B.A., Baruch College; Ph.D., University of Wisconsin

Andrea A. Roberts, *Assistant Professor*; B.S., Towson State University; Ph.D., George Washington University

Valentina Zamora, *Assistant Professor*; B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington

Elizabeth Bagnani, *Adjunct Associate Professor*; B.B.A., College of William & Mary, Ph.D., University of Massachusetts at Amherst

Vincent O'Reilly, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

Amy LaCombe, *Lecturer*; B.S., Boston College; M.S., C.A.S., Syracuse University; M.B.A., Boston College

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.B.A., Bentley College

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu

- Website: <http://www.bc.edu/accounting/>

Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a professional career, in accounting or a related field, which will span the next several decades. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a professional career, whether that be in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are now three majors housed in the Accounting Department: Accounting, Information Systems and Accounting, and Corporate Reporting and Analysis. Students will not be allowed to concentrate in more than one of these three.

Requirements for a major in Accounting are the following: MA 301, MA 302, MA 307, MA 405, and one of the following four electives: MA 309, MA 320, MA 351, or MA 602.

Concentration in Accounting

Required

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 405 Federal Taxation

And choose one elective from the following list:

- MA 309 Audit and Other Assurance Services*
- MA 320 Accounting Information Systems**
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

Electives

- MA 398 Directed Readings in Accounting
- MA 399 Research Seminar in Accounting
- MA 601 Financial Accounting Standards and Theory III
- MA 634 Ethics and Professionalism in Accounting

* Auditing is a requirement to sit for the CPA exam in all states and is a requirement for admission to the Boston College M.S. in Accounting program.

** If you plan to enroll in the M.S. in Accounting program at Boston College, be advised that Accounting Information Systems or an equivalent systems course is a requirement to graduate. The systems course can be taken as an undergraduate or graduate student.

Concentration in Corporate Reporting and Analysis

To enhance the career opportunities of Carroll School students and better meet the needs of employers, the Accounting Department established the Corporate Reporting and Analysis concentration. In focus groups held with alumni and recruiters we continually heard of the value of professionals who have a deep understanding of corporate reporting and financial statement analysis. There was also a feeling that strong quantitative skills were needed.

Based on our research with students and prospective employers, the following five-course concentration was developed.

Required:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

Choose one elective from the following list:

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economics and Business Forecasting

Concentration in Information Systems and Accounting

Information Systems (IS) has clearly had and will continue to have a profound effect on business entities. Employers continually emphasize the value of professionals who understand both business and IS. Information Systems people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six (6) courses (five (5) required and one (1) Accounting elective, and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms, IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Required:

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 320 Accounting Information Systems
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Choose one elective from the following list:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit & Other Assurance Services
- MA 351 Financial Statement Analysis

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Managerial Cost Analysis and Accounting Information Systems, but in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators should meet with Professor Ron Pawliczek to plan their study abroad programs and to obtain course approvals.

C.P.A. Recommendations

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Please check the AICPA web page for more details.

Undergraduate Course Offerings

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

MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and 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.

The Department

MA 031 Financial Accounting—Honors (Fall: 3)

Louis S. Corsini

MA 032 Managerial Accounting—Honors (Spring: 3)

Andrea Roberts

Billy Soo

Edward Taylor

MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

Prerequisite: MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

Lou Corsini

Susan Shu

MA 302 Financial Accounting Standards and Theory II

(Fall/Spring: 3)

Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations.

Ron Pawliczek

Billy Soo

Greg Trompeter

MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

Prerequisite: MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made.

Jeffrey Cohen

Theresa Hammond

MA 309 Audit and Other Assurance Services (Fall/Spring: 3)

Prerequisite: MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

Arnold Wright

MA 320 Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 022, MC 021

Cross Listed with MI 320

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

Helen Brown

MA 351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisites: MA 021 and MF 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Elizabeth Bagnani

Andrea Roberts

Billy Soo

MA 399 Directed Readings (Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

Theresa Hammond

MA 405 Federal Taxation (Fall/Spring: 3)

Prerequisite: MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.

Edward Taylor

Undergraduate and Graduate Course Offerings**MA 601 Financial Accounting Standards and Theory III (Spring: 3)**

Prerequisite: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

Ron Pawliczek

MA 602 Theory and Contemporary Issues in Accounting (Spring: 3)

Prerequisite: MA 302 (undergraduate), MA 701 or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy

makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.

Vin O'Reilly

MA 634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession and various aspects of the current accounting environment.

Greg Trompeter

Graduate Course Offerings

MA 615 Advanced Federal Taxation (Summer: 3)

Prerequisite: MA 405

The course aims to cover federal income tax law applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

Ed Taylor

MA 701 Accounting (Fall/Spring/Summer: 3)

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

Ron Pawliczek

Ken Schwartz

Susan Shu

MA 713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

MA 812 Accounting Tools for Managers (Spring: 2)

Prerequisite: MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

Louis Corsini

Tina Zamora

MA 813 Financial Accounting Practice I (Fall: 3)

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are comprehensively explored.

The Department

MA 814 Financial Accounting Practice II (Spring/Summer: 3)

Prerequisite: MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations.

Gil Manzon

MA 815 Financial Auditing (Spring: 3)

Prerequisite: MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Arnold Wright

MA 816 Federal Taxation (Spring: 3)

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy.

Ed Taylor

MA 817 Internal Cost Management and Control (Fall: 3)

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

Jeff Cohen

MA 818 Accounting Information Systems (Fall: 3)

Prerequisites: MA 022 and MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

Amy LaCombe

MA 819 Foundation for Accounting (Spring/Summer: 3)

This course is designed for graduate students who have no background in business or management. The objective of the course is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

Louis Corsini

MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Andrea Roberts

Billy Soo

MA 825 Assurance and Consulting Services (Summer: 3)

Prerequisite: MA 701 or MA 713

The primary objective of the course is to provide students with an understanding of the nature, types, and implementation issues related to assurance services. The course examines three broad areas: assurance/consulting services, external auditing, and engagements to enhance efficiency and effectiveness.

Amy LaCombe

Ed Taylor

MA 826 Taxes and Management Decisions (Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).

Gil Manzoni

MA 827 Strategic Cost and Profitability Analysis (Summer: 3)

Prerequisite: MA 701 or MA 713

Evaluates traditional cost accounting tools and demonstrates how these tools can be modified to meet the economic challenges of the new millennium. Issues of management control and corporate governance are given special consideration. In addition we will integrate behavioral, ethical, and international issues into the course. For example, when discussing performance evaluation, traditional financial measures may lead to earnings management. A case approach will be extensively used.

Jeff Cohen

Theresa Hammond

Tony Wain

MA 852 Advanced Topics/Finance, Accounting and Controls in High-Tech Growth (Fall: 3)

Prerequisite: MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.

George Neble

Peter Minihane

MA 856 Advanced Topics/Risk Management (Spring: 3)

Prerequisite: MA 701 or MA 713

This course uses selected readings, case analyses, and class discussions to focus on the identification, mitigation, and control of operational, financial, and compliance risk. Topics include risk identification and categorization; risk management and mitigation tools; internal controls; strategy, budgeting, and planning; communications, monitoring, and reporting; and entity governance.

Vincent O'Reilly

MA 897 Directed Study in Accounting (Spring: 3)

Prerequisite: Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.

Theresa Hammond

MA 898 Directed Readings (Fall/Spring/Summer: 3)

Prerequisite: Permission of department chairperson

Theresa Hammond

MA 899 Directed Research in Accounting (Fall: 3)

Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.

Theresa Hammond

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 and Chairperson*; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts

Stephanie M. Greene, *Assistant Professor*; B.A., Princeton University; M.A., J.D., Boston College

Contacts

- Department Secretary: Kathy Kyrazoglou, 617-552-0410, kathleen.kyrazoglou.1@bc.edu
- Department Secretary: Rita Mullen, 617-552-0410, rita.mullen.1@bc.edu
- Website: <http://www.bc.edu/businesslaw/>

Undergraduate Program Description

The Department of Business Law in the Wallace E. Carroll School of Management does not offer a separate major or concentration at the undergraduate level. The courses taught by the Department of Business Law are designed to give students the basics of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation, the international trade environment, and contract law. Other elective courses are offered to students who have special interest in various fields of business law or are planning to enroll in a law school in the future. Students in the Master of Business Administration program may elect Business Law as a single concentration or as one of their concentrations. Numerous electives are offered at the graduate level.

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 part of the required core for the CSOM students and an elective for other students.

This course introduces the student to the legal system and the social, legal, and regulatory environment of business; as well as to ethical decision making relating to law and business. Antitrust law, securities regulation, environmental law, employment, and labor law, international business, and intellectual property rights are examined. This course includes an examination of the substantive law of contracts from formation requirements to remedies for breach of contract.

The Department

MJ 022 Law II—Business Law (Fall/Spring: 3)

Prerequisite: MJ 021

Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.

The Department

MJ 031 Introduction to Law—Honors (Fall: 3)

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.

David P. Twomey

MJ 102 Topics: Law and Ethics (Fall: 3)

The course complements MJ 021 Introduction to Law and Legal Process, and MH 011 Introduction to Business Ethics, both of which are CSOM core courses.

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap and the application of moral principles in the absence of legal requirements. While it is true that laws provide some guidance as to what the right thing to do is, individuals are not strictly constrained by legal principles. The emphasis throughout this course will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders.

Richard E. Powers

MJ 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

Angela Lowell

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

David P. Twomey

MJ 154 Insurance (Spring: 3)

The structure and organization of different types of insurance policies, including life, property and casualty policies, will be examined and

the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The pervasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry will be examined carefully.

Richard Powers

MJ 156 Real Estate (Fall/Spring: 3)

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

Richard J. Monahan

Frank J. Parker, S. J.

MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently 70% non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.

Frank J. Parker, S. J.

MJ 674 Sports Law (Spring: 3)

Will examine the legal aspects of four major components of the American leisure time industry including: 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; United States hotel law and legislation; United States tourism industry law and legislation; and gambling law and legislation, lotteries, and Indian gaming.

Frank J. Parker, S. J.

Warren Zola

MJ 803 Topics: Business Law for CPAs (Spring/Summer: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.

Matthew Kameron

Gerald Madek

Undergraduate and Graduate Course Offerings**MJ 603 Cyberlaw for Business (Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of

law, business and technology is explored in depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business's digital assets, in the form of intellectual property: trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

Margo E. K. Reder

MJ 631 African Business (Fall: 3)**Satisfies Cultural Diversity Core Requirement**

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.

Frank J. Parker, S.J.

Graduate Course Offerings**MJ 727 Managing the Legal Environment of Business (Spring: 2)****Core Elective**

This course is designed to provide students with both a broad and detailed understanding of how the legal environment affects business. Using a case study method, the class will explore issues involving white collar crime, employment discrimination, securities, contracts, antitrust law, and intellectual property. Students will select and present additional topics of legal controversy to the class. Several practitioners will be invited guest speakers. This course is not open to students in the dual M.B.A./J.D. program or to students who hold a J.D.

Stephanie Greene

MJ 810 Regulation of Securities and Financial Institutions (Fall: 3)

What should a business person know about the securities laws? This course discusses legal issues involved in raising capital through a private placement, the IPO process, resales of securities, reporting obligations of public companies, insider trading, trading on non-public information, class actions, proxy solicitations, tender offers, regulation of broker-dealers and the responsibilities of officers and directors.

Jon Schneider

MJ 856 Real Estate Principles (Fall: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.

Frank J. Parker, S.J.

MJ 857 Topics: Real Estate Development II (Spring: 3)

Prerequisite: MJ 856 recommended

A survey of major real estate projects as covered in the Urban Land Institute's materials. Course has detailed coverage of all aspects of real estate development from project conception through permitting process, financing, construction and eventual sale or utilization. ULI cases used by permission with license.

Frank J. Parker S.J.

Economics**Undergraduate Program Description**

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, EC 201-202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including:

- Principles of Economics (EC 131-132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Economic Statistics (EC 151 or 155)
- And two electives, at least one of which must be an upper level course

Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131 -132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance**Faculty**

Francis B. Campanella, *Professor*; B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University

Thomas Chemmanur, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

Wayne Ferson, *Professor and John L. Collins, S.J. Chair in Finance*; B.S, M.A., M.B.A., Southern Methodist; Ph.D. Stanford University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Professor and James F. Cleary Chair in Finance*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor and Chairperson*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

Robert A. Taggart, Jr., *Professor and Associate Dean*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology
Hassan Tehrani, *Professor and Chairperson of Finance Department and Griffith Family Millennium Chair in Finance*; 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
Perluigi Balduzzi, *Associate Professor*; B.A., Università L. Bocconi; Ph.D., University of California
David Chapman, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester
Richard Evans, *Assistant Professor*; B.A., University of Utah, M.A., Ph.D., University of Pennsylvania
Jeffrey Pontiff, *Associate Professor*; B.A., University of Chicago; M.S., Ph.D., University of Rochester
Philip Strahan, *Associate Professor*; B.A., Amherst College; Ph.D. University of Chicago
Evan Gatev, *Assistant Professor*; B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University
Darren Kisgen, *Assistant Professor*; B.A., Washington University—St. Louis, Ph.D., University of Washington
Michael Barry, *Adjunct Assistant Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College
Elliott Smith, *C.P.A., Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College

Contacts

- Administrative Staff Assistant: Paige Eppenstein, 617-552-1092, paige.eppenstein.1@bc.edu
- Department Secretary: Denning Aaris, 617-552-4647, denning.aaris.1@bc.edu
- Website: <http://www.bc.edu/finance/>

Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

Financial Institutions: These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

Manufacturing Firms: These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

Service Firms: These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

Entrepreneurial Enterprises: These include real estate, small manufacturing, and service firms launched by individuals or small groups.

Not-for-Profit or Government Firms and Agencies: These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

Concentration in Finance

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 212/602 Venture Capital (*Prerequisite:* MF 021)
- MF 215 Fundamental Analysis (*Prerequisite:* MF 151)
- MF 230/631 International Financial Management (*Prerequisite:* MF 021)
- MA MF 235/616 Investment Banking (*Prerequisite:* MF 021)
- MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
- MF 299 Individual Directed Study (*Prerequisites:* MF 021, senior status, and 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)
- MF 614 Management of Mutual Funds (*Prerequisite:* MF 127)
- MF 617 Hedge Funds (*Prerequisite:* MF 127)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken Financial Accounting (MA 021), as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

While the Finance Department encourages only electives to be taken abroad, only under special circumstances, may major requirements be taken as well. Such special circumstances require Finance Department approval before enrollment. Programs such as the one offered at the London School of Economics, Trinity College Dublin, and Melbourne University offer excellent opportunities that qualify as the required Finance concentration electives. The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required capstone finance course (MF 225) in CSOM.

Students should meet with Elliott P. Smith, Fulton 437, 617-552-3969, before going abroad. When students wish to have a course considered they should bring a copy of the syllabus for approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

Undergraduate Course Offerings

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

MF 021 Basic Finance (Fall/Spring: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

The Department

MF 031 Basic Finance—Honors (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: MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance. The teaching method will be a combination of lectures, problems, and cases.

The Department

MF 132 Money and Capital Markets (Fall: 3)

Prerequisite: MF 021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

The Department

MF 151 Investments (Fall/Spring: 3)

Prerequisite: 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 159 Information Technology for Financial Services (Fall/Spring: 3)

Cross Listed with MD 159

See course description in the Operations and Strategic Management Department

Paul Tallon

MF 207 Real Estate Finance (Fall/Spring: 3)

Prerequisite: MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

The Department

MF 225 Financial Policy (Fall/Spring: 3)*Prerequisite:* MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department***MF 250 Fixed Income Analysis (Fall: 3)**

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.

*The Department***MF 299 Individual Directed Study (Fall/Spring: 3)**

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 students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department****Undergraduate and Graduate Course Offerings*****MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)***Prerequisites:* MF 807 or MF 127 (graduate), MF 127 (undergraduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered. The material is taught through case studies, text, and in-class discussions led by participants in certain cases.

*The Department***MF 616 Investment Banking (Fall/Spring: 3)***Prerequisite:* MF 021. MF 151 or MF 801 is recommended.

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department***MF 617 Hedge Funds (Fall: 3)**

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

*The Department***MF 631 International Financial Management (Fall: 3)****Offered Biennially**

The intent of this course is to provide the knowledge and skills needed for managers of firms engaged in sales, direct investments or financing of their operations outside of their home country. The course will focus on international financial variables such as exchange rates, international financial markets for funds and risk management, global weighted average cost of capital, and country risk in managing a multinational business enterprise.

*The Department****Graduate Course Offerings*****MF 704 Financial Management (Fall/Spring/Summer: 3)***Prerequisite:* Introduction to Accounting**Offered Triennially**

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

*The Department***MF 801 Investments (Fall/Spring: 3)***Prerequisite:* MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

*The Department***MF 803 Portfolio Theory (Fall/Spring/Summer: 3)***Prerequisites:* MF 801 and MF 852

This course provides a detailed introduction to quantitative portfolio management techniques. After a review of basic investment theory and statistical methods, we will concentrate our class discussion on the following issues: mean-variance portfolio construction methods in theory and in practice and the role for active quantitative portfolio management

*The Department***MF 807 Corporate Finance (Fall/Spring/Summer: 3)***Prerequisite:* MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis,

investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MF 808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisites: MF 801 and MF 807

M.S. in Finance students must complete at least six courses prior to taking MF 808.

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MF 811 Advanced Topics: Investment Management (Fall: 3)

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

Charles E. Babin

MF 814 Ph.D. Seminar: Empirical Studies: Corporate Finance (Fall: 3)

Clifford Holderness

MF 820 Management of Financial Institutions (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MF 835 Real Estate Investment Analysis (Fall: 3)

This course is a formal presentation of the concepts fundamental to the business of the real estate enterprise. The structure of the course will be to combine the disciplines involved in the complete process of the analysis required to yield the best decisions associated with a real estate investment. Consideration will be given to the three time sectors of the investment process: origination, operation, and termination. Careful attention will be paid to the interplay and interdependency between the four main determinates affecting the outcome of the investment success or failure.

The Department

MF 852 Financial Econometrics (Fall/Spring/Summer: 3)

Prerequisites: Statistics and Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regres-

sion, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

The Department

MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)

Prerequisite: MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

The Department

MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)

This course is for second year Ph.D. students of finance.

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.

The Department

MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)

A quantitative finance elective, designed for finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.

The Department

MF 869 Fundamental Analysis (Fall: 3)

Prerequisite: MF 807

Offered Biennially

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.

The Department

MF 880 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MF 881 Corporate Finance Theory (Fall/Spring: 3)

Prerequisite: MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.

The Department

MF 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 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 and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.

The Department

MF 999 Doctoral Continuation (Fall/Spring: 1)

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

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 or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Course:

- MA 301 Financial Accounting Standards and Theory I
- Electives (choose one from the following):*
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Information Systems

Required Course:

- MI 157 Introduction to Programming for Management
- Electives:*
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Finance

Required Courses:

- MF 127 Corporate Finance
- MF 151 Investments

Electives:

- None

Marketing

Required Course:

- MK 253 Marketing Research or MK 256 Applied Marketing Management

Electives:

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 253 Marketing Research
- MK 256 Applied Marketing Management
- MK 258 Advanced Market Analysis

Organizational Studies

Required Course:

- MB 110 Human Resources Management
- Electives:*
- MB 111 Organization Ethics and Employment law
- 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

Operations and Technology Management

Required Course:

- MD 375 Operations and Competition

Electives:

- None

Students considering these options should discuss particular course selections with appropriate department faculty.

Management Honors Program

Undergraduate Program Description

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and have a desire to develop abilities by being involved in the functions associated with the program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis. These three courses are in addition to the 39 courses required 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 a one-credit sixth course taken during one semester of the freshman year taught by professors in CSOM.

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 Department

MH 126 Business and Professional Speaking (Fall/Spring: 3)

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

The Department

MH 150 CSOM Practicum (Fall/Spring: 1)

The Department

MH 199 Senior Honors Thesis (Fall/Spring: 3)

Prerequisites: Requirement of all CSOM Honors Program seniors or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

The Department

MH 398 Thesis Research Seminar (Fall: 3)

The Department

Information Systems

Faculty

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

James Gips, *Professor and John R. and Pamela Egan Chair*; Acting Director, S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Robert G. Fichman, *Associate Professor*; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

John Gallagher, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

C. Peter Olivieri, *Associate Professor*; B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University

Paul Tallon, *Assistant Professor*; B.C., M.M.S., University College Dublin; Ph.D., University of California, Irvine

Undergraduate Program Description

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

Concentration in Information Systems

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among US corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for entry-level positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing or operations and technology.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to analyze, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hard-

ware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

The concentration builds on the CSOM core functional areas of accounting, finance, marketing, operations and organization behavior, and strategy, complementing the more analytic courses in statistics, economics, management science to ground students in technical analysis while maintaining managerial focus.

Objectives of the Undergraduate Concentration in Information Systems

The objectives of the undergraduate concentration are to develop managers who can:

- understand contemporary technologies and demonstrate an awareness of issues related to their effective use and implementation.
- assess the current role of IS in an organization, identify areas for the effective use of IS, and propose new IS to meet organizational objectives and/or foster competitive advantage.
- use information technologies, systems practices and project management to plan, evaluate, develop, implement, and manage information systems.
- consider the implications associated with developing, purchasing, or outsourcing information systems components.
- appreciate the ethical and broader societal issues arising from the use of information technology.

Careers in Information Systems

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. These include consultant, systems analyst, systems programmer, systems designer, systems integrator, database administrator, network administrator, as well as careers in IS and technology management. At higher levels within the firm, the job titles would include Director of MIS, Vice President of Information Technology, Chief Information Officer, Chief Knowledge Officer, and Chief Technology Officer. Additionally, technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

Courses Required for the Information Systems Concentration

- MI 157 Introduction to Programming for Management (or CS 101)

- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- One additional MI course of level 100 or above.

Concentration in Information Systems and Accounting

Information Systems clearly have had and will continue to have a profound effect on business entities. Employers emphasize the value of professionals who both “understand business” and IS. Information systems people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain background in Accounting. The curriculum entails six (6) courses (five (5) required and one (1) Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms), IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Courses Required for the Information Systems and Accounting Concentration

- MA 301 Financial Accounting Standards and Theory I
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- MA/MI 320 Accounting Information Systems

Elective—Choose one of the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Auditing
- MA 351 Financial Statement Analysis

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with James Gips, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Undergraduate Course Offerings

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

MI 021 Computers in Management (Fall/Spring: 3)

Cross Listed with CS 021

This course is required for all CSOM students and should be taken in their first year at BC.

Information Systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module stu-

dents work with technology for problem solving, developing increasingly sophisticated models in Excel. In the other module students are introduced to the strategic value and the organizational effects of modern information systems and communications technology.

MI 031 Computers in Management-Honors (Fall: 3)

Cross Listed with CS 031

CSOM Honors Program version of MI 021.

MI 157 Introduction to Programming in Management (Fall/Spring: 3)

Prerequisite: MI/CS 021

This course is required for Information Systems concentrators.

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.

James Gips

Peter Olivieri

MI 159 Information Technology for Financial Services (Fall/Spring: 3)

Prerequisites: MI/CS 021, MF 021

Cross Listed with MF 159

The Financial Services sector occupies a prominent position in the early adoption of leading edge Information Technology. This course investigates current and future IT operations in three key areas: securities trading, brokerage operations, and retail banking. Students will review how IT impacts personal insurance, mutual funds, mortgage origination, credit card processing and cashless payment systems. Student teams will play a virtual stock market game designed to showcase how IT shapes investment decisions. The course also examines the IT implications of recent legislation such as the Patriot Act.

Paul Tallon

MI 161 Customer Relationship Management (Fall: 3)

Prerequisites: MK 021, MI/CS 021

Cross Listed with MK 161

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers; particularly via the web and new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing. The course will incorporate a project, cases, guest speakers, exams, and lectures. Students should be challenged by the course, and should gain a solid understanding of the role of electronic marketing in today's fast-paced environment.

John Westman

MI 205 Special Topics: TechTrek West-Undergraduate (Spring: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course, combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Coursework and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallaughier

MI 253 E-Commerce (Fall/Spring: 3)

Prerequisite: MI/CS 021

Cross Listed with MK 252

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

John Gallaughier

MI 257 Database Systems and Applications (Fall: 3)

Prerequisites: MI/CS 021, MI/MD/CS 157. MI/MD/CS 157 may be taken concurrently. CS 101 may substitute for MI/MD/CS 157.

Cross Listed with CS 257

This course is required for Information Systems concentrators.

An in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, the use of Visual Basic to build sophisticated forms and applications, and accessing database servers from the web. The goal of the course is to turn users into power users, people who have the knowledge and skills to use databases to their advantage in any business situation.

Edward Sciore

Kate Lowrie

MI 258 Systems Analysis and Design (Spring: 3)

Prerequisites: MI/CS 021, MI/MD/CS 157 and MI/MD/CS 257. MI/CS 257 may be taken concurrently. CS 101 may substitute for MI/MD/CS 157.

Cross Listed with CS 258

This course is required for Information Systems concentrators.

This 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 student will learn about the major methods and tools used in the systems development process.

Katherine Lowrie

MI 260 Social and Ethical Issues in Information Technology (Spring: 3)

Cross Listed with MD 260

The emergence of the Internet and the digital revolution present new threats and opportunities for business in the twenty-first century. This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

Richard Spinello

MI 290 Multimedia (Fall/Spring: 3)

Prerequisite: Some programming experience.

Cross Listed with CS 290

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software packages. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.

Peter Olivieri

MI 320 Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 022, MI/CS 021

Cross Listed with MA 320

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating the appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

Helen Brown

Graduate Course Offerings**MI 703 Computer Information Systems (Fall/Spring/Summer: 3)**

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.

The Department

MI 720 Information Technology for Management (Fall: 2)

This course is intended for full-time M.B.A. students.

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value. It is essential that managers become fluent with IT so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT, to assess the potential of IT to generate business value, and to manage the challenges associated with justifying and deploying IT-based initiatives.

The Department

MI 805 Special Topics: TechTrek West-Graduate (Fall: 3)

Prerequisite: Permission of instructor

Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallagher for application details.

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly from January 2, with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

MI 807 Database Systems for Managers (Spring/Summer: 3)

No programming background is assumed or required.

This course is intended to provide a managerial awareness of the capabilities and limitations of database management systems. Strong emphasis will be placed on design and management considerations, business reporting and access/security. The class will include both demonstrations and significant hands-on lab work to reinforce the concepts. Students will be guided through the development of a web-based application to highlight the use of database logic in such efforts.

John Spang

MI 811 Customer Relationship Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Cross Listed with MK 811

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers—particularly via the Web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.

The Department

MI 812 Information Systems Development (Fall/Spring: 3)

This course prepares students to take an active involvement in information systems development projects. The course covers techniques used for systems analysis, design, programming, 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 design, development, and implementation.

The Department

MI 818 Accounting Information Systems (Fall: 3)

Prerequisite: MA 701 or MA 713

Cross Listed with MA 818

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

Frank Nemia

MI 834 Wireless and Mobile Business (Spring: 3)**Cross Listed with MD 834**

Wireless and mobile technologies are influencing how companies open new markets, communicate with their customers, and interact with each other. This course analyzes mobile business opportunities from a management perspective, including the development and distribution of wireless enterprise applications, the growth of mobile commerce, wireless security and the rise of unregulated wireless connectivity from Bluetooth to WiFi to Zigbee.

Mary Cronin

MI 840 IT Strategy and Execution (Fall: 3)

Prerequisite: MI 703 or MI 720

Cross Listed with MD 840

This course is intended for full-time M.B.A. students.

This 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 technology (IT). IT can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.

The Department

MI 853 E-Commerce (Fall/Spring: 2 or 3)

Cross Listed with MD 853, MK 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

Marketing

Faculty

Arch Woodside, Professor; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

Victoria L. Crittenden, Associate Professor; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Katherine N. Lemon, Associate Professor; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Kathleen Seiders, Associate Professor; B.A., Hunter College; M.B.A. Babson College; Ph.D, Texas A&M

Gerald E. Smith, Associate Professor and Chairperson; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

S. Adam Brasel, Assistant Professor; M.B.A., B.S., University of Illinois Urbana-Champaign, Ph.D., Stanford University

Richard Hanna, Assistant Professor; B.S., B.A., M.S, D.B.A., Boston University

Jeffrey Lewin, Assistant Professor; B.B.A., Florida State University; M.B.A., Florida Atlantic University; Ph.D., Georgia State University

Elizabeth Gelfand Miller, Assistant Professor; B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania

Linda C. Salisbury, Assistant Professor; B.S., State University of New York at Albany, M.S., M.B.A., Rensselaer Polytechnic Institute, Ph.D., University of Michigan

Gergana Yordanova, Assistant Professor; B.A., American University in Bulgaria, Ph.D., University of Pittsburgh

Maria Sannella, Lecturer; B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Cathy Waters, Lecturer; B.S., University of Vermont; M.B.A., Boston College

Sandra J. Bravo, Adjunct Lecturer; B.A., University of Massachusetts-North Dartmouth; M.B.A., Babson College

Patricia Clarke, Adjunct Lecturer; B.S., Boston College; M.B.A., Babson College

Philip J. Preskenis, Adjunct Lecturer; B.A., Framingham State College; M.B.A., Suffolk University

Contacts

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@bc.edu

- Department Fax Number: 617-552-6677

- Website: <http://www.bc.edu/marketing/>

Undergraduate Program Description

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research

- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing

- MK 152 Consumer Behavior

- MK 153 Retail and Wholesale Distribution

- MK 154 Communication and Promotion

- MK 157 Professional Selling and Sales Management

- MK 158 Product Planning and Strategy

- MK 161 Customer Relationship Management (cross listed with MD 161)

- MK 168 International Marketing

- MK 170 Entrepreneurship: Innovation and Marketing in a New Venture

- MK 172 Marketing Ethics

- MK 252 E-Commerce (cross listed with MD 253 MI 253)

- MK 258 Advanced Marketing Analysis

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the interna-

tional university can be considered for major credit. Only major electives can be taken abroad. Students should meet with Maria Sannella prior to going abroad

Undergraduate Course Offerings

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

MK 021 Marketing Principles (Fall/Spring: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.

*Sandra Bravo
Patricia Clarke
Elizabeth Miller
Philip Preskenis
Maria Sannella
Cathy Waters
Gergana Yordanova*

MK 031 Marketing Principles—Honors (Fall: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, nonprofit marketing, and marketing ethics.

Linda Salisbury

MK 148 Services Marketing (Fall: 3)

Prerequisite: MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.

Maria Sannella

MK 152 Consumer Behavior (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, personality, and attitudes, (2) group influences such as family, culture, social class, and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty, and new product adoption, and risk reduction.

Elizabeth Miller

MK 153 Retail/Wholesale Distribution (Fall/Spring: 3)

Prerequisite: MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

*Maria Sannella
Kathleen Seiders*

MK 154 Communication and Promotion (Fall/Spring: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller 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.

*Sandra Bravo
Adam Brasel*

MK 157 Professional Selling and Sales Management (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.

Patricia Clarke

MK 161 Customer Relationship Management (Spring: 3)

Prerequisite: MK 021

Cross Listed with MI 161

Students will learn the fundamental CRM principles, discuss them in case discussions, and apply them in a project with an organization of their choice. Topics will include the definition of CRM (getting, keeping and growing profitable customers), how to build relationships, the IDIC model (identify, differentiate, interact and customize), permission marketing, closed loop systems, mass customization, lifetime value, quantification of opportunity, program measurement, and review of a CRM system.

Kay Lemon

MK 168 International Marketing (Spring: 3)

Prerequisite: MK 021

As more and more United States companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. The international marketer needs to understand how the people in different countries respond to marketing efforts. The main objective of this

course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.

Richard Hanna

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall: 3)

Prerequisites: MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective 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.

Gregory Stoller

MK 172 Marketing Ethics and Creative Thinking (Spring: 3)

Prerequisite: MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

Maria Sannella

MK 252 Electronic Commerce (Fall: 3)

Prerequisite: MK 021

Cross Listed with MI 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. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about its impact on the future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

Mary Cronin

MK 253 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Adam Brasel

Richard Hanna

Arch Woodside

MK 256 Applied Marketing Management (Fall/Spring: 3)

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.

Patricia Clarke

Cathy Waters

Arch Woodside

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. This course cannot be counted toward the Marketing concentration.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

The Department

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.

Kathleen Seiders

Kay Lemon

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.

Victoria Crittenden

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.

Richard Hanna

MK 803 Product Planning and Strategy (Fall: 3)

Prerequisites: MK 705 or MK 721, at least one other marketing elective.

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.

The Department

MK 804 Consumer Behavior (Fall: 3)

Prerequisites: MK 705 or MK 721 and at least one other marketing elective

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class and reference group. It assesses their importance to the marketing of products and services.

The Department

MK 807 International Marketing Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.

Victoria Crittenden

MK 808 Communication and Promotion (Spring: 3)

Prerequisite: MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.

The Department

MK 811 Customer Relationship Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Cross Listed with MD 811

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process, and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Kay Lemon

MK 813 Services Marketing (Spring: 3)

Prerequisite: MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.

Kathleen Seiders

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

MK 815 Strategic Brand Management (Spring: 2)

Prerequisite: MK 705 or MK721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills, and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

Gerald Smith

MK 816 Marketing Information Analytics (Spring: 3)

Prerequisite: MK 705 or MK 721

The Department

MK 821 Marketing Research Management (Spring: 2)

Prerequisite: MK705 or MK721

Rich Hanna

MK 853 Electronic Commerce (Fall/Spring: 3)

Cross Listed with MI 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.

Mary Cronin

MK 897 Directed Readings (Fall/Spring: 3)

Gerald Smith

Operations and Strategic Management**Faculty**

Walter H. Klein, *Professor Emeritus*; B.S., M.B.A., Ph.D., University of Pittsburgh

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor and Associate Dean*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Professor*; B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University

Joy Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

Marta Geletkanycz, *Associate Professor*; B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Richard A. Spinello, *Associate Research Professor*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Jiri Chod, *Assistant Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Gregory Heim, *Assistant Professor*; A.B., University of Chicago; Ph.D., University of Minnesota

Robert Sroufe, *Assistant Professor*; B.S., Lake Superior State University; M.B.A., Ph.D., Michigan State University

Mei Xue, *Assistant Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Tieying Yu, *Assistant Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Richard McGowan, S.J., *Adjunct Associate Professor*; B.S., Widener University; M.A., University of Delaware; M.Div., Th.M., Weston School of Theology; D.B.A., Boston University

Larry C. Meile, *Adjunct Associate Professor*; B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University

David R. McKenna, *Lecturer and Director of the Honors Program*; B.S., M.B.A., Boston College

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- Website: <http://www.bc.edu/osm/>

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of Decision Analysis, Operations Management, and Strategic Management. An undergraduate concentration is offered in Operations Management.

Concentration in Operations Management

The Operations Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management. Intense competition in the fast-paced global markets has made competencies in this field the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both types of organizations.

This widely-applicable concentration combines teaching of analytical methods, operations management issues, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails lecture and discussion, field studies, case studies, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

The courses both intersect with and transcend the functional disciplines making Operations Management a good choice as a second major for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Information Systems, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- exercise managerial judgment
- analyze managerial problems
- 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
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function
- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

Careers in Operations Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analy-

sis in major companies such as Accenture, Boston Beer, Deloitte, Ernst & Young, General Electric, IBM, Goldman Sachs, JPMorgan Chase, UBS, and Teradyne.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing or Operations Manager. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

Proposed Operations Management Concentration Requirements

The following course is required for the concentration:

- MD 375 Operations and Competition (fall)
also take one of the following:
- MD 254 Service Operations Management (spring)
- MD 255 Managing Projects (spring)
also take one of the following:
- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)
also take one of the following:
- MI/CS 258 Systems Analysis and Design (fall)
- MI 253 Electronic Commerce (fall & spring)
- MD 254 Service Operations Management (spring) - if not taken above
- MD 255 Managing Projects (spring) - if not taken above
- MD 384 Applied Statistics (spring) - if not taken above
- MD 604 Management Science (fall) - if not taken above
- MD 606 Forecasting Techniques (fall) - if not taken above

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative capstone course to CSOM core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Sam Graves, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Undergraduate Course Offerings

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

MD 021 Operations Management (Fall/Spring: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

MD 031 Operations Management—Honors (Fall: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

Core course for the CSOM Honors Program

Operations management focuses on the planning, implementation, and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making. The course is taught in an interactive setting and requires class participation.

The Department

MD 099 Strategy and Policy (Fall/Spring: 3)

Prerequisite: Successful completion of the CSOM Core requirements.

This is the senior integrative capstone course of the CSOM Core.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

The Department

MD 100 Competitive Strategy—Honors (Fall: 3)

Prerequisites: MD 100 substitutes for MD 099 in the CSOM Core requirements, hence, it has the same prerequisites as MD 099.

This is the senior integrative capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including

environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Richard McGowan, S.J.

MD 161 Customer Relationship Management (Fall: 3)

Prerequisite: MK 021

Cross Listed with MK 161

See course description in the Marketing Department.

John Westman

MD 254 Service Operations Management (Spring: 3)

Prerequisite: MD 021

This course will focus on aspects involved in the management of service operations within the “pure” service sector (financial service, retail, transportation, travel and tourism, government, etc.) and within the service functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises (to include government, not-for-profits, etc.), the following topics will be explored: design and delivery of services, measurement for productivity and quality, managing capacity and demand, quality management, redesign of service delivery processes, management of technology, and managing human resources.

Mei Xue

MD 255 Managing Projects (Spring: 3)

Prerequisite: MD 021

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization’s strategy in a fast-paced business environment. Topics include project life cycle (definition, planning, execution, and delivery), algorithms and statistical concepts underlying network planning models, and ways of managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

Larry Meile

MD 260 Social and Ethical Issues in Information Technology (Spring: 3)

The emergence of the Internet and the digital revolution present new threats and opportunities for business in the twenty first century. This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.

Herman Tavani

MD 265 Globalization, Culture and Ethics (Fall: 3) **Satisfies Cultural Diversity Core Requirement**

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be

applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

Richard Spinello

MD 299 Independent Study (Fall/Spring: 3)

Prerequisites: Senior standing and permission of department chairperson
By arrangement

The student works under the direction of an individual professor.

The Department

MD 375 Operations and Competition (Fall: 3)

Prerequisite: MD 021

Required for the Operations and Technology Management concentration.

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating an operations strategy. The purpose of the course is to link strategic and tactical operational decisions to the creation of a competitive advantage. Topics to be covered include an overview of operations strategy content and process, service operations, workforce management, capacity and facilities strategy, supply chain management, project management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate the concepts covered in the course.

Joy Field

MD 384 Applied Statistics (Spring: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities

Acquaintance with linear algebra and the ability to use a computer are desirable.

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis.

David McKenna

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Fall: 3)

Prerequisite: MD 021, MD 707, or MD 723

Strongly recommended for students interested in operations management.

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.

David McKenna

MD 606 Forecasting Techniques (Fall: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.

Richard McGowan, S.J.

*Graduate Course Offerings***MD 700-701 Economics (Fall/Spring: 2 or 3)**

The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.

The Department

MD 705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.

The Department

MD 707 Operations Management (Fall/Spring/Summer: 3)

Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.

The Department

MD 708 Managing in the Global Environment

(Fall/Spring/Summer: 3)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

The Department

MD 710 Management Practice III: Strategic Management

(Fall/Spring/Summer: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.

The Department

MD 711 Management Practice IV: Social Issues in Management (Fall/Spring/Summer: 3)

Prerequisites: Management Practice I, II, and III and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.

The Department

MD 714 Statistics (Fall: 2)

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.

Samuel Graves

MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.

Jeffrey Ringuest

MD 723 Operations Management (Spring: 2)

Prerequisite: MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.

M.H. Safizadeh

MD 725 Managing in the Global Environment (Spring: 1)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a

global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.

Mohan Subramaniam

MD 729 Managing Operations for Competitive Advantage (Spring: 2)

Prerequisite: MD 723 or equivalent

Covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices, and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT, and scheduling systems are covered.

Joy Field

MD 740 Management Practice III: Strategy and Information Systems (Fall: 3)

Prerequisites: Management Practice I and II and M.B.A. Core

This 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.

Paul Tallon

MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)

Prerequisites: Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.

Hassell McClellan

MD 808 Entrepreneurship and New Ventures (Fall: 3)

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. Guest lecturers will include well known Boston area venture capitalists and successful entrepreneurs who have operated venture-backed companies.

Ron Guerriero

MD 809 Strategic Management in Financial Service Institutions (Spring: 3)

Prerequisites: MD 710 or MD 740, MF 820 recommended

Cross Listed with MF 809

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments. Uses cases, assigned readings, and guest speakers from the industry.

Hassell McClellan

MD 811 Customer Relationship Management (Spring: 3)

Prerequisite: MK 705 or MK 721

Cross Listed with MK 811

See course description in the Marketing Department.

Kay Lemon

MD 831 Managing Projects (Spring: 3)

Prerequisite: MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.

Larry Meile

MD 835 Advanced Topics: New Product Development (Fall: 3)

Prerequisite: Permission of instructor

Student teams take an existing product for which a viable business plan has already been developed and perform the activities necessary to bring the product to market. This involves identifying target markets, determining effective product design, identifying and costing required productive resources, identifying marketing channels, locating and garnering capital resources. The course is augmented by studying business cases and hearing from guest speakers who focus on issues that are inherent to the new product roll-out process. The deliverable will be a detailed business case for the product which will be ready for production funding and roll-out.

Larry Meile

MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector, and covers the development of skills to identify, evaluate, start, and manage ventures that are international in scope. During the semester, students will travel to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances, negotiations, managing growth, and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.

Gregory Stoller

MD 854 Management of Service Operations (Fall/Spring: 3)

Prerequisite: MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in interna-

tional markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.

Hossein Safizadeh

MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.

The Department

MD 898 Directed Research I (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MD 899 Directed Research II (Fall/Spring: 3)

Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

Organization Studies

Faculty

Donald J. White, *Dean Emeritus and Distinguished Professor*

Emeritus; B.S., Boston College; A.M., Ph.D., Harvard University

Jean M. Bartunek, R.S.C.J., *Professor and Robert A. and Evelyn J.*

Ferris Chair; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

Stephen Borgatti, *Professor and Chairperson*; B.A., Cornell University; Ph.D., University of California, Irvine

Judith R. Gordon, *Professor*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard P. Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William R. Torbert, *Professor*; B.A., Ph.D., Yale University

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Candace Jones, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Fabio Fonti, *Assistant Professor*; B.A., University of Urbino (Italy), Ph.D., University of Illinois at Urbana-Champaign

Michael Boyer O'Leary, *Assistant Professor*; B.A., Duke University, Ph.D., MIT Sloan School of Management

P. Monique Valcour, *Assistant Professor*; A.B., Brown University, M.Ed., Harvard University, M.S., Ph.D., Cornell University

Contacts

- Department Secretary: Jean Passavant, 617-552-0450, jean.passavant@bc.edu
- Department Chairperson: Steve Borgatti, 617-552-0452, borgatts@bc.edu
- Website: <http://www.bc.edu/orgstudies/>

Undergraduate Program Description

The Department of Organization Studies offers two undergraduate concentrations: Management and Leadership and Human Resources Management. Both concentrations focus on the “people” side of management, and contain elements of applied psychology, anthropology and sociology. Ultimately, the focus is on building the human and social capital of the organization.

Concentration in Management and Leadership

While technical skills can be critical in landing an entry-level job, it is management and leadership skills that are critical for promotion into the managerial ranks. The aim of this concentration is to build the skills that employees will need to manage and lead others. In addition, the concentration in Management and Leadership at Boston College gives students the opportunity to interact with leaders in the Boston business community in order to learn first hand what leadership is all about.

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 127 Leadership is the cornerstone the concentration. Students must choose at least three electives from a variety of courses.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 127 Leadership

Electives:

- MB 109 Group Dynamics
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 111 Organization Ethics and Employee Law
- MB 116 Industrial Relations
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 130 Managing Change and Quality
- MB 135 Career and Human Resources Planning
- MB 137 Management of Multicultural Diversity and Differences
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MD 548 Leadership and Mindfulness
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

Concentration in Human Resources Management

Human Resources Management is an evolving, applied field within organizational behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of busi-

ness, 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 Human Resources Management 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.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

A minor in Human Development is available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Visit the department office, Fulton 433, for information on this minor.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:

- MB 111 Organization Ethics and Employment Law
- 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 Managing Diversity
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 399 Advanced Topics in Organizational Behavior and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

Career Opportunities

The Management and Leadership concentration prepares students for managerial roles in all kinds of organizations including corporations, non-profits and government agencies. The common thread is managing people. In addition, the major provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

The Human Resources Management concentration prepares students for a career in administering the human capital of organizations. Career options include jobs as management consultants, organization development specialists, human resource generalists, and human resource specialists. Careers in these areas are concerned with influencing employees' attitudes, behavior and performance. Job opportunities exist at all levels of organizations. Given the knowledge-intensive nature of most industries in the U.S. today, human resource managers increasingly operate in partnership with executives at the highest levels of companies to develop and execute strategy. Expertise in leadership and human resource management is widely recognized as a critical component in organizational competitiveness.

Information for Study Abroad

Students may take any number of electives abroad to count toward either one of the Organization Studies concentrations. In addition, it is sometimes possible to take the equivalent of MB 021 abroad. However, this must be approved prior to finishing the course by the Chairperson of Organization Studies, who will need a copy of the course syllabus and the name and email address of the professor.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed 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 Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Dan Halgin

Michael O'Leary

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

In addition to providing an understanding of what makes the people side of organizations effective or ineffective, this course gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.

Judith Gordon

Richard Nielsen

MB 111 Organization Ethics and Employment Law (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Knowledge about organization ethics and employment law can help guide organizational behavior and help managers protect themselves, employees, and the organization from unethical and illegal behavior. This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employment law, and action skills they will need for addressing ethics and employment law issues and conflicts.

Richard Nielsen

MB 123 Negotiation (Fall: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.

Richard P. Nielsen

MB 127 Leadership (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

Judith Clair

MB 135 Career and Human Resource Planning (Fall: 3)

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews, and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.

Candace Jones

MB 137 Management of Diversity (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 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.

William Stevenson

MB 648 Management of Technology (Spring: 3)

Prerequisites: MB 021, MB 031, or permission of instructor

This course deals with the intersection of information technology and management. It is divided into three sections: how advances in communication technology have impacted the role of management in organizations, such as managing geographically dispersed teams and remote workers; the management of technology within and organization, with an emphasis on managing technology change; and the interpersonal implications of management-focused technologies such as Materials/Enterprise Resource Planning (MRP/ERP) systems.

Richard DeJordy

Graduate Course Offerings**MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)**

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership.

Pacey Foster

Chet Labeledz

Robert O'Neil

William Torbert

The Department

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 opportu-

nities 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.

Fabio Fonti

Candace Jones

Michael O'Leary

Ian Walsh

MB 712 Managing People and Organizations (Fall: 3)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

Judith Gordon

MB 802 Management of Organizational Change (Spring: 3)

Prerequisites: MB 709, MB 712 or permission 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, organizational development, and other action tools.

Department

MB 803 Leadership (Fall: 3)

Prerequisites: MB 709, MB 712 or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises and diagnostic instruments, to illuminate managerial effectiveness in general as well as the student's particular style.

The Department

MB 811 Advanced Topics in Organizational Behavior: Corporate Governance (Spring: 3)

Prerequisites: MB 709, MB 712 or permission of instructor

The course will look at some of the more interesting failures and lapses to perform in recent years including Enron, WorldCom, and the New York Stock Exchange. We will consider the environment and circumstances that allowed certain events to unfold in an unintended way and link these events to the resulting changes in behavior and governance. The course will also develop your knowledge of board governance by exploring the regulatory environment including recent changes enacted through Sarbanes-Oxley in addition to looking at the underlying norms and rules of boards developed through your own research.

Robert Radin

MB 830 Career Management and Work-Life Planning (Fall: 3)

This course examines career issues in contemporary organizations. It will help students develop critical competencies needed to successful-

ly manage their careers and maintain work/life integration in today's complex turbulent workplace. The class is based in a rigorous self-assessment process which incorporates a broad range of experiential exercises that provide students with a high degree of self-awareness. This understanding is then used as the basis for developing a comprehensive career plan that incorporates a work-life perspective. The class will also increase students' understanding of the new career contract, career decision making, contemporary human resource practices, and theories of adult development.

The Department

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, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.

Judith Clair

MB 851 Macro-Organizational Theory (Spring: 3)

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.

Candace Jones

MB 852 Perspectives on Individual and Organizational Change (Fall: 3)

This course introduces topics relating to individual and organizational change and development. Topics include approaches to career development, and organizational-level change issues, such as the early formation and development of organizations, planned change, organizational learning, 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 nature and effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment, and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.

Richard Nielsen

MB 870 Qualitative Research Methods (Spring: 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 cultural domain analysis, text coding, ethnographic and linguistic research and software approaches to managing qualitative data.

Stephen Borgatti

MB 871 Quantitative Research Methods (Fall: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

William Stevenson

MB 872-873 Research Seminar I and II (Fall/Spring: 3)

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster completion of the second year paper, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

Jean Bartunek

MB 874 Social Network Analysis (Fall: 3)

This course familiarizes students with the theory, research, and methodological issues connected with social network analysis in organizations. It focuses on a social network as a set of nodes (individuals, groups, subunits, organizations, societies) and the ties representing some relationship or lack of relationship between the nodes. It examines the impact of these relational measures on attitudes, conflict, socialization, performance, power, and innovation in organizations and other social groups.

Stephen Borgatti

MB 875 General Linear Models (Fall: 3)

This course is appropriate for graduate students in the school of management, social sciences, nursing, social work, or education who want an introduction to applied statistical analysis for research. In this course, we will focus on using the general linear model to conduct studies using the SPSS data analysis program. The major topics of the course will be exploratory and graphical approaches to data analysis, categorical data analysis, analysis of variance, multiple regression, path analysis, and structural equation modeling. It is assumed that the student has had an undergraduate course in introductory statistical analysis.

William Stevenson

MB 876 Multivariate Methods (Spring: 3)

This course provides an introduction to multivariate statistical methods. The course emphasizes exploratory methods such as factor analysis, multidimensional scaling, correspondence analysis, and cluster analysis. However, multiple regression, canonical correlation, discriminant analysis and loglinear modeling will also be touched on. The course includes a primer on matrix algebra and vector spaces but concentrates on using methods intelligently rather than the math behind them. Students will use SPSS and UCINET software packages.

Stephen Borgatti

MB 880 Action Research Methods (Spring: 3)

This course invites students to first, second, and third-person research methods to be used in the midst of practice on oneself, in meetings, and in organizational change efforts. The methods are actually practiced in class. Each class member writes a first-person autobiography, exploring one's own developmental history, a second-person

analysis of a class session based on a tape transcript, and a third-person research paper. Readings focus both on the philosophical foundations and the practical applications of action research.

William Torbert

MB 881 Teaching Practicum (Spring: 3)

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. The course combines readings, discussion, and practice. Peer observations and critique through videotaping are integral parts of the course.

Judith Gordon

MB 897 Directed Readings (Fall/Spring: 3)

Prerequisite: Permission 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: Permission 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: Permission 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: 1)

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

The Department

William F. Connell School of Nursing

UNDERGRADUATE PROGRAM DESCRIPTION

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 is accredited by the Commission on Collegiate Nursing Education. See the website for details (<http://www.bc.edu/nursing/>).

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic grounded in the Judeo-Christian tradition, is scientifically based, technically competent and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the 38 courses that comprise the curriculum, which include University Cores, nursing requirements and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, mathematics, and English Core courses in the first and second years. Students must meet with their faculty advisor before each registration period. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the Greater Boston area.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may go abroad during

fall or spring semester of junior year or fall semester senior year. They may take nursing courses, electives or Core courses at approved universities. If students wish to take nursing courses abroad, they must have completed at least three semesters of the nursing curriculum. Students are free to study abroad in any location approved by the Center for International Partnerships.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with the Associate Dean for the undergraduate program during sophomore year, and fulfillment of the academic requirements stipulated by the Center for International Partnerships and Programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

PLAN OF STUDY

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core or elective
- Core or elective

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- MT 180 Principles of Statistics for the Health Sciences
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BI 220, 221 Microbiology
- Core or elective
- Core or elective
- Core or elective
- Core or elective

Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core or elective
- Core or elective

Junior Year*Semester I*

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- Core or elective
- Core or elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Core or elective

Senior Year*Semester I*

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Core or elective

Semester II

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Information for First Year Students

During the first year students must complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Mathematics, Modern History I and II and Professional Nursing I. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Academic Honors***The Honors Program***

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information please see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Alternate Honors Program

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

Fifth Year B.S./M.S.

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete the master's degree in one additional year of study. In order to qualify for this program, students must maintain an academic average of 3.2 each semester with a grade of B or above in Nursing courses. The policy is available in the associate dean's office.

Graduate Courses

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing.

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.

Health Requirements

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, rubella titre, varicella titre or vaccine, two MMR vaccines, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the Connell School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 230, and must continue to keep this certification current. Nursing students must also undergo the criminal offense background checks that are required by affiliating health care institutions.

General Information***Cooperating Hospitals and Health Agencies***

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area.

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field or possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses

taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

Registered Nurses

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College Connell School of Nursing have worked as researchers in clinical settings, faculty members at schools of nursing, and administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Fees

Connell School of Nursing students pay the same tuition, fees, and room and board costs as other college enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$45.00
- Laboratory Fee \$190.00 - \$205.00 (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 PROGRAM DESCRIPTION

Introduction

In its quest for excellence and influence, the William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice. The Graduate School of Nursing also offers a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in nursing, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student to faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three-year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. track is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Program of Study

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), 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. Cognate or elective courses are required to support each students' research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background of 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, 811, 812, 813 Research Practicum I-IV: 4 credits
- Cognate or Elective: 3 credits
- NU 998 Doctoral Comprehensives: 1 credit
- NU 901 Dissertation Advisement: 3 credits
- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 1 credit

Total: 46/48 credits

The required number of credits in cognates and electives is based on the needs of the student and prior educational background and course work.

Ph.D. Colloquium

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

Doctoral Student Research Development Day

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (four pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- 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 (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. 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 Connell Graduate School of Nursing, 617-552-4250 or from the website at <http://www.bc.edu/nursing/>.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and scholarship opportunities are available on an individual basis.

Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science Degree Program is to prepare nurses in advanced nursing practice, including clinical nurse

specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Pediatric, Women's Health, Psychiatric Mental Health Nursing, and Nurse Anesthesia.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory-based and researched-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare middle management, and participation in research to improve the quality of nursing practice.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconess Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

Career Options

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Areas of Clinical Specialization in Nursing**Adult Advanced Nursing Practice**

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as Nurse Practitioners or Clinical Nurse Specialists in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

Gerontological Advanced Nursing Practice

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings, including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices. Graduates can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

Community Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

Women's Health Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. One can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Psychiatric Mental Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist, and can apply for prescriptive authority in most states (including Massachusetts).

Nurse Anesthesia Program

The Program in Nurse Anesthesia is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic prin-

ciples specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anaesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally accredited nursing program include the regular Master's Program and the M.S./M.B.A., the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of forty-five credits; the nurse anesthesia specialty requires fifty-six 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 (29 credits for the nurse anesthesia program).

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.

The nurse anesthesia program requires 56 credits of full-time coursework over 27 months.

Master's Entry Program

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health or psychiatric-mental health nursing.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: Courses in anatomy and physiology with laboratory (eight credits), and the following one-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.

R.N./Master's Plan

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

The Master's Completion Program

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in their clinical specialty.

Dual Degree Programs

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and the Institute of Religious Education and Pastoral Ministry (IREPM) offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research. Ph.D. Program application and admission process is followed.

Non-Degree Program

Non-degree program options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student
- Post-Master's Teaching Certificate

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

The Post-Master's Teaching Certificate is awarded to nurses with master's degrees in nursing who successfully complete three courses (9 credits). The courses prepare nurses to teach in schools of nursing or as clinical educators in the clinical practice area.

Persons interested in these three options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

Admission Requirements

The application deadline for the Master's Entry Program is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Program is September 15 for January enrollment.

The deadlines for other Master's Programs are as follows: March 15 for September and May enrollments and October 15 for January enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program can be obtained from the School of Nursing can be downloaded from: www.bc.edu/nursing/.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not required for R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement
- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within five years (not required for admission to the Additional Specialty Concentration or Post-Master's Teaching Certificate)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as a R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
- Baccalaureate degree from a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B or better

The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

- Electives 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 Pathophysiologic Processes: 3 credits
- Two Specialty Practice Courses: 6 credits each
- Two Specialty Theory Courses: 3 credits (Nurse Anesthesia: 21 credits)

Total: 45 credits (Nurse Anesthesia: 56 credits)

*Optional, following 6 credits of research:

- NU 801 Master's Thesis: 3 credits

The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic year. The amount will be credited in full to the individual's student account.

General Information

Accreditation

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, please see the CCNE website at <http://www.aacn.nchu.edu/>.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the Connell School of Nursing webpage for Financial Aid resources at <http://www.bc.edu/schools/son/>. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Deferral of Admission

Master's Program applicants wishing to be considered for deferral must submit a written request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Limited housing for graduate students is provided.

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

Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Miriam Gayle Wardle, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D. North Carolina State University

Margaret A. Murphy, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University

Ann Wolbert Burgess, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University

Mary Elizabeth Duffy, *Professor and Director of Center for Nursing Research*; 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

Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

June Andrews Horowitz, *Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University

Barbara Hazard, *Professor and Dean*; B.S., M.S., University of Rhode Island, Ph.D., University of Connecticut

Callista Roy, *C.S.J., Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania

Barbara E. Wolfe, *Professor*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College

Paul M. Arnstein, *Associate Professor*; B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

Rosanna F. DeMarco, *Associate Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

Nancy J. Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester

Pamela J. Grace, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Lois A. Haggerty, *Associate Professor and Interim Associate Dean Graduate Programs*; B.S., Simmons College; M.S., Ph.D., Boston College

Loretta P. Higgins, *Associate Dean Undergraduate Program*; B.S., M.S., Ed.D., Boston College

Ellen K. Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Sandra R. Mott, *Associate Professor*; B.S., Wheaton College; M.S., Boston College; Ph.D., University of Rhode Island

Anne E. Norris, *Associate Professor*; B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

Rita J. Olivieri, *Associate Professor*; B.S., M.S., Ph.D., Boston College

Joyce A. Pulcini, *Associate Professor*; B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University

Catherine Yetter Read, *Associate Professor*; B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell

Judith Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Patricia A. Tabloski, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Robin Y. Wood, *Associate Professor*; B.S., University of Michigan; M.S., Ed.D., Boston University

Mary M. Aruda, *Assistant Professor*; B.S., St. Francis College; B.S.N., Cornell University; M.S., Boston University; Ph.D., University of Massachusetts, Lowell

Jane Flanagan, *Assistant Professor*; B.S.N., University of Massachusetts, Lowell; M.S.N., Northeastern University; Ph.D., Boston College

Susan Kelly-Weeder, *Assistant Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts, Lowell

Margaret Saul Lacetti, *Assistant Professor*; B.S.N., Columbia University; M.S.N., Salem State College; Ph.D., University of Massachusetts, Worcester/Lowell

Michelle Mendes, *Assistant Professor*; B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island

Danny Willis, *Assistant Professor*; B.S.N., University of Mississippi Medical Center; M.N., D.N.Sc., Louisiana State University health Sciences Center

Stacey Hoffman Barone, *Clinical Instructor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Donna L. Cullinan, *Clinical Instructor*; B.S., St. Anselm College; M.S., Boston College

Holly Fontenot, *Clinical Instructor*; B.S.N., Georgia Baptist College of Nursing; Mercer University; M.S., Boston College

Katherine Barry Frame, *Clinical Instructor and Coordinator of Clinical Placements*; B.S., M.S., Boston College; M.S., Salem State College

Dianne Hagen, *Clinical Instructor*; B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

Karen E. Hall, *Clinical Instructor*; B.S., University of Michigan; M.S., Salem State College

Nanci Haze Peters, *Clinical Instructor*; B.S., Western Connecticut State University; M.S., Northeastern University

Adele W. Pike, *Clinical Instructor*; Ed.D., Boston University; M.S.N., Yale University

Judith S. Pirolli, *Clinical Instructor*; B.S., M.S., Boston College

Phyllis M. Shaw, *Clinical Instructor*; B.S., Fitchburg State College; M.S.N., Boston University

M. Colleen Simonelli, *Clinical Instructor*; B.S.N., Marquette University; M.S.N., Boston College

Sherri B. St. Pierre, *Clinical Instructor*; B.S., Simmons College; M.S., University of Massachusetts, Lowell

Pamela A. Terreri, *Clinical Instructor*; B.S.N., Boston College; M.S.N., Boston University

Susan A. Emery, *Director of Nurse Anesthesia Program*; B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University

Denise B. Testa, *Assistant Director of Nurse Anesthesia Program*; B.S.N., Boston University; M.S., Rush University

W. Jean Weyman, *Director of Nursing Continuing Education Program*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Contacts

- Undergraduate Program Office: Cushing Hall, 617-552-4925
- Website: <http://www.bc.edu/schools/son/>

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 and provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.

The Department

NU 080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BI 130, BI 131, BI 132, BI 133, CH 161, CH 163

Corequisites: BI 220, BI 221 may be taken concurrently

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

The Department

NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BI 130, BI 131, BI 132, BI 133, or concurrently, CH 161, CH 163, BI 220, BI 221, NU 080, NU 121 or concurrently

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.

The Department

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

The Department

NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NU 120, NU 121, NU 080

Corequisites: NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

The Department

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.

The Department

NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080

Corequisite: NU 230

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One 2-hour college laboratory and six hours of clinical laboratory weekly.

The Department

NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204, NU 216 or concurrently

Corequisite: NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.

The Department

NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

The Department

NU 244 Childbearing Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the life span.

The Department

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)

Prerequisites: NU 230, NU 231, NU 204

Corequisite: NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and postnatal activities. Nine hours of clinical laboratory weekly.

The Department

NU 250 Child Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness, nursing judgments, and adapting plans of care to child and family.

The Department

NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 244, NU 245

Corequisite: NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

The Department

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 242, NU 243

Corequisite: NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

The Department

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 242, NU 243

Corequisite: NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions, and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient, and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.

The Department

NU 260 Community Nursing Theory (Fall/Spring: 3)

Prerequisites: NU 250, NU 251, NU 252, NU 253

Corequisite: NU 261

This course focuses on individuals, families, and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts, and collaboration with other members of the health care team are addressed.

The Department

NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 250, NU 251, NU 252, NU 253

Corequisite: NU 260

This course focuses on individual, family, and community responses to actual or potential health problems. Health promotion, disease prevention, and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions, and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.

The Department

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 260, NU 261 or concurrently

Corequisite: NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies, and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.

The Department

NU 264 Professional Nursing II (Spring: 3)

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care, explore professional issues, view nursing as a profession as related to society's needs, and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.

The Department

NU 299 Directed Independent Study (Fall: 3)

Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses

Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.

The Department

Undergraduate and Graduate Course Offerings**NU 315 Victimology (Fall: 3)**

For students whose practice is with victims of crime-related trauma; for students whose careers require a knowledge of issues facing crime victims, their families, and the community; and for students who wish to broaden their understanding of crime and justice. Course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, and Internet crimes.

Ann Wolbert Burgess

NU 317 Forensic Mental Health (Spring: 3)

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or evil. Content will cover such topics as: forensic interviewing and evaluation, case formulation, DSM diagnosis, treatment modalities, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain.

Ann W. Burgess

NU 318 Forensic Science I (Fall: 3)

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition, preservation, and application. Specifically, this course examines cases where there has been a death e.g., suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor.

Ann Wolbert Burgess

Graduate Course Offerings**NU 402 Nursing Science I (Fall: 6)**

Corequisites: NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

Jane Ashley

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisites: NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practice which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

The Department

NU 406 Nursing Science II (Spring: 6)

Prerequisites: NU 402, NU 403

Corequisites: NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)

Prerequisites: NU 402, NU 403, NU 204, NU 408

Corequisites: NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

The Department

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

Nancy Fairchild

NU 411 Nursing Synthesis Practicum (Summer: 3)

Prerequisites: NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

The Department

NU 415 Conceptual Basis for Advanced Nursing Practice

(Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

Dorothy Jones

Sr. Callista Roy

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations and in the popular press.

Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)

Prerequisites: NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following:

historical development of the roles; role theory and implementation; legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership, evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.

Rosanna DeMarco

Joellen Hawkins

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring/Summer: 3)

Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.

Paul Arnstein

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/Summer: 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

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 mas-

ter health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.

The Department

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)

Prerequisite: NU 430

Corequisite: NU 441

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forensic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills, and to provide individualized, culturally sensitive nursing care and clinical services to diverse client populations.

June Andrews Horowitz

Barbara Wolfe

NU 445 Individual Psychotherapies/Advanced Practice Psychiatric Nursing Practice (Fall: 3)

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavioral, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.

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

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

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with

women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

Joellen Hawkins

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)

Prerequisites: NU 430, NU 415 and NU 452

Corequisite: NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.

Mary Aruda

Joyce Pulcini

NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.

Dorothy Jones

NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)

Prerequisites: NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on 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.

Patricia Tabloski

NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)

Prerequisites: NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the

context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.

Patricia Tabloski

NU 467 Adult Health Nursing Practice: Clinical Nurse Specialist (Fall: 3)

The Department

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.

Paul Arnstein

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)

Prerequisites: NU 472 and NU 430

Corequisite: NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

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 484 Interprofessional Collaboration: School-Community Service (Spring: 3)

The Department

NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)

Corequisites: NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well

as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.

Denise Testa

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)

Corequisites: NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.

Susan Emery

NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)

Prerequisites: NU 490, NU 491

Corequisites: NU 493, NU 494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.

Lisa Stryker

NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 3)

Prerequisites: NU 490, NU 491

Corequisites: NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.

Susan Emery

NU 494 Physiologic Variables for Nurse Anesthesia II-Card (Summer: 3)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in-depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.

Catherine Woodward

NU 520 Nursing Research Theory (Fall/Summer: 3)

Prerequisite: Undergraduate statistics course

Offered Biennially

Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.

The Department

NU 523 Computer Analysis of Health Care Data (Fall: 3)

Prerequisite: NU 520 or concurrent with NU 520, or with permission of instructor

Ability to use computer mouse and familiarity with Windows or Macintosh operating systems

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.

Anne Norris

NU 524 Master's Research Practicum (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.

The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)

Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.

The Department

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)

Prerequisites: NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills.

June Andrews Horowitz

Barbara Wolfe

NU 545 Couple, Family and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)

Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.

This course is a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore the major psychotherapeutic approaches for Families and Groups. Emphasis is on the application of theories and models of family and group psychotherapy across the lifespan, among diverse populations, and in traditional and non-traditional settings.

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

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.

Lois Haggerty

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)

Prerequisites: NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.

Lois Haggerty

Joellen Hawkins

NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)

Prerequisites: NU 457, NU 552

This course builds on NU 457. The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with preceptors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.

Mary Aruda

NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)

Prerequisite: NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.

Dorothy Jones

NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)

Prerequisite: NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.

Patricia Tabloski

NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)

Prerequisites: NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.

Patricia Tabloski

NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)

Prerequisites: NU 472, NU 430

This course is the second of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.

Paul Arnstein

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)

Prerequisites: NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473

course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

Paul Arnstein

NU 580 Foundations in Teaching and Learning in Nursing (Spring: 3)

Prerequisite: Completed or enrolled in Masters of Nursing Program

This course focuses on introducing teaching and learning constructs and concepts in the context of nursing education. This includes philosophy of education, principles of teaching and learning, history of nursing education, learning styles, curriculum development and design, and teaching critical thinking. The role of nurse educators will be explored.

Rita Olivieri

NU 583 Teaching Practicum and Performance Evaluation (Fall: 3)

Prerequisites: NU 580 and NU 582

The role of the nurse educator is actualized through practicum experiences that integrate knowledge from previous courses. Opportunities for precepted learning experiences in the classroom and clinical setting are available for each participant. Classroom teaching includes the development of teaching objectives and strategies, test construction and evaluation of didactic learning. The clinical practicum focuses on evaluating learning environments, developing clinical assignments, testing and evaluating clinical performance, laboratory skill development and competency testing. Additionally, there will be opportunities to mentor and work with clinical staff and preceptors across clinical settings with diverse populations.

The Department

NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)

Prerequisites: NU 490-NU 494, NU 415

Corequisite: NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.

Christine Village

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 3)

Prerequisites: NU 490-NU 494, NU 415

Corequisite: NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.

Susan Emery

NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)*Prerequisites:* NU 590, NU 591*Corequisite:* NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.

*Susan Emery***NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 3)***Prerequisites:* NU 590, NU 591*Corequisite:* NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking. Weekly seminars provide the opportunity for discussion of clinical experiences.

*Susan Emery***NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 3)***Prerequisites:* NU 592, NU 593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.

*Susan Emery***NU 672 Pathophysiologic Processes (Fall/Spring: 3)***Prerequisite:* Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.

*Catherine Read***NU 691 Nurse Anesthesia Residency I (Fall: 1)***Prerequisites:* NU 592, NU 593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the

graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.

*Susan Emery***NU 693 Nurse Anesthesia Residency II (Spring: 1)***Prerequisite:* NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.

*Susan Emery***NU 699 Independent Study in Nursing (Fall/Spring: 3)***Prerequisites:* Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.

*The Department***NU 701 Epistemology of Nursing (Fall: 3)***Prerequisites:* Doctoral standing, PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.

*Sr. Callista Roy***NU 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.

Ellen Mahoney

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.

Pamela Grace

NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 3)

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs, sampling strategies and sample size considerations, data collection procedures, instrumentation, data analysis, interpretation, and communicating results.

Mary 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

NU 746 Measurement in Nursing Research (Fall: 3)

Prerequisites: NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theory and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.

Anne Norris

NU 750 Qualitative Research Methods (Spring: 3)

Prerequisite: NU 740 or permission of instructor

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.

Sandra Mott

NU 751 Advanced Qualitative Methods (Spring: 3)

Prerequisites: 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.

Danny Willis

NU 753 Advanced Quantitative Nursing Research Methods (Spring: 3)

Prerequisites: NU 742 or permission of instructor

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 (Spring: 3)

Prerequisites: Six credits of research, including NU 520 and one of the following: NU 523, NU 524, or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.

The Department

NU 810 Research Practicum I (Fall/Spring: 1)

Prerequisites: NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.

The Department

NU 811 Research Practicum II (Fall/Spring: 1)

Prerequisites: NU 810, NU 702, or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations and publications.

The Department

NU 812 Research Practicum III (Fall/Spring: 1)

Prerequisites: NU 810, NU 811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.

The Department

NU 813 Research Practicum IV (Fall/Spring: 1)

Prerequisites: NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.

The Department

NU 820 Expanding Paradigms for Nursing Research (Fall: 3)

Prerequisites: NU 702, NU 812, NU 710, or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.

Dorothy Jones

NU 821 Nursing Research and Health Policy Formulation (Spring: 3)

Prerequisite: NU 820

Course is for doctoral students interested in health services research. Social, economic, and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency. The application of nursing research in outcome studies, program evaluation, and needs assessment is explored. Case studies are used to illustrate the social and ethical responsibilities of nurses in the conduct of research. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.

Joyce Pulcini

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 or permission of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

NU 902 Dissertation Advisement (Spring: 3)

Prerequisite: NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.

The Department

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: 1)

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 twenty hours per week working on the dissertation.

The Department

Graduate School of Social Work

In keeping with the four-century Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor in Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work intervention method and a field of practice area. The two intervention methods are Clinical Social Work or Macro Social Work on the Master's level. Four advanced field of practice areas are offered: Children, Youth and Families; Global Practice; Health and Mental Health; and Older Adults and Families. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

Professional Program: Master of Social Work (M.S.W.)

The M.S.W. Program offers training in two major methods of social work practice: Clinical and Macro. Clinical Social Work is the process of working with individuals, families, and groups to help them deal with personal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Macro Social Work is the process of working with agencies, community groups, and governmental bodies to work on social policy issues that will promote social justice. The process utilizes organizational administration, community practice, and social policy analysis to facilitate change in the social environment.

Along with curricula offerings in two primary intervention methods, Clinical Social Work and Macro Social Work, students concentrate in one of four specialized fields-of-practice—Children, Youth and Families, Global Practice, Health and Mental Health, and Older Adults and Families—that reflect the faculty's practice and research expertise. A fifth option offers an Individualized field-of-practice concentration that may be designed to meet a student's learning objectives.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a three-year or four-year part-time program. All degree requirements must be fulfilled within a period of five years.

Off-campus sites: In addition to Chestnut Hill, part-time Clinical Social Work students may complete the equivalent of the first full-time year at one of three off-site locations: Worcester, MA (serving Western MA), Easton, MA (serving Southeastern MA), and Portland, ME. With the exception of two courses offered only on the Chestnut Hill campus, Macro Social Work students complete the majority of the equivalent first full-time year at an Off-Campus site. While final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

M.S.W. Curriculum

The M.S.W. curriculum is divided into three overlapping components: Foundation; Intervention Method; and Field-of-Practice Concentration. This configuration allows students to establish a solid foundation in social work practice, choose either a Clinical or Macro intervention method as their primary practice method, and then choose one of four Field-of-Practice Concentrations to gain advanced policy and

practice skills in a particular area. The Field-of-Practice concentrations are: Children, Youth and Families; Global Practice; Health and Mental Health, Older Adults and Families, and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare policy and services, social welfare practice, research, and field education.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

Intervention Methods Courses

Students select one of two basic intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities—individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro practice courses also include an advanced human behavior course, SW 724 Social Work Perspectives on Organizations and Communities, and two Methods courses that focus on organizational analysis, community needs assessment, administrative management skills, planning, and group and community interventions.

The required Macro courses are as follows:

- SW 724 Social Work Perspectives on Organizations and Communities
- SW 809 Administration of Human Service Programs
- SW 888 Community Organizing and Political Strategies
- SW 942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose one field-of-practice concentration that combines field work, advanced policy, and advanced practice courses in the specific area of concentration. Each field of practice concentration consists of two advanced practice courses and one advanced policy course. All concentrations require SW 841 Program Evaluation and SW 933-934 Field Education III, IV—Clinical Social Work or SW 943-944 Field Education III, IV—Macro.

Children, Youth and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families

seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems. Required courses include:

Clinical Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 872 Advanced Clinical Interventions with Children, Youth and Families

Macro Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 885 Management of Organizations Serving Children, Youth and Families

Global Practice

The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations from around the globe. Required courses include:

Clinical and Macro Social Work

- SW 826 Rights-Based Assessment and Capacity-Building in Global Social Work
- SW 829 Sustainable Development and Responses in Global Social Work
- SW 806 Global Policy Issues and Implications

Health and Mental Health

The Health and Mental Health Concentration prepares students for clinical and macro practice in health and/or mental health settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical students will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and interventions that are relevant to particular problems and cultural contexts. Macro students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

Clinical Social Work with a focus on Mental Health

- SW 865 Family Therapy
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Clinical Social Work with a focus on Health

- SW 873 Psychosocial Dimensions of Health and Mental Health Practice
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Macro Social Work with a focus on Health or Mental Health

- SW 810 Financial Management for Human Services

- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state and national aging network. Required courses include:

Clinical and Macro Social Work

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

Electives

Students will take three electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required field-of-practice advanced policy and advanced practice courses may be taken as electives by students from other fields-of-practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 795 Trauma and Resilience: Social Work Practice in Northern Ireland
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania
- SW 813 Comparative Policy Analysis with Field Experience
- SW 814 Policy and Ethical Issues on Contemporary Health Care
- SW 816 Supervision and Staff Management
- SW 817 Health and Mental Health Policy
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy
- SW 820 Social Work Response to the AIDS Epidemic
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 825 Social Work with Groups
- SW 827 Ego Psychology
- SW 830 Social Work & Pastoral Ministry
- SW 851 Policy Analysis Research for Social Reform
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 871 Social Work Practice in the Prison
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective Therapy
- SW 877 Narrative Therapy
- SW 878 Adolescent Mental Health Treatment

- SW 879 Social Work Practice with Women
- SW 882 Socioeconomic Development
- SW 884 Strategic Planning
- SW 887 Urban Development Planning
- SW 896 Marketing Social Work

Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs is available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years—one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry) in conjunction with the Boston College Institute of Religious Education and Pastoral Ministry was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

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

Doctor of Philosophy Degree Program with a Major in Social Work

The School offers a research oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

Program of Study

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies

that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships and teaching labs.

A total of fifty-one (51) credit hours are required to complete the degree: forty-five (45) credits for academic courses and six (6) credits for the dissertation. Among the eighteen (18) elective credits, six (6) are specified to be advanced social or behavioral science theory courses and twelve (12) are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social & Behavioral Science
- SW 952 Tools for Scholarship in Social & Behavioral Science
- SW 953 Cross-Cultural Issues in Social & Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social & Behavioral Research
- SW 968 Multivariate Analysis & Statistical Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 983 International and Comparative Social Welfare
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students
- Advanced Social or Behavioral Science Theory Courses (6 credits)

Total Credits:

The fifty-one (51) credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

Financial Aid

There are five major sources of funding available for students in the doctoral program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Graduate Assistantships provided by Boston College.

- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include issues related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its eighteenth year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year.

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 swadmit@bc.edu, or the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

June Gary Hopps, *Professor Emerita*; A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Richard A. Mackey, *Professor Emeritus*; A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, *Professor Emerita*; A.B., Howard University; M.S.W., Columbia University

Albert F. Hanwell, *Associate Professor Emeritus*; B.S., M.S.W., Boston College

Betty Blythe, *Professor*; B.A., Seattle University; M.S.W., Ph.D., University of Washington

Alberto Godenzi, *Professor and Dean*; M.A., Ph.D., University of Zurich; M.B.A., Open University

Demetrius S. Iatridis, *Professor*; A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

Karen K. Kayser, *Professor*; B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

James Lubben, *Louise McMahon Ahearn Professor*; B.A., Wartburg College, M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Kevin J. Mahoney, *Professor*; B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Thanh Van Tran, *Professor*; B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Pauline Collins, *Associate Professor*; B.A., University of Michigan-Dearborn; M.A., M.S.W., Ph.D., University of Michigan

Hugo Kanya, *Associate Professor*; Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University

Kathleen McInnis-Dittrich, *Associate Professor*; B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, *Associate Professor*; B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Marcie Pitt-Catsouphes, *Associate Professor*; B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Nancy W. Veeder, *Associate Professor*; B.A., Smith College, M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College

Leon F. Williams, *Associate Professor*; B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Paul Kline, *Adjunct Associate Professor*; B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Richard H. Rowland, *Adjunct Associate Professor*; B.S., University of Wisconsin; M.S.W., Boston University; Ph.D., Brandeis University

Robbie Tourse, *Adjunct Associate Professor*; B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College

Thomas Walsh, *Adjunct Associate Professor and Associate Dean*; B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Stephanie Cosner Berzin, *Assistant Professor*; B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Othelia Lee, *Assistant Professor*; B.A., Catholic University of Korea; M.S.W., Smith College Ph.D., Columbia University

Margaret Lombe, *Assistant Professor*; B.A., Daystar University; M.S.W., Ph.D., George Warren Brown School of Social Work at Washington University

Ce Shen, *Assistant Professor*; B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Leslie Wind, *Assistant Professor*; B.A., California State University; M.S.W., University of California at Los Angeles; Ph.D., University of Southern California

Qingwen Xu, *Assistant Professor*; LL.B., Beijing Union University; LL.M., Peking University; LL.M., New York University; Ph.D., University of Denver

Kerry Mitchell, *Lecturer*; B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, *Lecturer*; B.A. Tufts University; M.S.W., Boston University

Robin Warsh, *Lecturer*; B.S., American University; M.S.W., University of Connecticut

Contacts

- McGuinn Hall, 617-552-4024
- Web Site: <http://socialwork.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/>.

SW 600 Introduction to Social Work (Fall/Spring: 3)

Cross Listed with PS 600, SC 378

Available to non-M.S.W. graduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of

dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

Graduate Course Offerings

SW 701 The Social Welfare System (Spring: 3)

Prerequisite for all other Policy courses. Required of all M.S.W. students.

An examination of the history and nature of social welfare, and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).

The Department

SW 721 Human Behavior and the Social Environment (Fall: 3)

Cross Listed with PS 721

Prerequisite for Advanced HBSE and Clinical electives. Required of all M.S.W. students.

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender and other differences which mediate the interface of these human systems with their environment.

The Department

SW 722 Psychosocial Pathology (Spring/Summer: 3)

Prerequisite: SW 721

Required of Clinical Social Work students; elective for others.

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.

The Department

SW 723 Diversity and Cross-Cultural Issues (Fall: 3)

Cross Listed with BK 493

Required of all M.S.W. students.

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

The Department

SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)

Prerequisite: SW 721

Required of Macro students; elective for others.

A seminar designed to provide students with an understanding of the social context in which social work is practiced. The first half of the course

focuses on organizations as functioning systems and the influence of the organizational contexts on human behavior. Students are exposed to various organizational theories including systems theory, political theory, structural theory, human relations perspective, and symbolic theory. The second part of the course examines theories of community, with particular emphasis on factors that contribute to the development and maintenance of "healthy communities" that offer resources and supports to diverse populations.

The Department

SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)

Prerequisite: SW 721

Elective

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.

The Department

SW 747 Research Methods in Social Work Practice (Spring: 3)

Prerequisite for all advanced research courses. Required of all M.S.W. students.

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.

The Department

SW 762 Basic Skills in Clinical Social Work (Fall: 3)

Corequisite: SW 921 (academic year)

Required of all M.S.W. students.

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed, including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.

The Department

SW 798 Human Services in Developing Countries (Fall/Summer: 3)

Prerequisites: SW 762 and SW 800

Elective

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.

The Department

SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)

Prerequisites: SW 762 and SW 800

Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that

examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between Macro and clinical social work.

The Department

SW 800 Basic Skills in Macro Practice (Fall: 3)

Corequisite: SW 921 (academic year)

Required of all M.S.W. students.

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in planning, policy analysis, and administration.

The Department

SW 801 Interprofessional Collaboration (Spring: 3)

Prerequisites: SW 762 and SW 800

Cross Listed with NU 484, ED 515, PY 515

This course will prepare professionals from different disciplines to collaborate in a transdisciplinary fashion for effective services to children-at-risk. Transdisciplinary (or interprofessional) work involves joint planning and delivery of services and at times blending roles as appropriate in the best interests of the identified client with special needs. This elective will define the need for, barriers to, and strategies of successful transdisciplinary collaboration among clinical, educational, and nursing practitioners. Parent perspectives and cultural differences as related to providing or accepting services will be examined.

The Department

SW 802 Policy for an Aging Society: Issues & Options (Spring: 3)

Prerequisite: SW 701

Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

This advanced policy course provides an opportunity to examine how historical and contemporary forces along with demographic change shape the perceived "problems of the elderly," the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.

The Department

SW 805 Policy Issues in Family and Children's Services (Spring: 3)

Prerequisite: SW 701

Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, services to delinquents, aging, family and child advocacy, divorce custody issues, health care, and HIV/AIDS.

The Department

SW 806 Global Policy Issues and Implications (Fall: 3)

Prerequisite: SW 701

Required for Global Practice Field-of-Practice Concentration; elective for others.

An advanced policy course that introduces approaches, issues and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.

The Department

SW 808 Legal Aspects of Social Work (Spring/Summer: 3)

Prerequisite: SW 701

Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.

The Department

SW 809 Administration of Human Services Programs (Spring: 3)

Prerequisite: SW 800

Corequisite: SW 942 or permission

Required of Macro students.

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.

The Department

SW 810 Financial Management for Human Services (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 943 or permission

Required for MACRO students in Health & Mental Health Field-of-Practice Concentration; elective for others.

This course focuses on basic financial management for social work practitioners, and the marshalling and use of financial resources in a human service or not-for-profit environment. Topics covered include financial management, resource development, the use of technology, budgeting, and accounting. The implications of agency financing for social and economic justice, improving the status of diverse and at-risk populations in the context of social work values and ethics are also discussed.

The Department

SW 812 Child and Family Welfare System in a Transitioning Society: The Case of Romania (Summer: 3)

Prerequisite: SW 701

A course that addresses social welfare issues and various professional methods for promoting self-sufficiency, social integration, social change, and justice in Romania are examined. Issues of particular interest include child and family welfare, gender, ethnicity, poverty, employment, and housing. Students will explore how micro and macro social work practice skills can be indigenized in this context. The course combines community service with the study of health, social, and economic issues in Romania.

The Department

SW 813 Comparative Policy Analysis with Field Experience (Fall: 3)

Prerequisite: SW 701 or permission

Elective for both master's and doctoral level students.

This seminar provides an introduction to Social Policy Planning in socialist systems through a comparison of market and non-market approaches to the development and the delivery of human services. A fifteen-day field work experience (in Cuba or Greece) is part of the course. The course compares the ways in which capitalist and socialist approaches promote socioeconomic development for the well-being and protection of the population from unemployment, income insecurity, illness, discrimination, social injustice, and inequality. The course is open to all Boston College students and professionals in the greater Boston area.

The Department

SW 814 Policy and Ethical Issues in Contemporary Health Care (Fall: 3)

Prerequisite: SW 701

Prerequisite: SW 701

Elective

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.

The Department

SW 816 Supervision and Staff Management (Fall: 3)

Prerequisite: SW 800

Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.

The Department

SW 817 Health and Mental Health Policy (Spring: 3)

Prerequisite: SW 701

Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U. S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.

The Department

SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy (Spring: 3)

Prerequisite: SW 701

Elective

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal

responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.

The Department

SW 819 SWPS Independent Study (Fall/Spring: 3)

Prerequisite: SW 701

Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.

The Department

SW 820 Social Work Response to the AIDS Epidemic (Spring: 3)

Prerequisites: SW 762, SW 800

Elective

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.

The Department

SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.

The Department

SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)

Prerequisite: SW 856 or SW 809

Corequisite: SW 933 or SW 943 or permission

Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed. The role of spirituality in older adults' lives and the challenges of death, dying and bereavement facing the older adults are also covered.

The Department

SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)*Prerequisite:* SW 823*Corequisite:* SW 934 or SW 944 or permission

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities.

*The Department***SW 826 Rights-Based Assessment and Capacity-Building in Global SW (Summer: 3)***Prerequisite:* SW 856 or SW 809 or permission

Required for Global Practice Field-of-Practice Concentration; elective for others.

An advanced practice course that addresses micro and macro practice within a global context. Models of assessment related to global need as a basis for intervention are presented. Emphasis is placed on working with diverse populations that include adapting assessment and intervention for cultural context and application, and the roles that gender, age, race, ethnicity, culture, economic, political and sexual orientation play in each practice setting. "Rights based assessment" theory and practice are discussed. Major global practice areas including humanitarian aid, international social development, child protection, health/mental health, conflict management and crisis situations including the effect of HIV/AIDS are explored.

*The Department***SW 827 Ego Psychology (Summer: 3)***Prerequisite:* SW 721**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 829 Sustainable Development and Responses in Global Social Work (Fall: 3)***Prerequisite:* SW 826 or permission

Required for Global Practice Field-of-Practice Concentration; elective for others.

An advanced course that prepares micro and macro students for effective practice within a global context. Specific models of planning and intervention with a focus on capacity-building and training are presented. Major global practice areas including child protection, gender based violence, conflict resolution, economic and social development are addressed. Since many nonprofit organizations span national borders, most notably, international nongovernmental organizations (NGOs) the course will incorporate an international financial management perspective and cover topics of donor support through pledges, grants and endowments.

*The Department***SW 830 Social Work and Pastoral Ministry (Fall: 3)***Prerequisites:* SW 762 and SW 800**Cross Listed with TH 838**

Required for students in Dual M.S.W./M.A., and open to other graduate students as an elective.

A course developing interdisciplinary modes of analysis to reflect systematically and critically the role of social workers and pastoral ministers in building a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society. The course will include topics such as: historical perspectives on religion and social services in the United States; religious communities as change agents in society; the nature of religious and social work identity; the role of religion in a pluralistic and multicultural society; and social work as a vocational calling.

*The Department***SW 839 HBSE Independent Study (Fall/Spring: 3)***Prerequisite:* SW 722 or SW 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 841 Program Evaluation (Fall: 3)***Prerequisite:* SW 747*Corequisite:* SW 933 or SW 943**Required of all M.S.W. students.**

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value and ethical issues that arise in evaluation research.

*The Department***SW 849 Independent Study in Research (Fall/Spring: 3)***Prerequisite:* SW 747**Elective**

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.

*The Department***SW 851 Policy Analysis Research for Social Reform (Summer: 3)***Prerequisite:* SW 747**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 participat-

ing in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.

The Department

SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research (Fall: 3)

Prerequisite: SW 762

Corequisite: SW 933

Required of Clinical Social Work students

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.

The Department

SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Spring: 3)

Prerequisite: SW 762

Corequisite: SW 932

Required of Clinical Social Work students

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. 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 859 Play Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced clinical course preparing students for effective practice with children and adolescents, and their families through the use of play therapy. Content includes a comprehensive overview of theories informing the practice of play therapy and specific play therapy techniques for effective assessment and intervention consistent with the theoretical perspectives presented. Effective individual, filial, and small group play therapy interventions focus on empirically-validated methods related to attachment problems, generalized anxiety, PTSD, and depression. Incorporated throughout discussion of theory, practice methods, and evaluation is thoughtful attention to the influence of culture, ethnicity, age, gender, family structure in provision of competent services.

The Department

SW 860 Couples Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.

The Department

SW 863 Cross-Cultural Social Work Practice (Spring: 3)

Prerequisite: SW 762

Elective

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 (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.

The Department

SW 865 Family Therapy (Fall: 3)

Prerequisite: SW 762

Corequisite: SW 933 or permission

Required for Clinical Social Work students in Health and Mental Health Field-of-Practice Concentration with a Mental Health focus; elective for others.

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender and race will be interwoven along with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths as well as the problems of minority families, families living in poverty, blended families, adoptive families and families of same sex parents will be reviewed.

The Department

SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)

Prerequisite: SW 762

Elective

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social

work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.

The Department

SW 871 Social Work Practice in the Prison (Fall: 3)

Prerequisite: SW 762

Elective

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.

The Department

SW 872 Advanced Clinical Interventions with Children, Youth and Families (Spring: 3)

Prerequisite: SW 762

Corequisite: SW 933 or permission

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and prevention of youth violence and suicide. Course structure will utilize experiential skills labs to promote student skill acquisition.

The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.

The Department

SW 876 Time-Effective Therapy (Spring/Summer: 3)

Prerequisite: SW 762

Elective

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Various models of time-effective treatment are compared and contrasted. These include psychodynamic, cognitive-behavioral, solution focused, family, couple, and group treatments. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal, and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting.

The Department

SW 877 Narrative Therapy (Spring: 3)

Prerequisite: SW 762

Elective

This elective course focuses on narrative practice skills that are based on a belief in the power of the specific language or languages used and the value of multiple perspectives in reaching preferred outcomes and maintaining relationships. The course will examine models, research and conceptual underpinnings of narrative therapy. Using experiential methods and exercises, participants will practice skills that promote collaboration, openness, accountability, respect for power of community and the belief in client competence. Special issues will include cultural diversity, illness, disability, spirituality, abuse, eating disorders, the elderly, families and children, groups, organizations, and larger systems.

The Department

SW 878 Adolescent Mental Health Treatment (Spring: 3)

Prerequisite: SW 762

Elective

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics, and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive, and behavioral approaches.

The Department

SW 879 Social Work Practice with Women (Spring: 3)

Prerequisites: SW 762 and SW 800

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, motherhood, women and aging, and community organizing with women.

The Department

SW 880 Social Work Practice in Child Welfare (Fall: 3)

Prerequisite: SW 856 or SW 809

Corequisite: SW 933 or SW 943 or permission

Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.

The Department

SOCIAL WORK

SW 882 Socioeconomic Development (Fall: 3)

Prerequisite: SW 800

Elective

This course introduces students to theories, values and skills of socioeconomic development (SED) of large-scale social systems, including organizations, communities and institutions. In the context of social justice, socioeconomic development aims to improve the social and material well being of people by promoting investments in human capital including mutuality, self-determination, active citizenship, social skills and stability as well as investing in physical capital, including financial assets and increased labor force participation and productivity.

The Department

SW 884 Strategic Planning (Summer: 3)

Prerequisite: SW 800

Elective

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular. Case studies and assignments will be used to reinforce class discussion.

The Department

SW 885 Management of Organizations Serving Children, Youth and Families (Spring: 3)

Prerequisite: SW 800

Corequisite: SW 944

Required for Macro students in Children, Youth and Families Field-of-Practice Concentrations; elective for others.

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fundraising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.

The Department

SW 887 Urban Development Planning (Spring: 3)

Prerequisite: SW 800

Elective

This seminar addresses the macro goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint GSSW/Boston Redevelopment Authority project), it focuses on affordable housing linking the physical and social aspects of Boston's neighborhood problems. The course combines socioeconomic and physical aspects of planning with an aim towards increasing the participation and empowerment of neighborhood groups, applying the techniques of city planning in addressing issues such as housing, space and amenities, scarcity, lack of transportation, and environmental intrusions.

The Department

SW 888 Community Organizing and Political Strategies (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 943 or permission

Required for Macro students; elective for others.

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.

The Department

SW 896 Marketing Social Work (Spring: 3)

Prerequisite: SW 747

Elective

This elective practice course for both Macro and Clinical students focuses on developing social work marketing and communication skills. Hands-on marketing projects in the field will be offered to meet student and organization interests. Opportunities to engage in different marketing projects in the field will enable students to acquire a wide range of marketing skills, such as segmenting, targeting, niching, and analyzing the competition. These skills will enable students to assume leadership in future marketing projects. In short, students will become more marketable in the social work job market.

The Department

SW 897 Planning for Health and Mental Health Services (Fall: 3)

Prerequisite: SW 800

Corequisite: SW 934 or SW 944 or permission

Required for CSW students in Health and Mental Health Field-of-Practice Concentration with a Health focus; elective for others.

A course designed to introduce program planning, strategic planning, proposal writing and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in healthcare, and managed care will be discussed and analyzed. Models of service delivery will be critically reviewed.

The Department

SW 899 Macro Independent Study (Fall/Spring: 3)

Prerequisite: SW 800

Elective

An opportunity for Macro students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.

The Department

SW 921 Field Education I (Fall: 4)

Corequisites: SW 762 and SW 800 (academic year)

Required of all students.

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.

The Department

SW 932 Field Education II-CSW (Spring: 4)

Prerequisites: SW 921, SW 762, SW 800 (academic year)

Corequisite: SW 856 (academic year)

Required of Clinical Social Work students.

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.

The Department

SW 933 Field Education III-CSW (Fall: 5)

Prerequisite: SW 932

Corequisites: SW 855 and an Advanced Practice Field of Practice Concentration Course

Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.

The Department

SW 934 Field Education IV-CSW (Spring: 4)

Prerequisite: SW 933

Corequisite: Advanced Practice Field of Practice Concentration course

Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the fourth semester.

The Department

SW 942 Field Education II-Macro (Spring: 4)

Prerequisite: SW 921

Corequisite: SW 809 (academic year)

Required of Macro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.

The Department

SW 943 Field Education III Macro (Fall: 5)

Prerequisite: SW 942

Corequisites: SW 888 and an Advanced Practice Field-of-Practice Concentration course

Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the third semester.

The Department

SW 944 Field Education IV Macro (Spring: 4)

Prerequisite: SW 943

Corequisite: Advanced Practice Field-of-Practice Concentration course

Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.

The Department

SW 949 Field Continuation-Macro (Fall/Spring: 0)

Prerequisite: Department permission

The Department

SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.

The Department

SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall: 2)

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.

The Department

SW 953 Cross-Cultural Issues/Social and Behavioral Research (Fall: 3)

This course explores how the increasing diversity of America presents both challenges and opportunities to social and behavioral researchers. The course explores current scholarship relevant to age; gender; immigration; race-ethnicity; and social class. It examines these concepts as processes that impact on multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are both cross-culturally sensitive and consequential.

The Department

SW 954 Models of Social Work Intervention Research (Spring: 3)

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.

The Department

SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry. The paper will be evaluated by a three-member committee appointed by the chair of the doctoral committee.

The Department

SW 968 Multivariate Analysis and Statistical Modeling (Fall: 3)

Prerequisite: SW 967 or equivalent

Required of all doctoral students.

This applied course is designed for graduate students with considerable experience with multiple regression and an ability to conduct such analyses using some statistical software. This course covers categorical data analysis, hierarchical linear modeling (HLM), exploratory factor analysis, and structural equation models (SEM).

The Department

SW 973 Theories and Research in Behavioral Sciences (Fall: 3)

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.

The Department

SW 979 Advances in Family Theories and Research (Fall: 3)

Elective

A doctoral seminar that focuses on family theories and research methods utilized when studying families and kinship groups. A major goal of the seminar is to review and critically analyze social science theories on families in terms of their empirical basis, coherence, pluralism, diversity, and application to practice. Examples of theories analyzed include symbolic interactionism, social exchange, family life course development, systems, feminism, and stress and coping frameworks. Ramification of these varied theories to both basic and applied social and behavioral research on families are examined.

The Department

SW 980 History and Philosophy of Social Welfare in U.S. (Spring: 3)

Required of all Doctoral Students

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.

The Department

SW 990 Doctoral Independent Study (Fall/Spring: 3)

Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.

The Department

SW 991 Doctoral Teaching Practicum (Fall/Spring: 3)

Prerequisite: SW 992

Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching.

The Department

SW 992 Theories and Methods of Teaching in Professional Education (Spring: 3)

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.

The Department

SW 993 Doctoral Research Internship (Fall/Spring: 3)

Prerequisite: SW 951

Elective for doctoral students.

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.

The Department

SW 994 Integrative Seminar for Doctoral Students (Fall: 1)

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.

The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)

Prerequisite: SW 994

Required for all doctoral students.

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program 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 Program chairperson.

The Department

SW 999 Doctoral Continuation (Fall/Spring: 1)

Prerequisites: SW 994, 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 Program chairperson.

The Department

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

The Woods College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Undergraduate Programs

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the Woods College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

Bachelor of Arts degree program allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

Professional Studies certificate programs provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

Special Student program is available to undergraduates who want to take credit classes without enrolling in a degree program.

Visiting Student program allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30 to 9:00 p.m. during the fall, spring, and summer.

Special Students

Special students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration. No previous application is necessary.

Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the Woods College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with

the area of study, but in every instance courses must be completed at Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses are permanently retained on the student record. A request to receive a formal certificate must be filed in the Woods College of Advancing Studies the semester the certificate requirements are completed.

A Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

While Boston College majors may be completed through the Woods College of Advancing Studies by taking 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 James A. Woods, S.J., College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college—which has inspired aspirations for seventy-seven of Boston College's one hundred and forty-two year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The Woods College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at <http://www.bc.edu/advancingstudies/>. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP, the College Level Examination Program, which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores (500/50 or above) applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and

Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives, and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing 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 to 8:30 p.m. during the fall, spring, and summer semesters.

Graduate Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics, and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing For Change
- AD 703 Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 711 Complex Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Designing Contexts for Success
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 American Idealism in a Global Economy

- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations
- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Gender Relations in the Workplace
- AD 732 Information Systems: Team-Based Computing
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 737 Issues in the Global Marketplace: Progress and Protection
- AD 738 Managing Data and Information
- AD 739 Accounting: Non-Profits and Government
- AD 740 Behavioral Economics
- AD 741 Imaging: Brands, Personality and Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 743 Mastering the Media: Sports and Public Relations
- AD 744 Leadership: Theory and Practice in Organizations
- AD 745 Critical Thinking: Good Questions/Great Solutions
- AD 746 Continuous Organizational Improvement: Dynamic Psychosocial Perspective
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Elements of Competitive Performance
- AD 749 Coaching: Facilitating Life's Transitions
- AD 775 American Corporation and Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environmental Issues
- AD 779 Aging Well: Nutrition and Life
- AD 780 Forecasting: Predictors and Influences

Information and Office Location

The James A. Woods, S.J., College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods, S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at <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 website at <http://www.bc.edu/summer/>.

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ACADEMIC CALENDAR 2005-2006

FALL SEMESTER 2006

August 11	Friday	Last date for all students who plan to graduate in August 2006 to confirm online.
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 13	Wednesday	Drop/add period ends
September 29 to October 1	Friday to Sunday	Parents' Weekend
October 9	Monday	Columbus Day—No classes
November 1	Wednesday	Last date for undergraduates to drop a sixth course in their Associate Dean's Office
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 1	Friday	Last date for all students who plan to graduate in December 2006 to confirm online
December 1	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December 2006 graduation
December 9 to December 11	Saturday to Monday	Study days—No classes for undergraduate day students only
December 12 to December 19	Tuesday to Tuesday	Term examinations

SPRING SEMESTER 2007

January 8	Monday	Classes begin for law students
January 15	Monday	Martin Luther King, Jr. Day—No classes
January 16	Tuesday	Classes begin
January 24	Wednesday	Drop/add period ends
January 24	Wednesday	Last date for all students who plan to graduate in May 2007 to confirm online
March 5 to March 9	Monday to Friday	Spring Vacation
March 15	Thursday	Last date for undergraduates to drop a sixth course in their Associate Dean's Office
April 2	Monday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2007 graduation
April 5 to April 9	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 p.m. and later)
April 16	Monday	Patriots Day—No classes
April 24	Tuesday	Last date for official withdrawal from a course or from the university
May 4 to May 7	Friday to Monday	Study Days—No classes for undergraduate day students only
May 8 to May 15	Tuesday to Tuesday	Term Examinations
May 21	Monday	Commencement
May 25	Friday	Law School Commencement
May 29	Tuesday	Law Reviews & UCC Writing Competition (Return) *(Participation is optional)

Accounting	Theresa Hammond, ChairpersonFulton 552A	Audrey Friedman, Chairperson, Teacher Education, Special Education, and Curriculum and InstructionCampion 210
Admission	Undergraduate: John L. Mahoney, Jr., DirectorDevlin 208	English
	Graduate: Department ChairpersonsMcGuinn 221	Mary T. Crane, ChairpersonCarney 450
Advancing Studies	James Woods, S.J., DeanMcGuinn 100	Finance
African and African Diaspora Studies	Cynthia Young, DirectorLyons 301	Alan Marcus, ChairpersonFulton 334
AHANA	Dr. Ines Maturana Sendoya, Interim Director ...72 College Road	Fine Arts
American Studies	Carlo RotellaCarney 451	John Michalczyk, ChairpersonDevlin 420
Arts and Sciences	Joseph F. Quinn, Dean.....Gasson 103	First Year Experience Programs
	Sr. Mary Daniel O'Keefe, Associate Dean—Freshmen Gasson 109	Rev. Joseph P. Marchese, DirectorO'Connell House 107
	Clare Dunsford, Associate Dean—SophomoresGasson 109	Geology and Geophysics
	Akua Sarr, Associate Dean—JuniorsGasson 109	Alan Kafka, ChairpersonDevlin 312
	William Petri, Associate Dean—SeniorsGasson 106	German Studies
Biology	Marc A.T. Muskavitch, ChairpersonHiggins 321	Michael Resler, ChairpersonLyons 201
Business Law	Christine O'Brien, ChairpersonFulton 420C	Graduate Arts and Sciences
Campus Ministry	James D. Erps, S.J., DirectorMcElroy 233	Michael Smyer, DeanMcGuinn 221A
Career Center	Theresa Harrigan, DirectorSouthwell Hall 201	Candace Hetzner, Associate DeanMcGuinn 221
Chemistry	David McFadden, ChairpersonMerkert 222	History Department
Classical Studies	Charles Ahern, Jr., ChairpersonCarney 124	Alan Rogers, Chairperson21 Campanella Way 424
Communication	Dale Herbeck, Chairperson21 Campanella Way 521	Honors Program
Computer Science	Robert Muller, ChairpersonCarney 231	Arts and Sciences: Mark O'ConnorGasson 102
Connors Family Learning Center	Suzanne Barrett, DirectorO'Neill 200	Education: John Cawthorne, Interim Director ..Campion 104
Counseling Services	Campion Hall UnitCampion 301	Management: David McKennaFulton 226
	Fulton Hall UnitFulton 254	Information Systems
	Gasson Hall UnitGasson 108	James Gips, ChairpersonFulton 460
Economics	Marvin Kraus, Chairperson21 Campanella Way 487	Law School
Education	Joseph O'Keefe, S.J., DeanCampion 101A	John H. Garvey, DeanStuart M305
	M. Brinton Lykes, Associate DeanCampion 101	Learning Resources for Student Athletes
	John Cawthorne, Associate Dean for Students and Outreach	Ferna Phillips, DirectorYawkey Athletic Center 40
	Campion 104	Management
	Mary Ellen Fulton, Associate Dean for Finance, Research, and AdministrationCampion 101	Andrew Boyton, DeanFulton 510
	Arline Riordan, Assistant Dean for Graduate Admission and Financial AidCampion 103	Richard Keeley, Undergraduate Associate Dean ..Fulton 360A
	Irwin Blumer, Chairperson, Educational Administration and Higher EducationCampion 205A	Jeffrey Ringuest, Graduate Associate DeanFulton 320B
	Elizabeth Sparks, Chairperson, Counseling, Developmental, and Educational PsychologyCampion 308	Marketing Department
	Larry Ludlow, Chairperson, Educational Research, Measurement, and EvaluationCampion 336C	Gerald E. Smith, ChairpersonFulton 450A
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		Gerard E. Keough, ChairpersonCarney 375
		Music Department
		T. Frank Kennedy, ChairpersonLyons 407
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		James Russell, ChairpersonMcGuinn 349
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Slavic and Eastern Languages

Maxim Shrayer, ChairpersonLyons 210

Social Work, Graduate School

Alberto Godenzi, DeanMcGuinn 132

Sociology Department

Juliet Schor, ChairpersonMcGuinn 426C

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James Woods, S.J., DeanMcGuinn 100

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Stuart J. Hecht, ChairpersonRobsham Theater 135

Theology

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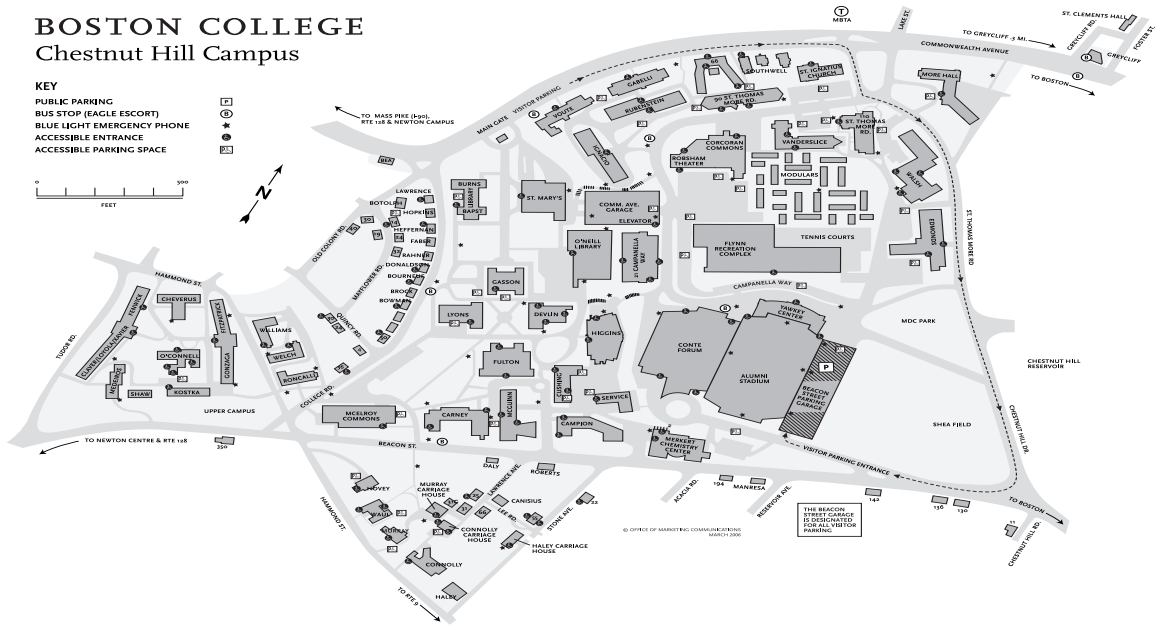
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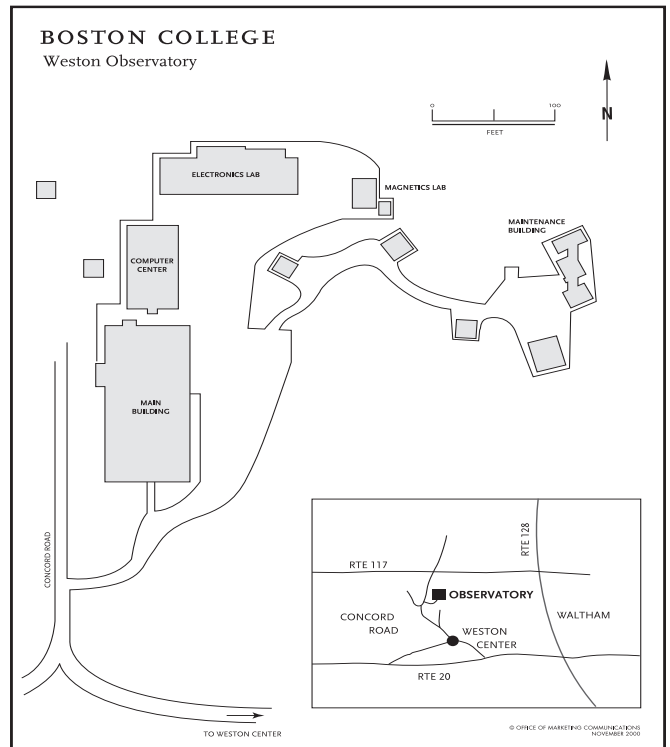
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