BOSTON COLLEGE

2012–2013

EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2012–2013

Graduate School of Arts and Sciences

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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.

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity: Boston College Office for Institutional Diversity (OID), 140 Commonwealth Avenue, Chestnut Hill, MA 02467, Phone: 617-552-2323, Email: diversity@bc.edu.

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

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 9,088 full-time undergraduates and 4,818 graduate students, hailing from all 50 states and more than 80 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.7 million books, periodicals, and government documents, and more than 4 million microform units.

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

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

The Mission of Boston College

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

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

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

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

Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863, and is one of 28 Jesuit colleges and universities in the United States. With three teachers and 22 students, the school opened its doors on September 5, 1864. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion, of course, had its place in the classroom as well as in the nonacademic life of the College.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907. A design competition for the development of the campus was won by the firm of Maginnis and Walsh, and ground was broken on June 19, 1909, for the construction of Gasson Hall. It is located on the site of the Lawrence farmhouse, in the center of the original tract of land purchased by Father Gasson and is built largely of stone taken from the surrounding property.

Later purchases doubled the size of the property, with the addition of the upper campus in 1941, and the lower campus with the purchase of the Lawrence Basin and adjoining land in 1949. In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the main campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and dormitories housing over 800 students, primarily freshmen.

Though incorporated as a University since its beginning, it was not until its second half-century that Boston College began to fill out the dimensions of its University charter. The Summer Session was inaugurated in 1924; the Graduate School of Arts and Sciences in 1925; the Law School in 1929; the Evening College in 1929; the Graduate School of Social Work in 1936; and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively, and are now known as the Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of

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

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by 12 Arts and Sciences departments. The Schools of Education and Nursing, the Carroll School of Management, Graduate Programs, and the Graduate School of Social Work also offer doctoral programs.

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

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

Since 1996, the University's endowment has grown from $590 million to approximately $1.5 billion, with the "Ever to Excel" campaign raising more than $440 million in gifts from approximately 90,000 donors.

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

In the fall of 2008, BC's new School of Theology and Ministry opened its doors on the Brighton campus. In 1939 Weston College had been designated as a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry. In June 2009, after a series of public hearings, the City of Boston gave its approval to BC's expansion plan for the Lower and Brighton campuses. In late August 2011, after 15 months of extensive renovations, Gasson Hall, the University's first building on the Heights, reopened for classes. Work on nearby Stokes Hall, the 186,000 square foot academic building on Middle Campus, is scheduled to finish in the fall of 2012, with classes beginning in spring of 2013.

Accreditation of the University

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

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

For information regarding the accreditation process please reference: http://cihe.neasc.org or the New England Association of School and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

The Campus

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

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

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

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

ACADEMIC RESOURCES

Art and Performance

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

Campus Technology Resource Center (CTRC)

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

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the BC community 24 hours a day, seven days a week.

The Hardware Repair Center

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

Language Laboratory

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

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

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

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/cas/language.

The Libraries

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.1 million volumes and over 37,000 print and electronic serials. In addition to O'Neill, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Law School Library, the O'Connor Library (at the Weston Observatory), the Social Work Library, and the Theology and Ministry Library. Available in the Libraries are workstations with productivity software, scanners, networked printers, as well as group study rooms.

Digital Library Services

The Boston College Libraries provide online access to a wide range of articles in journals, magazines and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible via a central online discovery system as well as more than 500 subject-specific databases.

Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local.

The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

The Boston College Libraries website is at http://bc.edu/libraries.

Digital Institutional Repository

The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment.

eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College.

As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design and technical support to the journal staff. For access and more information about eScholarship@BC, visit www.bc.edu/escholarship.

United States Government Publications

Boston College Libraries is a member of the Federal Depository Library Program. O'Neill Library receives selective government documents in electronic format, and maintains a legacy print collection. These materials are available to the general public as well as to Boston College students, faculty, and staff. Researchers can locate government documents in the online discovery system, and through a number of databases such as ProQuest Congressional and Hein Online.

Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via the online discovery system. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, digital video cameras, and a scanning station.

Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Books, journal articles, microfilm, and theses and government documents may be borrowed from other libraries across the nation. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the *Find It* option that appears in many online databases.

Boston Library Consortium

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

Association of Research Libraries (ARL)

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

The Libraries of Boston College include:

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

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 250,000 volumes, some 16 million manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. 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; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, banking, and urban studies, anchored by the papers of Jane Jacobs. To learn more about specific holdings in Burns, please see www.bc.edu/burns. Burns sponsors an active exhibit and lecture series program. Burns is also actively digitizing many of its holdings, and these collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

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

The **Educational Resource Center,** a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and nonfiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12 classroom as well as to practice lesson plans and presentations. These

materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

Located on the Newton Campus**,** the **Law School Library** has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

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

The **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 2.1 million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit, www.bc.edu/libraries/collections/oneill.html.

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

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

The **Theology and Ministry Library** (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitana. The TML is a member library of the Boston Theological Institute Libraries and Resources Network whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines.

In addition, because of its close relationship to the highly respected *New Testament Abstracts* which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information visit www.bc.edu/libraries/collections/theology.html.

Media Technology Services

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

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

Divisions within MTS include:

- Classroom Support Services
- Graphic Services
- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

University Research Institutes and Centers

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

Boisi Center for Religion and American Public Life

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

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 400 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of the Carroll School of Management, achieves results through the power of research, education, and member engagement. The Center offers publications including an electronic newsletter, research reports, and a weekly media monitor; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, www.bccorporatecitizenship.org, or ccc@bc.edu.

Center for East Europe, Russia, and Asia

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

Information is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

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

Center for International Higher Education

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

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

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

Center for Optimized Student Support

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

Center for Retirement Research

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

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

Center for Student Formation

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

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work with large-scale assessment surveys such as the National Assessment of Educational Progress and in the analyses of policies related to test-based educator accountability.

Further information on CSTEEP is available on its website at www.bc.edu/research/csteep.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. The Center's mission is to create fresh and valid thinking about the spiritual foundations of wealth and philanthropy in order to create a wiser and more generous allocation of wealth. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming $41 trillion wealth transfer.

CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally, the Center had conducted the study titled "The Joys and Dilemmas of Wealth," which surveyed people worth $25 million or more and delved into the deeper meanings, opportunities, and hindrances facing wealth holders. The Center, known for its 2009 wealth transfer estimate of $41 trillion, has recently produced a completely revised Wealth Transfer model, indicating an even greater projection for wealth transfer than the 2009 study. Based on the new model, the Center has produced a wealth transfer reports for North Dakota and Rhode Island, and is now working on estimates for various Florida metro areas and counties as well as the Boston Metro Area.

Over the past 20 years, CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, Wells Fargo, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., the Boston Foundation, the John Templeton Foundation, the Wieler Family Foundation, Eaton Vance Investment Counsel, and Silver Bridge financial advisement. For more information, visit www.bc.edu/cwp.

Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to affect the lives and work environments of four million employees. As work-life issues continue to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

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

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

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

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

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; 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 www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

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

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

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

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

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

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

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

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

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

Irish Institute

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

Since its founding in 1997, more than 1,000 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Irish Institute's 2012–2013 programming will address, among other issues, the relationship between the arts and business, cost-cutting policy making, disabilities and equal access, the marine economy, political leadership, social enterprise and unemployment, executive leadership, and global management strategy.

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

Jesuit Institute

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

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986,

the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS.

TIMSS assesses mathematics and science at 4th and 8th grades, as well as advanced mathematics and physics at 12th grade (TIMSS Advanced). PIRLS assesses reading comprehension at the fourth grade and has a less difficult version for developing countries (prePIRLS). The TIMSS & PIRLS International Study Center is funded by the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit timss.bc.edu or pirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research division of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K–12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the media, first responders, the general public, and other stakeholders.

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

STUDENT LIFE RESOURCES

Athletics Department

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

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

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to help students build successful careers. Through the Career Center, graduate students may obtain advice and guidance regarding career goals, internships, and job search techniques. Students may also network with BC alumni through LinkedIn accounts. Professional assistance and advice on navigating a comprehensive, educational Career Center website is available.

Graduate career services for business students are available through the Career Strategies Office of the Carroll School of Management, Graduate Programs. Law students also have their own career services office on the Newton Campus.

Office of Campus Ministry

Boston College is built on the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus ministers strive to serve the Boston College Catholic community, as well as support men and women of other faith traditions in their desire to deepen their relationship to God.

The Office of Campus Ministry provides regular opportunities for the celebration of the Eucharist, the Sacrament of Reconciliation, Confirmation and other sacraments on campus. It fosters involvement in these celebrations through the liturgical arts program, music ministry groups, and the training of lectors and Eucharistic ministers. Reconciliation services are scheduled during Advent and Lent, while individual confessions are available before Masses or by appointment Campus Ministry also supports Ecumenical and Multi-faith services throughout the year, such as the Interfaith Thanksgiving Service, the Martin Luther King Memorial Service, and the Service of Remembrance.

The Office of Campus Ministry offers opportunities for students and others to participate in experiences designed to promote justice and charity. Service projects include the Appalachia Volunteer Program (Spring and Summer), Urban Immersion, 4Boston, Loyola Volunteers, and the Arrupe International Service/Immersion trips to Belize, Nicaragua, El Salvador, Guatemala, Jamaica (Winter and Summer) and

Cuernavaca, Puebla, Chiapas, Morelos in Mexico. Campus Ministry also connects graduating seniors with the Jesuit Volunteer Corps and other postgraduate volunteer programs.

The Office of Campus Ministry provides pastoral counseling for anyone tested or confused by life's twists and turns and its ups and downs. It also offers spiritual guidance for students and others seeking to deepen their relationship to God through the Spiritual Exercises of St. Ignatius of Loyola. Further, Campus Ministry provides students with prayer group experiences (CURA) and religious retreats throughout the year, like Kairos, the Busy Student Retreat, and Manresa (the Silent Retreat)—all faithful to the Ignatian tradition.

Office of Campus Ministry is located in McElroy 233, 617-552-3475. For more information visit www.bc.edu/ministry.

Dining Services

Graduate students may open an optional Eagle-One account, which allows them to use their BC Eagle ID to make purchases at a variety of food and retail locations both on and off campus. Optional accounts are convenient, pre-paid, declining balance accounts that are ideal for graduate and law students. Want to save money? Opening an optional Dining Bucks account saves you 10% on every purchase you make in a dining hall or outlet such as the Bean Counter or Hillside. Dining Bucks are also accepted in vending machines although with no discount. These accounts, which are fully refundable if you don't use them, may be opened online any time of the year through the Agora Portal.

Disability Services Office

Services for graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. 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 Assistant Dean Paulette Durrett at 617-552-3470 or visit www.bc.edu/disability.

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

Graduate Student Association

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

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

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

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

For more information about programs and services provided by the Office of Graduate Student Life, call 617-552-1855 or visit www.bc.edu/gsc.

University Health Services

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

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

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

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

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

Additional information is available at the University Health Services website: www.bc.edu/healthservices. For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center on the first floor of Cushing Hall.

Immunization

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

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

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster (received within the past 10 years)
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing
- In addition, the Connell Graduate School of Nursing also requires the positive blood titers showing proof of immunity for measles, mumps, rubella, and varicella

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration, and an administrative fee of $65 will be charged to your student account.

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

University Counseling Services (UCS)

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

Volunteer and Service Learning Center (VSLC)

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

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Community partnerships in the Greater Boston area
- Annual volunteer fairs
- An English Language Learners program for BC employees who practice their language skills with BC student tutors
- Post-graduate volunteer programming, including an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
- Advisement for domestic service projects
- Partnership with Big Brothers Big Sisters of Massachusetts Bay
- Support and training for University departments and student groups on volunteer projects
- Annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Hoops for Hope, Jemez Pueblo Service Program, Nicaragua Faculty/Staff Immersion Trip

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

ANNUAL NOTIFICATION OF RIGHTS

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

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

Student Rights Under FERPA

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

These rights are as follows:

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

  Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, the student is

to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored.

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

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

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

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

Confidentiality of Student Records

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

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

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

CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: www.bc.edu/offices/evp/noticesanddisclosures.html. Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information,** including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information,** including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes,** including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy,** including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report,** including 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 and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;

- **Drug-Free Campus and Workplace Program,** including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and
- **Athletic Program Information,** describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

FINANCIAL AID

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

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

For more complete information on financial aid at Boston College, visit the Student Services website at www.bc.edu/finaid. Graduate and professional students should consult their school or department for specific policies regarding financial aid.

General Information

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

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

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

Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree.

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

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

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

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.

- provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

NOTICE OF NON-DISCRIMINATION

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

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

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

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617-552-2323
Email: diversity@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

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

OFF-CAMPUS HOUSING

The University operates an Off-Campus Housing office located in Maloney Hall 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.

TUITION AND FEES

Tuition and fees for the Graduate Schools of Management, Arts and Sciences, Education, Nursing, Social Work, and School of Theology and Ministry are billed on or about July 15 and August 15 for the fall and December 15 for the spring. Payment is due by September 15 and January 11, respectively. All students should be registered by August 15 for the fall and December 15 for the spring.

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

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

Tuition in the Woods College of Advancing Studies is due upon registration. All billing statements are sent electronically. Visit www.bc.edu/mybill for more information.

Graduate Tuition

Graduate School of Arts and Sciences**
Tuition per credit hour: 1,292
Auditor's fee***—per credit hour:.....646

Lynch School of Education, Graduate Programs**
Tuition per credit hour: 1,166
Auditor's fee***—per credit hour:.....583

Carroll School of Management, Graduate Programs**
Tuition per credit hour: 1,372
Auditor's fee***—per credit hour:.....686

Connell School of Nursing, Graduate Programs**
Tuition per credit hour: 1,120
Auditor's fee***—per credit hour:.....560

Graduate School of Social Work**
Tuition per credit hour: 992
Auditor's fee***—per credit hour:.....496

Law School**
Tuition per semester: 21,585
Tuition per credit hour (AY):.....1,881
Tuition per credit hour (Summer): 1,660

School of Theology and Ministry**
Tuition per credit hour: 882
Auditor's fee***—per credit hour:.....441

Summer tuition per credit hour: 694
Summer auditor's fee***—per credit hour: 347

Woods Graduate College of Advancing Studies
Tuition per credit hour: 686

Summer Session**
Tuition per credit hour: 686
Auditor's fee***—per credit hour:.....343

**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
Lynch School of Education, Graduate Programs:.....275
Connell School of Nursing, Graduate Programs: 400
Carroll School of Management,
Graduate Programs—part-time: 200
Carroll School of Management,
Graduate Programs—full-time: 1,500
Law School—J.D. Program***:.....500
Law School—LL.M. Program: 500
Graduate School of Social Work.....200

***Initial deposit due by April 15 with an additional $500 due by June 1.

Activity Fee—Per Semester***
(GSAS; LSOE, Graduate Programs; CSON, Graduate Programs; GSSW; STM)
7 credits or more per semester:.....45
Fewer than 7 credits per semester:.....30

Activity Fee—Per Semester***
(CSOM, Graduate Programs)
7 credits or more per semester:.....55
Fewer than 7 credits per semester:.....30

Activity Fee (Law School).....136

Application Fee (Non-Refundable)
Graduate School of Arts and Sciences: 70
Lynch School of Education, Graduate Programs:.....65
Carroll School of Management, Graduate Programs: 100
Connell School of Nursing, Graduate Programs: 50
Graduate School of Social Work: 40
Law School: 75
School of Theology and Ministry:.....70

Doctoral Comprehensive/Continuation Fee (Ph.D. Candidate) and Master's Thesis Direction (Per Semester)
Graduate School of Arts and Sciences: 1,242
Lynch School of Education, Graduate Programs:.....1,122
Carroll School of Management, Graduate Programs: 1,320
Connell School of Nursing, Graduate Programs: 1,092
Graduate School of Social Work: 972

Interim Study:.....30
Laboratory Fee (Per Semester): ..... up to 930
Late Payment Fee:.....150
Massachusetts Medical Insurance (Per Year): 2,108
(966 fall semester; 1,142 spring semester)

Microfilm and Binding
Doctoral Dissertation:.....125
Master's Thesis:.....90
Copyright Fee (Optional): 45

Student Identification Card: 30
(mandatory for all new students)

*All 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 should his or her account be turned over to a collection agency as well as any court costs or fees should the account be turned over to 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
- Law School—12 or more
- School of Theology and Ministry—7 or more

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

Students may waive the BC insurance plan by completing the electronic waiver form through their Agora Portal at portal.bc.edu. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 14, 2012, for the fall semester and by January 25, 2013, 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 per check
- All additional checks: $40 per check
- Any check in excess of $2,000: $65 per check

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

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

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

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. 12, 2012: 100% of tuition charged is cancelled
- by Sept. 14, 2012: 80% of tuition charged is cancelled
- by Sept. 21, 2012: 60% of tuition charged is cancelled
- by Sept. 28, 2012: 40% of tuition charged is cancelled
- by Oct. 5, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 23, 2013: 100% of tuition charged is cancelled
- by Jan. 25, 2013: 80% of tuition charged is cancelled
- by Feb. 1, 2013: 60% of tuition charged is cancelled
- by Feb. 8, 2013: 40% of tuition charged is cancelled
- by Feb. 15, 2013: 20% of tuition charged is cancelled

No cancellations are made after the fifth week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 24, 2012: 100% of tuition charged is cancelled
- by Sept. 7, 2012: 80% of tuition charged is cancelled
- by Sept. 14, 2012: 60% of tuition charged is cancelled
- by Sept. 21, 2012: 40% of tuition charged is cancelled
- by Sept. 28, 2012: 20% of tuition charged is cancelled

Second Semester

- by Jan. 4, 2013: 100% of tuition charged is cancelled
- by Jan. 18, 2013: 80% of tuition charged is cancelled
- by Jan. 25, 2013: 60% of tuition charged is cancelled
- by Feb. 1, 2013: 40% of tuition charged is cancelled
- by Feb. 8, 2013: 20% of tuition charged is cancelled

Summer Sessions Refund Schedule: All Schools

By the second day of class, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second day of class.

Federal Regulations Governing Refunds

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

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

National Student Clearinghouse

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

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

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

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

Boston College Graduate Degree Programs

Graduate School of Arts and Sciences

Biology: M.S.T., Ph.D.
Chemistry:* M.S., M.S.T., Ph.D.
Classics: M.A.
Economics: M.A., Ph.D.
English: M.A., M.A.T., Ph.D.
French: M.A., M.A.T.
Geology: M.S., M.S.T.
Geophysics: M.S., M.S.T.
Greek: M.A.
Hispanic Studies: M.A.
History: M.A., M.A.T., Ph.D.
Irish Literature and Culture: English, M.A.
Italian: M.A., M.A.T.
Latin: M.A.
Latin and Classical Humanities: M.A.T.
Linguistics: M.A., M.A.T.
Mathematics: M.A., M.S.T., Ph.D.
Philosophy: M.A., Ph.D.
Physics:* M.S., M.S.T., Ph.D.
Political Science: M.A., Ph.D.
Psychology: M.A., Ph.D.
Russian: M.A., M.A.T.
Slavic Studies: M.A., M.A.T.
Sociology: M.A., Ph.D.
Spanish: M.A.T.
Theology: Ph.D.
*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Fifth Year Programs—Graduate School of Arts and Sciences

Linguistics: B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A.
Psychology/Social Work: B.A./M.S.W.
(B.A. Psychology majors only)
Russian: B.A./M.A.
Slavic Studies: B.A./M.A.

Sociology: B.A./M.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.
Theology/Pastoral Ministry: B.A./M.A.
Theology/Religious Education: B.A./M.Ed.

Dual Degree Programs—Graduate School of Arts and Sciences
Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy: M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Russian/Management: M.A./M.B.A.
Slavic and Eastern Languages and Literatures: M.A./J.D.
Slavic Studies/Management: M.B.A./M.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.

School of Theology and Ministry
Theology and Ministry: M.Div., M.A., M.T.S., Th.M.
Sacred Theology: S.T.B., S.T.L., S.T.D.
Religious Education: M.Ed., C.A.E.S.
Theology and Education: Ph.D.

Fifth Year Programs—School of Theology and Ministry
Theology: B.A./M.T.S.
Theology and Ministry: B.A./M.A.

Dual Degree Programs—School of Theology and Ministry
Pastoral Ministry/Counseling Psychology: M.A./M.A.
Pastoral Ministry/Nursing: M.A./M.S.
Pastoral Ministry/Social Work: M.A./M.S.W.
Pastoral Ministry/Business Administration: M.A./M.B.A.

Joint Degree Programs—School of Theology and Ministry
Catholic Educational Leadership:
M.Ed. in Religious Education, Catholic School Leadership concentration (with LSOE)
M.A. in Higher Education, Catholic University Leadership concentration (with LSOE)
M.Ed. Educational Administration and Catholic School Leadership (with LSOE)

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

Fifth Year Programs—Lynch School of Education, Graduate Programs
Applied Developmental and Educational Psychology: B.A./M.A.
Curriculum and Instruction: B.A./M.Ed.
Early Childhood Education: B.A./M.Ed.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Moderate Special Needs: B.A./M.Ed.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.

Dual Degree Programs—Lynch School of Education, Graduate Programs
Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction/Law: M.Ed./J.D.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.

Early Admit Programs—Lynch School of Education, Graduate Programs
Mental Health Counseling: B.A./M.A.
School Counseling: B.A./M.A.

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

Dual Degree Programs—Law School
Law/Education: J.D./M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law/Social Work: J.D./M.S.W.

Carroll School of Management, Graduate Programs
Accounting: M.S.
Business Administration: M.B.A.
Finance: M.S., Ph.D.
Management and Organization: Ph.D.

Dual Degree Programs—Carroll School of Management, Graduate Programs
Accounting: M.B.A./M.S.
Finance: M.B.A./M.S.
Management/French: M.B.A./M.A.
Management/Geology and Geophysics: M.B.A./M.S.

Management/Higher Education: M.B.A./M.A.
Management/Hispanic Studies: M.B.A./M.A.
Management/Italian: M.B.A./M.A.
Management/Law: M.B.A./J.D.
Management/Linguistics: M.B.A./M.A.
Management/Mathematics: M.B.A./M.A.
Management/Nursing: M.B.A./M.S.
Management/Pastoral Ministry: M.B.A./M.A.
Management/Political Science: M.B.A./M.A.
Management/Russian: M.B.A./M.A.
Management/Slavic Studies: M.B.A./M.A.
Management/Social Work: M.B.A./M.S.W.
Management/Sociology: M.B.A./M.A./Ph.D.
Management/Urban & Environmental Policy and Planning: M.B.A/M.A.U.E.P.P. (in conjunction with Tufts University)

Connell School of Nursing, Graduate Programs
Nursing: B.S./M.S., M.S., Ph.D.

Dual Degree Programs—Connell School of Nursing, Graduate Programs
Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

Graduate School of Social Work
Social Work: M.S.W., Ph.D., M.S.W./Ph.D.

Fifth Year Programs—Graduate School of Social Work
Social Work/Applied Psychology and Human Development: B.A./M.S.W.
Social Work/Psychology: B.A./M.S.W.
Social Work/Sociology: B.A./M.S.W.

Dual Degree Programs—Graduate School of Social Work
Social Work/Law: M.S.W./J.D.
Social Work/Management: M.S.W./M.B.A.
Social Work/Pastoral Ministry: M.S.W./M.A.

Woods Graduate College of Advancing Studies
Administrative Studies: M.S.

ACADEMIC INTEGRITY

Policy and Procedures

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

Standards

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

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

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

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

Other breaches of academic integrity include:

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

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

- At the beginning of each course, instructors should discuss academic integrity in order to promote an ongoing dialogue about

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

Academic Deans

The academic deans have overall responsibility for academic integrity within their schools which includes the following:
- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

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

ACADEMIC REGULATIONS

University-wide academic regulations that pertain to all graduate and professional students are presented below. Students are expected to become familiar with the regulations that are specific to their school.

To learn about each school's academic regulations, please refer to the following sites:

Graduate School of Arts and Sciences
www.bc.edu/schools/gsas/policies.html
Lynch School of Education, Graduate Programs
Master's Students: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/masters_policies.html
Doctoral Students: www.bc.edu/content/bc/schools/lsoe/academics/Graduate/phd_policies.html
Carroll School of Management, Graduate Programs
www.bc.edu/content/dam/files/schools/csom_sites/graduate/2012-13GSOMhandbook.pdf
Connell School of Nursing, Graduate Programs
www.bc.edu/content/dam/files/schools/son/pdf2/gradhandbook_12-13.pdf
Graduate School of Social Work
www.bc.edu/schools/gssw/academics/academic-policies.html
Law School
www.bc.edu/content/dam/files/schools/law/pdf/academics/academic_policies_procedures2012-13.pdf
School of Theology and Ministry
www.bc.edu/content/bc/schools/stm/acadprog/stmserv/acadpol.html
Woods College of Advancing Studies
www.bc.edu/content/bc/schools/advstudies/master/policies.html

Academic Regulations are effective from September of the current academic year (2012–2013) except where a different date is explicitly stated. If there have been changes in the Academic Regulations since a readmitted student was last enrolled, the Academic Regulations in effect at the time of the student's readmission will apply unless the dean or designee decide differently.

Academic Grievances

Any graduate or professional student who believes he or she has been treated unfairly in academic matters should consult with the faculty member or administrator designated by their school to discuss the situation and to obtain information about relevant grievance policies and procedures. GSAS-specific policy is located at www.bc.edu/content/bc/schools/gsas/policies.html#academic%20grievances.

Academic Record

A record of each graduate or professional student's academic work is prepared and maintained permanently by the Office of Student Services. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

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

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

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

A student who is absent from a course on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a makeup will be allowed.

In cases of prolonged absence the student or his or her representative should communicate with the student's graduate associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to the course should be made with the Graduate Associate Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

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

Audits

Students in the Graduate School of Arts and Sciences may register for an audit online. After the drop/add period, students wishing to change a course from credit to audit or from audit to credit must go to the Associate Dean's Office. GSAS students should also consult their department for specific policies regarding audits.

Comprehensive Examination or Qualifying Papers: Doctoral Students

Students in the Graduate School of Arts and Sciences should consult their department for specific policies regarding comprehensive examinations or qualifying papers for doctoral students.

Comprehensive Examination: Master's Students

Students in the Graduate School of Arts and Sciences should consult their department for specific policies regarding comprehensive examinations for master's students.

Continuation: Doctoral Candidacy

Graduate and professional students who have completed all required coursework and who have successfully completed the comprehensive examination or the oral defense of a publishable paper are admitted to doctoral candidacy. Doctoral candidates are required to register and pay for Doctoral Continuation (999) during each semester of their candidacy or its equivalent.

Please refer to your school's regulation for additional information on doctoral candidacy.

Cross Registration

Boston Theological Institute

The Boston Theological Institute (BTI), a consortium of theology faculty primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in the BTI.

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

The Consortium

Boston College is part of a consortium that includes Boston University, Brandeis University, and Tufts University. Eligible students are allowed to take courses at any of these institutions if the same courses are not offered at Boston College at any time during the academic year. Cross registration materials are available from the Office of Student Services. Graduate and professional students should consult their school or department for specific policies regarding cross-registration in this consortium.

Graduate Consortium in Women's Studies

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

Enrollment Status

Full-Time Enrollment Status

Students in the Graduate School of Arts & Sciences are considered full-time when enrolled in 9 or more credits. All students are considered half-time with 6 credits. This credit amount is used to determine a student's enrollment status for loan deferments, immunizations, medical insurance requirements, and verifications requested by other organizations. Additionally, all enrolled doctoral students are considered full-time. Furthermore, GSAS 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. Moreover, graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, or Doctoral Continuation are considered full-time.

Final Examinations

For graduate level courses that have final examinations, professors may use the University's final examination schedule, which is public and set before classes begin, or they may set the day and time of their final examination in the syllabus or document prepared explicitly for the academic experience. All students are responsible for knowing when their final examinations will take place and for taking examinations at the scheduled time. Students who miss a final examination are not entitled, as a matter of right, to a makeup examination except for serious illness and/or family emergency. Students who are not able to take a final examination during its scheduled time should contact the person

designated by the department or school, preferably prior to the examination date, to inform them of their situation and to make alternative arrangements if granted permission to do so.

Foreign Language Requirement

Students in the Graduate School of Arts and Sciences should consult their department for specific policies regarding foreign language requirements.

Grading

In each graduate course, in which a graduate or professional student is registered for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W,J, 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.

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

Grading Scale

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

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

Grade Changes

Grade changes should be made only for exceptional reasons. The grades submitted by faculty at the end of each semester are considered final unless the faculty member has granted the student an Incomplete.

Incompletes may be granted to provide a student time to finish his or her course work after the date set for the course examination or in the course syllabus. Incompletes should only be granted for serious reasons, e.g., illness, and only when the student has been able to complete most of the course work but is missing a specific assignment, e.g., a final paper, an examination, etc. Incompletes are not to be granted to allow the student to complete a major portion of the course work after the end of the semester.

All I grades will automatically be changed to F on March 1 for the fall, August 1 for the spring, and October 1 for the summer except for students in the Graduate School of Social Work and the Law School.

Pass/Fail Electives

Students in the Graduate School of Arts and Sciences may not take courses counting toward the degree pass/fail. A pass/fail option is available for a limited number of other courses when approved by the Associate Dean for Academic and Student Services. A grade of "P" has no effect on the GPA, but if a student fails a course that is being taken on a pass/fail basis, the grade of "F" is calculated into the GPA.

GSAS Policy: www.bc.edu/content/bc/schools/gsas/policies.html #Pass/Fail%20Options.

Good Standing

Grades, satisfactory performance in internships and practica, and timely completion of degree requirements determine a student's good standing in his or her program. Students should be informed in a timely manner if their good standing is in jeopardy and the conditions needed to maintain or establish good standing.

As part of their regular departmental evaluations, students in the Graduate School of Arts and Sciences are expected to maintain a minimum cumulative average of 3.0. In their evaluation of student academic standing, departments may require a higher cumulative average.

GSAS Policy: www.bc.edu/content/bc/schools/gsas/policies.html #academic%20standing.

Graduation

The University awards degrees in May, August, and December of each year except to students in the Law School where degrees are conferred in May and December. Commencement ceremonies are held only in May. Students who have completed all requirements for the degree before a specific graduation date are eligible to receive the degree as of the university's next official graduation date. A diploma will not be dated before all work is completed. Students who graduate in December or August may participate in commencement exercises the following May.

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

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

Leave of Absence

Voluntary Leave of Absence

Graduate students who do not register for course work, Thesis or Dissertation 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, and are rarely granted for students on Doctoral Continuation. Students may apply for a personal or medical leave of absence. As described below, appropriate documentation is required for a medical leave of absence.

Students may obtain a personal or medical leave of absence form online at www.bc.edu/studentservices and submit it for their school's Associate Dean's approval.

Leave time for either a personal or medical leave of absence 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.

Personal Leave of Absence

Students on an approved personal leave of absence should contact the Associate Dean's Office at least six weeks prior to the semester in which they expect to re-enroll. The appropriate Associate Dean will make the decision on the readmission request.

Medical Leave of Absence

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider. The student must submit this documentation to Counseling Services or Health Services as applicable, who will review it in confidence and make a recommendation to the student's Associate Dean, who must approve the leave. The University reserves the right to impose conditions on readmission from a medical leave, which may include the submission of documentation from the student's health care provider, the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians. Students seeking to return from leave are encouraged to contact the Associate Dean as soon as possible prior to seeking readmission, but in no event later than eight (8) weeks prior to the desired admission date. Students seeking to return to a practicum, clinical, or field education placement must contact the Associate Dean expressing the intent to seek readmission at least a full semester before the desired return.

At the time of requesting a medical leave, please consult the academic dean with regard to school policy concerning funding upon return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Please consult with the Office of Student Services to learn more about this policy, or visit www.bc.edu/medinsurance. Students granted a medical leave because of a severe medical situation may be entitled to a semester's tuition credit to be provided upon readmission.

Involuntary Leave of Absence

Students may be separated from the University for academic reasons (please refer to specific school or department policies for more information) or for reasons of health, safety, or when a student's continuance at Boston College poses significant risk to the student or others. For additional information, visit www.bc.edu/publications/studentguide/judicial.html.

Readmission

Students should consult with the academic dean or designee of their school for information about school-specific policies and procedures related to readmission.

In instances where a sustained period of time has elapsed since a student was last enrolled, the academic dean or designee of the school, in consultation with the school's Academic Standards Committee and/or the appropriate representative of the student's department will decide the status of student seeking readmission. In determining which, if any academic requirements remain to be completed after readmission and before awarding the degree, the factors that will be considered include but are not limited to:

1. Currency of the student's knowledge in select content areas;
2. Relevancy of courses completed at Boston College to current degree requirements;
3. Rigor of courses completed at Boston College to current degree requirements;
4. Academic work completed elsewhere that is relevant to degree requirements;
5. Length of absence.

In all readmission cases, the decision to re-admit a student will be based on a consideration of the best interests of both the student and the University.

Summer Courses

In graduate programs, summer courses may be an integral part of the curriculum. Graduate and professional students should consult with their schools or departments for specific policies regarding summer courses.

Time-to-Degree

All requirements for the Doctoral Degree in the Graduate School of Arts and Sciences must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Master's students are permitted five consecutive years from the date of acceptance into the program for completion of all requirements. Extensions are permitted only with approval of the department concerned and of the dean.

GSAS Policy: www.bc.edu/content/bc/schools/gsas/policies.html#Time%20to%20Degree.

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit

Graduate and professional students should consult their school or department for specific policies regarding transfer of credit.

University Communication Policies and Student Responsibilities

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

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at the Office of Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses and to enter corrections through their Agora Portal if the addresses are not accurate

in University records. Students should review their address record for accuracy at the beginning of each semester and again soon after submitting any corrections.

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

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

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

Withdrawal from a Course

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

Withdrawal from Boston College

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

University Awards and Honors

Please refer to your school or department website for information about awards and honors.

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

General Information

The Graduate School of Arts and Sciences Admissions Office, Gasson 108, 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 and normally must have 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 completing the first semester of course work or after earning a minimum of six credits.

Course Credits

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

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

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

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

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

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

Residence

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

Interdisciplinary Doctoral Program

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

Traveling Scholar's Program

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

Special Students (Non-Degree)

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

Those admitted as special students may take courses only in the department that has recommended their admission. Permission

to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director.

Admission

Eligibility and Application Information

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

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

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

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

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application,* along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, Gasson 108.*

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, Gasson 108.*

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

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

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, Gasson 108.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at www.gre.org.

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

Acceptance

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

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, including:

- Graduate Assistantships
- Research Assistantships
- Teaching Assistantships
- Teaching Fellowships
- Tuition Scholarships
- 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.

- 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.

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.

Teaching Fellowships

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

Assistantships

Graduate Assistantships and Teaching Assistantships

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

Research Assistantships

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

Tuition Scholarships

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

Procedures for Financial Aid Recipients

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

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

Other Sources of Financial Aid

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

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus;* B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Anthony T. Annunziato, *Professor;* B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor;* B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor;* Chairperson of the Department; B.S., Ph.D., University of Florida

Peter Clote, *Professor;* B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Charles S. Hoffman, *Professor;* S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

Daniel Kirschner, *Professor;* B.A., Western Reserve University; Ph.D., Harvard University

Marc A.T. Muskavitch, *Professor;* B.S., University of Wisconsin, Madison; Ph.D., Stanford University

Thomas N. Seyfried, *Professor;* B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Kenneth C. Williams, *Professor;* B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor;* B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Marc-Jan Gubbels, *Associate Professor;* B.SC., M.Sc., Wageningen Agricultural University, Ph.D., Utrecht University

Laura Hake, *Associate Professor;* B.A., University of Tennessee; Ph.D., Tufts University

Gabor T. Marth, *Associate Professor;* B.S., M.S., Technical University of Budapest; D.Sc., Washington University, St. Louis

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

Hugh P. Cam, *Assistant Professor;* B.S., University of Texas, Austin; Ph.D., Harvard University

Michelle M. Meyer, *Assistant Professor;* B.S., Rice University; Ph.D., California Institute of Technology

Robert J. Wolff, *Adjunct Associate Professor;* B.A., Lafayette College; Ph.D., Tufts University

Joseph Burdo, *Adjunct Assistant Professor;* B.S., Western Michigan University; Ph.D., Penn State College of Medicine

Contacts

- Graduate Program Director: Charles Hoffman, hoffmacs@bc.edu
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- www.bc.edu/biology

Graduate Program Description

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

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

The Ph.D. program does not require a specific number of graduate credits. The minimum curriculum for Ph.D. students consists of five core courses in genetics, biochemistry, molecular biology, cell biology, and bioinformatics (BI 611, BI 612, BI 614, BI 615, BI 616); four additional graduate level (500 or higher) biology-approved courses, and BI 880 Responsible Conduct of Research (beginning with students who entered into the program in 2012F). Students may petition the graduate program committee to substitute courses when appropriate for their course of study. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

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

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical

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

Undergraduate and Graduate Course Offerings

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

BI 503 Current Topics in Cancer Research (Fall/Spring: 3)
Prerequisite: BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414 or BI 440) or biochemistry (BI 435 or CH 561) or instructor permission

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.
Thomas Seyfried

BI 508 Algorithms in Computational Biology (Spring: 3)
Prerequisite: MT 100-101, programming proficiency in some language (C/C++, java, python, perl or other imperative language). BI 420 is recommended.

A good understanding of important algorithms in the field of computational molecular biology is vital to bioinformatics researchers, especially those who intend to work at the cutting edge of research. In this course, we will cover basic computational biology (genomics, structural biology, systems biology). Topics may include: pairwise, multiple and wraparound alignment (tandem repeats), genomic rearrangements, Monte Carlo, genetic algorithms, hidden Markov models, phyogenetic trees, RNA and protein secondary structure, machine learning (neural networks, support vector machines), gene finders, clustering, microarray data, transcription factor binding site detection, etc.
Peter Clote

BI 517 Human Parasitology (Fall: 3)
Prerequisite: BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

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, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.
Marc Jan Gubbels

BI 523 Immunity and Infectious Disease (Spring: 3)
Prerequisite: BI 414 or BI 457 or instructor permission

This course will focus on immune cells, the immune system's response to viral and bacterial infection and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports. The course evaluation will consist of grades from a mid-term and final, written papers and reflections on assigned readings, class presentations, and class participation.
Kenneth Williams

BI 527 Neurobiology of Disease (Fall: 3)
Prerequisite: BI 481

This course will delve into the effects of neurological and neurodegenerative diseases such as Alzheimer's disease, Parkinson's disease, and Multiple Sclerosis, on human behavior and CNS physiology and anatomy. The course will draw on current primary and review literature for background readings as well as Web conferencing to connect personally with the authors who have performed and published the cutting edge research. This will allow the students a deeper understanding of the particular disease, as well as the process of scientific research and current laboratory techniques available to study the molecular and cellular underpinnings of these diseases.
Joseph Burdo

BI 535 Structural Biochemistry of Neurological Diseases (Spring: 3)
Prerequisite: BI 435 or CH 561

The goal of structural biology is to relate molecular form to biological function. Characterizing biological processes in terms of the molecular structures and interactions of their constituents is accomplished using methods including: x-ray crystallography, and fiber and membrane diffraction; NMR spectroscopy; light and electron microscopy, and atomic force microscopy; computation; and modern molecular biology. This course will focus on the nerve myelin sheath. The objective is to thoroughly introduce the student in myelinology. Topics include: (1) Myelin Function, Formation, Biochemistry, Structure; (2) Diseases Involving Myelin; (3) CNS Myelin: PLP-Related Disorders; and (4) PNS Myelin: P0 and PMP22-Related Disorders.
Daniel Kirschner

BI 536 Viruses, Genes, and Evolution (Spring: 3)
Prerequisite: BI 204, a genetics course (BI 315, BI 319 or BI 417) and a course in molecular or cell biology (such as BI 304, BI 440 or BI 414) or instructor permission

By definition, viruses are absolutely dependent on host infection for their existence. As a consequence, most viruses are exquisitely well-adapted to their respective hosts. Hosts, in turn, have evolved numerous countermeasures to prevent viral infection. This course will focus on the molecular interplay between viruses and their hosts, and how this genetic arms-race plays out over vastly different timescales (within an infected individual, within and between host populations, and ultimately, across millions of years of virus-host co-evolution).
Welkin Johnson

BI 539 Synthetic Biology (Spring: 3)
Prerequisite: One of the following (BI 315, BI 319, BI 417). Recommended: One of the following (BI 440, BI 429, BI 435, CH 461, CH 561, CH 562).

This course will examine the field of synthetic biology. Topics include design and construction of novel biological systems and components, chemical biology, and metabolic engineering. The practical applications of synthetic biology, and the ethics and risks associated with engineering life will also be discussed.
Michelle Meyer

BI 570 Biology of the Nucleus (Fall: 3)
Prerequisite: One of the following (BI 435, BI 440, CH 561, CH 562) or instructor permission

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature. Class format includes lectures, group discussions of research papers, and student oral presentations.
Anthony T. Annunziato

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 cover the fundamental principles of genetics and the methods and technology of genetic research applied to the study of a variety of model systems.
Hugh Cam

BI 612 Graduate Biochemistry (Fall/Spring: 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 Kirschner

BI 615 Advanced Cell Biology (Spring: 2)

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

BI 616 Graduate Bioinformatics (Fall: 2)
Gabor Marth

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 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

Michael J. Clarke, *Professor;* A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor;* B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor;* Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University

Evan R. Kantrowitz, *Professor;* A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor;* B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor;* A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor;* B.Sc., University of California at Riverside; Ph.D., University of Alberta

Udayan Mohanty, *Professor;* B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor;* B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor;* A.B., Bryn Mawr College; Ph.D., Stanford University

Lawrence T. Scott, *Louise and James Vanderslice Professor;* A.B., Princeton University; Ph.D., Harvard University

Marc L. Snapper, *Professor;* B.S., Union College; Ph.D., Stanford University

William H. Armstrong, *Associate Professor;* B.S., Bucknell University; Ph.D., Stanford University

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

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

Kian Tan, *Assistant Professor;* B.S., University of Virginia; Ph.D., University of California at Berkeley

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

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

Kenneth Metz, *Adjunct Associate Professor;* B.S., Emporia State University; Ph.D., University of Arkansas

Lynne O' Connell, *Adjunct Associate Professor;* B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Contacts

- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Terri Wallace, wallactb@bc.edu, 617-552-3605
- www.bc.edu/chemistry

Graduate Program Description

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

Ph.D. Degree Requirements

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

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

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

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 second semester of study. An oral defense of the dissertation before a faculty thesis committee and a public presentation complete the degree requirements.

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

M.S.T. Degree

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

Undergraduate and Graduate Course Offerings

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

CH 523 Organometallic Chemistry (Spring: 3)
Offered periodically
The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

This course will present concepts of organometallic chemistry, e.g., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

Kian Tan

CH 531 Modern Methods in Organic Synthesis I (Fall: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

James Morken

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.

Jeffery Byers

CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)
Offered periodically

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)
Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examines the creativity and logic of approaches toward medicinally

important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.

Marc Snapper

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.

The Department

CH 561-562 Biochemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231-232 or equivalent

Corequisites: CH 515-516

These courses are introductory-level courses 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.

Mary Roberts

Eranthie Weerapana

CH 570 Introduction to Biological Membranes (Spring: 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 581 Solid State Chemistry (Spring: 3)

Prerequisite: CH 222

Offered periodically

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties, and applications of solid materials. We will cover concepts such as crystal structures and defects, lattice energy, bonding in solids, and solid electrolytes. Emerging directions in solid state chemistry, including nanoscience, will be discussed as well.

Dunwei Wang

CH 582 Advanced Topics in Biochemistry (Fall: 3)

Prerequisites: CH 561-562 or CH 461 or CH 560 or BI 435 and BI 440

Offered periodically

A selection of current and important topics in biochemistry and chemical biology will be examined. Students are expected to have a basic understanding of the concepts developed in CH 561 and CH 562. The course will survey the structure and function of biopolymers. The recent developments in the emerging field of chemical biology will be discussed in depth. Due to lack of an appropriate textbook, primary literature will be used extensively in this course.

Jianmin Gao

CH 680 Advanced Quantum and Statistical Mechanics (Fall/Spring: 3)

Prerequisites: CH 576, Calculus II

In quantum mechanics, topics covered will be particle-in-box, harmonic oscillator, rigid rotor, approximation methods, electron spin, time-dependent perturbation theory, vibrational and rotational spectroscopy. In statistical mechanics, topics covered will be canonical and grand canonical ensembles and its application to ideal gas, Bose and Fermi systems, and various problems in liquids and solid state physics.

Udayan Mohanty

Graduate Course Offerings

CH 676 Physical Chemistry: Principles and Applications (Fall: 3)

New developments and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties, and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class.

Frank Tsung

CH 799-800 Readings and Research I and II (Fall/Spring: 3)

Lab fee required

Courses 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)

These are 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)

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

These are 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 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)

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

These are 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 888 Interim Study (Fall: 0)

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

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

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

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

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

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

Contacts

- Secretary: Lillian Reisman, 617-552-3661, lillian.reisman@bc.edu
- www.bc.edu/classics

Graduate Program Description

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

Requirements for the M.A. Degree

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

Requirements for the M.A.T. Degree

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

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

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

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

Undergraduate and Graduate Course Offerings

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

CL 010 Elementary Latin I (Fall: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

The Department

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

Prerequisites: CL 060-061 or equivalent

These second-year courses in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.

Maria Kakavas

CL 186 Greek Civilization (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 (3000–323 BC), heroic epic (*Iliad* and *Odyssey*), drama (tragedy and comedy), mythology, historiography, political theory and practice (especially Athenian Democracy), philosophy, sculpture, and architecture.

Gail Hoffman

CL 226 The Age of Augustus (Fall: 3)

Augustus, the first emperor of Rome, restored stability to the Roman world after its civil wars, established a new political order which became the Roman Empire, rebuilt the city of Rome to match its role

as the capital of a world empire, and oversaw remarkable creativity in the visual and literary arts, including the works of Horace, Vergil, Livy, Propertius, and Ovid. This course will examine the political events and cultural life of this vital time with particular attention to Augustus' own central role in the creation of what we call the Age of Augustus.
Michael Mordine

CL 230 Classical Mythology (Fall: 3)

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey*, Hesiod's *Theogony*, and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.
Brigitte Libby

CL 236 Roman Law and Family (Fall: 3)

We will look at the makeup and dynamics of the Roman household through legal sources, which allow investigation of Roman legal arguments and approaches to issues such as marriage, dowry, divorce, disciplining children, adultery, procreation, adoption, and women's rights, and the role of the pater familias. We will also observe similarities and differences between Roman family law and modern American family law. By the end of the course you will have gained a better understanding not only of the Roman family but also of how societies—including our own—use law to order and regulate family relationships.
Kendra Eshleman

CL 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 268 The Christian East: Orientale Lumen (Spring: 3)

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

CL 337 Lucan's Civil Wars (Spring: 3)

Lucan's epic, *De Bello Civili*, looks back in history to narrate the civil wars that ended the Roman Republic and put Julius Caesar in power. At the same time, the poem is clearly a reflection of the poet's own cultural context under the Emperor Nero. We will read much of Lucan's epic in Latin and the rest in English, and we will consider a sampling of recent scholarship. Discussions will focus on Lucan's style and narrative structure as well as his portrayal of civil war, his relationship to Nero, and his status as an epic poet writing after Vergil.
Brigitte Libby

CL 339 Roman Epistolography (Fall: 3)

This course explores the Latin epistolary tradition through the study of various letters written by Cicero, Seneca, Pliny and others, both in Latin and in translation. These letters provide unique windows into the life and times of some of the greatest figures of Roman history and literature. Through our investigation pf their letters we will examine the changing historical, political, social, and cultural milieus of multiple generations of Romans from the end of the Republic in the first century BCE to the consolidation of the imperial system in the second century CE.
Michael Mordine

CL 342 Livy (Spring: 3)

Readings, for this course will come from Livy, Books I-V. Study of Livy's method of reconstructing and narrating early Roman history will also be discussed.
Kendra Eshleman

CL 382 Herodotus I (Fall: 3)

Reading in Greek Selections from Herodotus.
Kendra Eshleman

CL 450 Roman Love Elegy (Fall: 3)

We will trace the rise and fall of Roman Love Elegy, a literary genre with lasting impact on our modern idea of poetry. We'll find the origins of elegy in the poems of Catullus before seeing the genre truly emerge in the poetic books of Propertius and Tibullus. As we read, we will discuss the characteristics, themes, and techniques of this new poetic tradition and ask why elegy grew into a dominant poetic genre at Rome when it did. We'll end with Ovid's ingenious poetry, which shows elegy at its pinnacle but also destroys the genre for centuries to come.
The Department

Graduate Course Offerings

CL 790-791 Readings and Research I and II (Fall/Spring: 3)
The Department

CL 888 Interim Study (Fall/Spring: 3)
Charles F. Ahern

Earth and Environmental Sciences

Faculty

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

James W. Skehan, S.J., *Professor Emeritus;* A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

John F. Devane, S.J., *Assistant Professor Emeritus;* A.B., M.A., Boston College; Ph.D., Fordham University

Emanuel Bombolakis, *Research Professor;* B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor;* A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor;* A.B., Colgate University; A.M., Ph.D., Harvard University

Rudolph Hon, *Associate Professor;* M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor;* B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Gail C. Kineke, *Associate Professor;* Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington

Noah P. Snyder, *Associate Professor;* B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Douglas A. Edmonds, *Assistant Professor;* B.S., Saint Louis University; M.Sc., Ph.D., Pennsylvania State University

Dominic Papineau, *Assistant Professor;* B.S., McGill University; Ph.D., University of Colorado

Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@bc.edu
- Department Chair: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- www.bc.edu/eesciences

Graduate Program Description

Master of Science

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

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

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, sedimentology, biogeochemistry, 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 statement of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by February 15. Later applications will be considered for financial aid if funding is available.

M.S. Degree Requirements

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

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in their graduate 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. A research thesis approved by three faculty members is also required of all M.S. students.

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

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

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

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial

application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Earth and Environmental Sciences for information and application materials to both programs (please indicate that you are interested in the Dual Degree Program). The deadline for admission to the Department of Earth and Environmental Sciences is February 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in 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 Earth and Environmental Sciences, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

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

M.S.T. Degree Requirements

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

Cooperative Program

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

Weston Observatory

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

Undergraduate and Graduate Course Offerings

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

GE 398 Statistical Analysis of Scientific Data (Fall/Spring: 3)
Offered biennially

The scientific process involves the collection of data for the testing and development of scientific models. This course covers the statistical methods commonly used to acquire, analyze, and interpret many different types of scientific data.

Alan Kafka

GE 420 Ecohydrology (Fall: 3)

Prerequisites: Hydrology (GE 170, GE 203, or GE 297) and ecosystem science (GE 202 or BI 201), or by permission of instructor

Offered periodically

This interdisciplinary course will explore the hydrologic mechanisms that underlie ecological patterns and processes by examining climate-soil-vegetation dynamics. Drawing extensively from the primary literature in lectures and discussions, we will cover ecohydrologic interactions at various scales in terrestrial and aquatic ecosystems, including drylands, grasslands, forests and woodlands, lake margins, streams and rivers, and wetlands, among others. Ecosystem management and anthropogenic perturbations to ecohydrologic dynamics also will be discussed.

Martha Carlson Mazur

GE 424 Environmental Geophysics (Fall: 3)

Prerequisites: MT 102-103, PH 211-212, or permission of instructor

Offered periodically

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection. In this course students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methodology, instrumentation, theory, and interpretation. A one-hour discussion/laboratory is required.

John E. Ebel

GE 440 Global Biogeochemical Cycles (Spring: 3)

Prerequisite: At least one college-level earth science course, or permission of instructor. Additional coursework in biology, chemistry, and/or the earth sciences are helpful.

Biogeochemical cycles are pathways through which biologically important elements and their molecules are transformed and exchanged between the lithosphere, atmosphere, hydrosphere, and biosphere. This course will focus on the reservoirs of these elements and the physical, chemical, and biological processes that exchange them at various scales and in different types of environments. Stable isotope geochemistry is a key tool to trace the influence of microbial metabolisms on biogeochemical cycles and climate in modern and ancient environments.

Historical aspects of biogeochemical evolution will be studied to stimulate thinking on the likely consequences of ecological and climatic perturbations caused by human activities.
Dominic Papineau

GE 455 Exploration Seismology (Spring: 4)
Prerequisites: MT 102-103, PH 211-212
Corequisite: GE 456
Offered periodically

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing, and presentation of seismic refraction and reflection data.
John E. Ebel

GE 456 Exploration Seismology Lab (Spring: 0)
Corequisite: GE 455
Offered periodically
John E. Ebel

GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)
Corequisite: GE 481

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

GE 481 Applications of GIS Lab (Spring: 0)
Corequisite: GE 480
Rudolph Hon

GE 484 Aqueous Geochemistry (Fall: 3)
Prerequisites: CH 109-110, MT 102-103
Offered biennially

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.
Rudolph Hon

GE 490 Remote Sensing and Image Interpretation (Spring: 3)
Prerequisite: GE 132
Offered biennially

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of images from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area represented. Projects are 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. Grades are based on projects that will consist of written reports, maps, processed digital images, and interpretive cross sections.
Noah P. Snyder

GE 535 Coastal Processes (Spring: 3)
Prerequisite: Calculus and physics are recommended
Offered biennially

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

Graduate Course Offerings

GE 691 Earth Systems Seminar (Fall: 3)

An advanced seminar on topics in the Geosciences requiring integration of many subspecialities. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.
Rudolph Hon

GE 798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.
The Department

Economics

Faculty

David A. Belsley, *Professor Emeritus;* A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

James E. Anderson, *Professor;* A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor;* A.B., Ph.D., Harvard University

Donald Cox, *Professor;* Chairperson of the Department; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor;* A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor;* B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor;* B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor;* B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor;* B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor;* B.S., Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor;* B.A., Wellsley College; Ph.D. Harvard University

William B. Neenan, S.J., *Professor and Vice President;* A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joseph F. Quinn, *Professor;* A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Fabio Schiantarelli, *Professor;* B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor;* B.S., M.A., Ph.D., Hebrew University, Israel

Tayfun Sonmez, *Professor;* B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor;* A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Zhijie Xiao, *Professor;* B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University

Christopher F. Baum, *Associate Professor;* A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Fabio Ghironi, *Associate Professor;* M.A., Universita Bocconi, Italy; Ph.D., University of California, Berkeley

Stefan Hoderlein, *Associate Professor;* Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

Francis M. McLaughlin, *Associate Professor;* B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Julie Mortimer, *Associate Professor;* B.A. Carleton College; Ph.D. University of California–Los Angeles

Robert G. Murphy, *Associate Professor;* B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor;* A.B., DePauw University; Ph.D., Brown University

M. Utku Unver, *Associate Professor;* B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

Andrew Beauchamp, *Assistant Professor;* B.A., Michigan State University; M.A., Ph.D., Duke University

Karim Chalak, *Assistant Professor;* B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego

Sanjay Chugh, *Assistant Professor;* B.A., M.A., Ben-Gurion University; Ph.D., University of Pennsylvania

Eyal Dvir, *Assistant Professor;* B.A., M.A., Hebrew University, Israel; Ph.D., Harvard University

Scott Fulford, *Assistant Professor;* B.A., Stanford University; M.A., Ph.D., Princeton University

Ben Li, *Assistant Professor;* B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

Georg Strasser, *Assistant Professor;* M.A., University of Southern California; M.Sc., Universitat Karlsruhe, Germany; Ph.D., University of Pennsylvania

Mathis Wagner, *Assistant Professor;* B.A., University of Cambridge; Ph.D., University of Chicago

Christopher Maxwell, *Adjunct Associate Professor;* B.A., University of Pennsylvania; Ph.D., Harvard University

Contacts

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

Graduate Program Description

Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a 1-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives, for a total of 48 credits. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance. All courses accepted for the degree are worth three credits, with the exception of the three courses taken in the second semester of the first year: EC 741, EC 751, and EC 771. These three courses are each worth 4 credits.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, industrial organization, international economics, international trade and development, international finance and macroeconomics, labor economics, monetary economics, public sector economics, advanced micro theory, advanced macro theory, and finance. Each exam is based on a 2-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

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

Admission Information

An on-line application for your convenience is located at gsas.bc.edu. Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, Gasson 108, 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 Gail Sullivan at sullidde@bc.edu.

Graduate Course Offerings

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

EC 720 Math for Economists (Fall: 3)

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

Peter Ireland

EC 740 Microeconomic Theory I (Fall: 3)

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

Hideo Konishi

Marvin Kraus

EC 741 Microeconomic Theory II (Spring: 4)

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

Uzi Segal

Utku Unver

EC 750 Macroeconomic Theory I (Fall: 3)

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

Fabio Schiantarelli

EC 751 Macroeconomic Theory II (Spring: 4)

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

Susanto Basu

EC 770 Statistics (Fall: 3)

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

Zhijie Xiao

EC 772 Econometric Methods (Spring: 4)

Prerequisite: EC 770 or equivalent

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

Arthur Lewbel

EC 798 Economics Practicum (Fall/Spring: 1)

Prerequisite: Permission of the Director of Graduate Studies

Richard Tresch

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

Prerequisite: Permission of the Director of Graduate Studies

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

Richard Tresch

EC 802 Advanced Microeconomic Theory (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 821 Time Series Econometrics (Fall: 3)

Prerequisites: EC 770 and either EC 771 or EC 772 or equivalents

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)

Prerequisites: EC 770 and either EC 771 or EC 772 or equivalents

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

Stefan Hoderlein

EC 823 Applied Econometrics (Spring: 3)

Prerequisites: EC 770 and either EC 771 or EC 772 or equivalents

This course presents a number of econometric estimation techniques relevant for applied research in economics and finance and addresses the computational issues related to their implementation. Topics will be drawn from instrumental variables (IV-GMM) estimation and diagnostics; panel data estimators, including dynamic panel data techniques; reduced-form and structural vector autoregressions; ARFIMA (long memory) models; general linear models; limited dependent variable techniques; structural equation modeling; propensity score matching; state-space and dynamic factor models; simulation and bootstrapping.

Christopher Baum

EC 825 Topics in Econometric Theory (Spring: 3)

Prerequisites: EC 770 and either EC 771 or EC 772 or equivalents

This is a course in asymptotic theory for econometric estimation and inference, with emphasis on nonlinear, cross section models.

Topics include forms of convergence, consistency and limiting distribution theory, maximum likelihood, linear and nonlinear least squares, generalized method of moments, extremum estimators, nonparametric kernel estimators, and semiparametric estimators.
Karim Chalak

EC 853 Industrial Organization I (Spring: 3)

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

EC 854 Industrial Organization II (Fall: 3)

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

EC 860 Advanced Macro: Computation, Estimation and Applications (Fall: 3)
Ryan Chahrour

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.
Sanjay Chugh

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 870 Economic Development (Spring: 3)
Prerequisites: EC 770 and EC 771 or equivalents

This course is an introduction to empirical development economics. Topics will focus on some constraint or missing market in developing countries such as credit and insurance; education, labor markets, and migration; health; and institutions. We will emphasize identification and model differentiation using IV, randomization, structural models, and non-parametric approaches.
Scott Fulford

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.
Ben Li

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 876 Topics in International Economic Policy (Spring: 3)

This course will cover trade policy and its political economy (Anderson), and financial crises, treating causes and policies both pre- and post-crisis (Dvir). A common theme is "what makes a good paper?"
James Anderson
Eyal Dvir

EC 877 Empirical International Finance (Spring: 3)

The course covers selected topics of current research in international finance, designed for Ph.D. students in their second year or later. The focus is on empirical work and tools for conducting research in this field. Topics include: nominal and real exchange rate dynamics, foreign-exchange market efficiency, the microstructure of foreign exchange markets, and international finance and trade, as well as international portfolio choice and financial integration.
Georg Strasser

EC 884 Distributive Justice (Fall: 3)
Prerequisites: EC 740-741

The course will deal with the allocation of goods and rights when markets cannot or should not be used. Topics covered will include measurement of utility, bargaining, utilitarianism, non-utilitarian social welfare functions, social and individual preferences for randomization, ex-ante and ex-post analysis of social welfare, equality, the trolley problem, and the creation of social groups. The course will cover both the formal literature as well as some of the relevant philosophical and legal literature.
Uzi Segal

EC 885 Analysis of Labor Markets (Spring: 3)
Prerequisite: EC 822, which may be taken prior to or concurrently with EC 885

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

EC 886 Current Topics in Labor Economics (Fall: 3)

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

EC 888 Interim Study (Fall/Spring: 0)
Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations
Richard Tresch

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

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

Susanto Basu
Donald Cox
Arthur Lewbel

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

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

Susanto Basu
Donald Cox
Arthur Lewbel

EC 998 Doctoral Comprehensives (Fall/Spring: 1)

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

Richard Tresch

EC 999 Doctoral Continuation (Fall/Spring: 1)

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

Richard Tresch

English

Faculty

Leonard R. Casper, *Professor Emeritus;* A.B., A.M., Ph.D., University of Wisconsin

John L. Mahoney, *Rattigan Professor Emeritus;* A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor Emerita;* A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus;* A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor Emeritus;* A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Judith Wilt, *Newton College Alumnae Professor Emerita;* A.B., Duquesne University; Ph.D., Indiana University

John J. Fitzgerald, *Associate Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Fordham University

Joseph A. Longo, *Associate Professor Emeritus;* B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor Emeritus;* A.B., Harvard University; A.M., Ph.D., Yale University

Daniel McCue, Jr., *Associate Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Columbia University

Andrew J. Von Hendy, *Associate Professor Emeritus;* A.B., Niagara University; A.M., Ph.D., Cornell University

Rosemarie Bodenheimer, *Professor;* A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Mary Thomas Crane, *Thomas F. Rattigan Professor;* A.B., Harvard College; A.M., Ph.D., Harvard University

Elizabeth Graver, *Professor;* B.A., Wesleyan University; M.F.A., Washington University

Dayton W. Haskin, *Professor;* A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Elizabeth Kowaleski Wallace, *Professor;* B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Paul Lewis, *Professor;* A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor;* A.B., Barnard College; A.M., Ph.D., Cornell University

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

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

Kevin Ohi, *Professor;* B.A., Williams College; M.A., Ph.D., Cornell University

Philip T. O'Leary, *Professor;* A.B., College of the Holy Cross; Ph.D., Harvard University

Frances L. Restuccia, *Professor;* B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor;* A.B., Princeton University; A.M., Ph.D., Harvard University

Carlo Rotella, *Professor;* B.A., Wesleyan University; M.A., Ph.D., Yale University

Maxim D. Shrayer, *Professor;* B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Laura Tanner, *Professor;* B.A., Colgate University; Ph.D., University of Pennsylvania

Christopher P. Wilson, *Professor;* A.B., Princeton University; Ph.D., Yale University

Caroline Bicks, *Associate Professor;* A.B., Harvard University; Ph.D., Stanford University

Amy Boesky, *Associate Professor;* B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

Robert L. Chibka, *Associate Professor;* B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Paul C. Doherty, *Associate Professor;* A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Rhonda Frederick, *Associate Professor;* B.A., M.A., Ph.D., University of Pennsylvania

Marjorie Howes, *Associate Professor;* B.A., University of Michigan; Ph.D., Princeton University

Robert Kern, *Associate Professor;* A.B., City College of New York; A.M., Ph.D., Harvard University

Christina Klein, *Associate Professor;* B.A., Wesleyan University; Ph.D., Yale University

Paula Mathieu, *Associate Professor;* B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

James Najarian, *Associate Professor;* B.A., M.A., M.Phil., Ph.D, Yale University

Kalpana Seshadri, *Associate Professor;* B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

James Smith, *Associate Professor;* B.A., M.A. University College, Dublin; M.A. Clark University; Ph.D., Boston College

Andrew Sofer, *Associate Professor;* B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D, University of Michigan, Ann Arbor

Min Song, *Associate Professor;* A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

Robert Stanton, *Associate Professor;* B.A., M.A., Ph.D., University of Toronto

Laurence Tobin, *Associate Professor;* B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

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

Cynthia Young, *Associate Professor;* B.A., Columbia University; Ph.D., Yale University

Robert Lehman, *Assistant Professor;* B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

Maia McAleavey, *Assistant Professor;* B.A., Stanford University; A.M., Ph.D., Harvard University

Julie Orlemanski, *Assistant Professor;* B.A., University of Georgia; A.M., Ph.D., Harvard University

Allison Adair, *Adjunct Associate Professor,* B.A., Brown University; M.F.A., University of Iowa

John Anderson, *Adjunct Associate Professor;* B.S., University of Colorado; M.A., Ph.D., Boston College

Eileen Donovan-Kranz, *Adjunct Associate Professor;* B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

Joseph Nugent, *Adjunct Associate Professor;* B.A., Ph.D., University of California, Berkeley

George O'Har, *Adjunct Associate Professor;* B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Christopher Boucher, *Adjunct Assistant Professor;* B.A., Brandeis University; M.F.A. Syracuse University

Lori Harrison-Kahan, *Adjunct Assistant Professor;* A.B., Princeton University, M.A., M.Phil., Ph.D., Columbia University

Thomas Kaplan-Maxfield, *Adjunct Assistant Professor;* B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

Susan Roberts, *Adjunct Senior Lecturer;* B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Adjunct Senior Lecturer;* B.A., Rutgers University; M.A., Boston College

Treseanne Ainsworth, *Adjunct Lecturer;* Assistant to the Chair; B.A., M.A., Boston College

Contacts

- Administrative Assistant: Linda Michel, 617-552-3708,
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- www.bc.edu/english

Graduate Program Description

Master of Arts Program

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

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

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

Master of Arts Concentration in Irish Literature and Culture

The Master's Degree in Irish Literature and Culture offers English Department candidates the opportunity to design an interdisciplinary course of study drawing from a wide range of fields, including literature, Irish language, history, women's studies, American studies, fine arts, music and cultural studies. Candidates seeking the degree must fulfill the course requirements of 30 credits within two years. At least 12 of these must be in Irish literature courses in the English Department, an additional 3 in an Irish Studies course offered by another University department, and at least 6 in Irish Language. Remaining credits are taken as electives. To complete the degree candidates must pass an oral examination focusing on a specific period, genre or theme they have chosen in consultation with members of the

Irish Studies faculty. Students interested in pursuing the concentration in Irish Literature and Culture should register with Marjorie Howes at the beginning of their second year.

English faculty offering graduate courses in Irish Studies include Professors Majorie Howes, Joseph Nugent, Philip O'Leary, and James Smith. In addition, the distinguished visiting scholar holding the Burns Library Chair in Irish Studies will teach graduate courses in the program. For further information about the Irish Studies Program, please see the website at www.bc.edu/irish

Master of Arts in Teaching

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

Graduate Assistantships and Teaching Fellowships

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

Program in Linguistics

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

Doctor of Philosophy Program

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

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

Course Requirements

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

Language Requirement

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

Examinations

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

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

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

Teaching

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

Graduate Colloquium

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

Good Standing

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

Undergraduate and Graduate Course Offerings

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

EN 392 Syntax and Semantics (Spring: 3)
Cross listed with SL 344

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

Claire Foley

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 699 Seminar: Old English (Fall: 3)
Fulfills the pre-1700 requirement
This course is open to both Undergraduate and Graduate Students.

Anglo-Saxons ruled England for 600 years, and their language is both familiar and strange. The core of English (*stone*, *water*, *bone*) comes from Old English, but English has changed in 900 years. Grammar is learned quickly. Then a world of literature opens up: violent poetry, mournful elegy, spiritual meditations, fanciful romance. We read Genesis, *Anglo-Saxon Chronicle*, Bede's *Ecclesiastical History*, mesmerizing homilies, Boethius' *Consolation of Philosophy*, and unforgettable poetry: the moody elegies *The Wanderer*, *The Wife's Lament*, and *The Husband's Message*, the Christian psychedelia of *Dream of the Rood*, the cryptic remnant *Wulf* and *Eadwacer*, and the feminist Biblical narrative *Judith*.

Robert Stanton

Graduate Course Offerings

EN 700 English Language Training for Graduate Level Students (Fall/Spring: 0)

Lynne Anderson

EN 709 Visual Culture (Spring: 3)

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

Robin Lydenberg

EN 734 African American Writers of the Twentieth and Twenty-First Centuries (Fall: 3)

This course introduces graduate students to the field of African American literature, an increasingly important sub-field within contemporary English departments. Focusing on several genres (sci-fi, neo-slave narratives, memoir, short stories), we will read Toni Morrison, James Baldwin, Octavia Butler, Percival Everett, Michael Thomas, and Junot Diaz, among others. In addition to exploring themes such as post-Emancipation notions of freedom, life under Jim Crow, and the influence of oral and vernacular culture on black literature, we will also consider how fiction has responded to recent Caribbean and African migration, the exploding rate of black incarceration, and the "War on Terror."

Cynthia Young

EN 739 Major Irish Writers (Spring: 3)

A survey of major literary figures of twentieth-century Ireland, including Yeats, Synge, Joyce, O'Casey, O Criomhthain, O Cadhain, Heaney, and Ni Dhomhnaill. Irish-language works will be read in translation.

Philip O'Leary

EN 743 Elizabethan and Jacobean Drama (Fall: 3)

In this course, we will read plays written and performed in England in the late sixteenth and early seventeenth centuries, some by Shakespeare but mostly by his contemporaries. Readings will probably include Thomas Kyd's *The Spanish Tragedy*, one or two plays by Christopher Marlowe, Shakespeare's *Hamlet* and *Merchant of Venice*, Tourneur's *The Revenger's Tragedy*, Middleton and Rowley's *The Changeling*, Ben Jonson's *The Alchemist*, John Webster's *The Duchess of Malfi*, John Ford's *'Tis Pity She's a Whore*, and several others. In addition to the plays we will also read important essays discussing these plays from a variety of critical perspectives.

Mary Crane

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

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

Carlo Rotella

EN 752 Contemporary Literary and Cultural Theory (Fall: 3)
Fulfills the M.A. Theory requirement

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from the *Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

Frances Restuccia

EN 758 George Eliot (Fall: 3)

The intellectual range and psychological depth of Marian Evans, the writer known as George Eliot, was unequalled in the Victorian novel. This course will give us an opportunity to study her development, from the early stories of provincial life to the cosmopolitan vision of her final novel. Reading her major novels along with her essays, letters and contemporary critical texts, we will attempt to define

certain patterns of cultural conflict and experience that she explored in changing fictional forms throughout her career. We will consider the ways that biographical material may offer insights into cultural history.
Rosemarie Bodenheimer

EN 765 What Is Performance? (Fall: 3)
Fulfills the M.A. Theory requirement

This course, which satisfies the M.A. theory requirement, maps the emerging field of performance studies, which fuses theater studies, anthropology, ethnography, and feminist and poststructuralist theory. We will test the utility of the field's primary concepts, especially "the performative," for the analysis of specific cultural performances, ranging from scripted plays to rites of passage to 1970s glam rock to performance art (including one local event chosen by the class). Work will include biweekly responses; a presentation; a short paper; and a final paper analyzing a theatrical or cultural performance of students' own choosing.
Andrew Sofer

EN 766 Feminist Theory (Fall: 3)
Fulfills the M.A. Theory requirement

This class surveys major movements in twentieth and twenty-first century Anglo-American and French feminist literary theory. Though our main focus will be theories of textual analysis, some of our interdisciplinary readings will draw from other subjects, such as history, anthropology, and biology. The class covers foundational feminist texts; key readings in British and American literary feminism; "écriture feminine," feminist psychoanalytic and narratological approaches to texts and films; postcolonial feminism; and gender theory. Written work includes two short papers and one longer essay, with the goal of producing a paper suitable for presentation at a professional conference.
Elizabeth Wallace

EN 775 Seminar: Nabokov (Fall: 3)
Cross listed with SL 575
Open to undergraduates by permission of instructor only

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic and discursive works. All readings are in English.
Maxim D. Shrayer

EN 781 Virginia Woolf (Fall: 3)

In addition to the major novels—*Jacob's Room*, *Mrs. Dalloway*, *To the Lighthouse*, *The Waves*, and *Between the Acts*—and famous essays and autobiographical writings (*A Room of One's Own*, *Three Guineas*, and *Moments of Being*—we will look at some of Woolf's (relatively) neglected work: her short fiction and essays, and perhaps some of the lesser-read novels (*The Voyage Out*, *Night and Day*, *The Years*). Focusing on detailed readings of Woolf's writing, we will also attempt to view her writing in various other contexts: Anglo-American modernism, for instance, or the history of the novel and the essay.
Kevin Ohi

EN 785 Stuart Literature and Culture (Spring: 3)

This course explores the early seventeenth century in Britain through canonical and non-canonical materials. Our central focus will be the changing representation of the body in competing discourses of this period—medical, juridical, political, and aesthetic. Topics may include the gendered body; appetite and its regulation; virginity; deviance; the reproductive body; colonial bodies and foreign "tongues;" anatomical practices; melancholy; prayer, penance, and political martyrdom. Readings will include works by Donne, Shakespeare, Herbert, Harvey, Milton, and Charles I. One presentation and two papers required.
Amy Boesky

EN 787 Ireland: The Colonial Context (Fall: 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 Smith

EN 800 Irish Gothic (Spring: 3)

Ghosts and vampires, lunatics and criminals, human corruption and supernatural punishment: these things have fascinated generations of Irish writers and readers. This seminar will investigate why Ireland produced such a rich tradition of Gothic literature, beginning in the early nineteenth century and continuing right up to the present. We will also explore various critical and theoretical approaches to the genre: political, historical, psychological, sexual, and religious. Writers to be studied include Maria Edgeworth, Sheridan LeFanu, Charles Maturin, Bram Stoker, Oscar Wilde, Elizabeth Bowen, and Patrick McCabe.
Marjorie Howes

EN 801 Thesis Seminar (Fall: 3)
The Department

EN 803 America and Its Futures (Spring: 3)

Drawing on literary and non-literary texts, this seminar focuses on contemporary attempts to imagine the near future. We will cover issues such as the environment, energy, technological innovation, demographic change, and globalization. The seminar explores how these topics take on a different and renew urgency when we turn our gaze forward in time. We will take a special interest in the year 2050, as this is a year that is distant enough that a lot of significant changes to the ways we live ourlives will occur but close enough that it is well within our likely lifespans.
Min Song

EN 814 Heaney and Friel: Writing Ireland, Writing the World (Fall: 3)

From playwright Brian Friel's early "success" (*Philadelphia, Here I Come!*) and Seamus Heaney's signature poems ("Digging," "Mid-term Break"), through masterpieces, *Faith Healer*, *Translations* and the "bog poems," to the blossom of their genius, *Dancing at Lughnasa* and *Human Chain*, we'll examine how these artists negotiated the "Troubles" of their native Northern Ireland (Friel's *Freedom of the City*, Heaney's elegies and allegories), how their plays and poems converse, and how their authors emerged to command places on the world's stage as consciences of Ireland and beyond.
Peter Fallon

EN 821 Violence in Medieval Literature (Spring: 3)

Does violence destroy human relationships, or does it help to create them? In this course, we'll investigate both socially constructive

and destructive aspects of violence in the Middle Ages, as represented in imaginative writings ranging from cannibalistic Crusader epics to comic tales of domestic mayhem, from Arthurian romance to meditations on Christ's Passion. In exploring the social value of violence as well as its harm, we'll better understand why violence was central to medieval society and what viable alternatives literature proposed—issues still relevant to the critique of violence today. Medieval readings accompanied by modern theorizations of violence.

Julie Orlemanski

EN 822 Novel Theory and the Novel (Spring: 3)

Fulfills the M.A. Theory requirement

Working primarily from Michael McKeon's anthology, *Theory of the Novel: A Historical Approach*, we will read major works of novel theory, focusing on genre and narrative theory, the rise of the novel in history, and the institutionalization of the study of the novel. Theoretical authors will include: Armstrong, Auerbach, Bakhtin, Barthes, Benjamin, Booth, Brooks, Frye, Ortega y Gasset, Girard, Jameson, Lukács, Moretti, Todorov, Watt, and others. We will also read three British novels from a list such as: *Pamela*, *Tristram Shandy*, *Pride and Prejudice*, *Waverley*, *David Copperfield*, and *Daniel Deronda*.

Maia McAleavey

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

This course is designed to prepare graduate students to teach first-year college writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theories (including feminism, psychoanalysis, cultural studies, and critical pedagogy) have influenced the teaching and study of composition. Requirements will include a theoretically-informed analysis of a student essay; a piece of creative nonfiction and an accompanying description of the process used to produce it; an annotated syllabus for a first-year college course; and a week of student teaching in an FWS classroom.

Lad Tobin

EN 828 Major Irish Writers (Spring: 3)

This course is a survey of the most important Irish writers of English in the twentieth century. Writers to be studies are W. B. Yeats, J. M. Synge, Lady Gregory, James Joyce, Sean O'Casey, Tomás Ó Criomhthain, Samuel Beckett, and Seamus Heaney.

Philip O'Leary

EN 855 British Literature and Postcolonial Criticism (Spring: 3)

Historians such as Bernard Cohn have taught us that analyses of British Literature and Culture will be incomplete if we do not assume England and its colonies as a single unit of analysis. However, the translation of this historical wisdom to literary analysis demands not only an understanding of colonial policy but also a re-invention of our reading practices. We shall review the premises of postcolonial studies and its various approaches to canonical British literature by asking how Britain's colonial activities from the eighteenth to the twentieth centuries affected representations of the domestic space.

Kalpana Seshadri

EN 857 American Nature Writing (Fall: 3)

A course devoted to the historical, critical, and ecocritical study of environmental literature in America. We will trace the development of the genre from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocentrism and environmental advocacy of more recent writers (Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

Robert Kern

EN 875 Bishop, Berryman and Lowell (Fall: 3)

There were others in the post-Waste Land era who made their mark on American Poetry—poets like Allen Ginsberg and the Beats, Roethke, Jarrell, Dickey, Plath and Sexton—but the three key players from our vantage seem to have been Elizabeth Bishop, with her understated yet explosive verse, John Berryman with his tragic and hilarious Dream Songs, and Robert Lowell with his Life Studies and sonnet sequences which grappled with the Kennedy, Johnson and Nixon years, along with civil rights and the quagmire of the Vietnam War. We'll cover it all this semester.

Paul Mariani

EN 887 Introduction to Advanced Research (Fall: 3)

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

James Najarian

EN 888 Interim Study (Fall/Spring: 0)

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

The Department

EN 892 Theory and History of the Essay (Fall: 3)

We will attempt to define the essay by identifying rhetorical elements that connect it to (but also distinguish it from) the short story, poem, and academic or journalistic article. Our study will be historical (we will examine the development of the essay in relation to the rise of the magazine in the eighteenth century and the internet in the twentieth); theoretical (readings will include Adorno, Barthes, and D'Agata); and experiential (members of the class will write both literary and scholarly essays). Readings will include essays by Montaigne, Swift, Johnson, Woolf, Orwell, Baldwin, Didion, McPhee, Kincaid, Dillard, Wallace, and others.

Lad Tobin

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

The Department

EN 914 Some American Renaissances (Spring: 3)

The American Renaissance is traditionally conceived as the first full flowering of American culture in the 1850s in the writing of Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson. This course places those authors in juxtaposition to other "renaissances" occurring in the same period: in African-American writing, women's writing, and popular literature. Among the questions engaged will be

the difference between "high literary" and "lower" types of writing, the effect of culture on literature and of literature on culture, and the roles of race, class, and gender.
James Wallace

EN 934 Advanced Research Colloquium (Spring: 3)

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

EN 936 Ph.D. Seminar: Pulp, Popular, Proletarian (Spring: 3)

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

EN 952 Ph.D. Seminar: Poetics, Culture and Cognition (Fall: 3)

Poetics occupies a middle ground between literary theory and literary criticism. It seeks to specify "literariness"—those qualities that make literary texts literary—and addresses as well issues of genre, form, and style in a systematic manner. Poetics begins with Aristotle and modern poetics can be traced to the work of the Russian Formalists in the early twentieth century. More recently, poetics has been revitalized within the larger field of cognitive cultural studies. In this course, we will review major twentieth-century developments in poetics and then consider the current revival of poetics as an especially rich showcase for cognitive approaches.
Alan Richardson

EN 998 Doctoral Comprehensive (Spring: 1)

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

EN 999 Doctoral Continuation (Fall/Spring: 1)

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

History

Faculty

Radu R. Florescu, *Professor Emeritus;* A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

James E. Cronin, *Professor;* B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor;* Chairperson of the Department; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *University 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

Patrick Maney, *Professor;* B.S., Wisconsin State University; Ph.D., University of Maryland

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, *Clough Millennium Professor;* A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Prasannan Parthasarathi, *Professor;* B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

David Quigley, *Professor and Dean of Arts and Sciences;* B.A., Amherst College; M.A., Ph.D., New York University

Heather Cox Richardson, *Professor;* B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

Alan Rogers, *Professor;* A.B., M.A., Ph.D., University of California, Santa Barbara

Peter H. Weiler, *Professor;* A.B., Stanford University; A.M., Ph.D., Harvard University

Julian Bourg, *Associate Professor;* A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

Benjamin Braude, *Associate Professor;* A.B., A.M., Ph.D., Harvard University

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

Cynthia Lyerly, *Associate Professor;* B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

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

Devin Pendas, *Associate Professor;* B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor;* A.B., Georgetown University; M.A., Ph.D., Princeton University

Sarah Ross, *Associate Professor;* B.A., Bowdoin College; M.A., Ph.D., Northwestern University

Franziska Seraphim, *Associate Professor;* A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Paul G. Spagnoli, *Associate Professor;* A.B., Holy Cross; A.M., Ph.D., Harvard University

Owen Stanwood, *Associate Professor;* B.A., Grinnell College; M.A., Ph.D., Northwestern University

Martin Summers, *Associate Professor;* B.A. Hampton University; Ph.D., Rutgers University

Frank Fonda Taylor, *Associate Professor;* B.A., M.A., University of West Indies; Ph.D., University of Geneva

Jeremy Clarke, S.J., *Assistant Professor;* B.A. Macquarie University; B.D., Theol. M., Melbourne College of Divinity; Ph.D., Australian National University

Charles R. Gallagher, S.J., *Assistant Professor;* S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

Zachary Morgan, *Assistant Professor;* B.A., Hunter College; M.A., Ph.D., Brown University

Arissa Oh, *Assistant Professor;* B.A., Yale University; M.A., Ph.D., University of Chicago

Dana Sajdi, *Assistant Professor;* B.A., American University of Cairo; M.A., Ph.D., Columbia University

Sylvia Sellers-Garcia, *Assistant Professor;* B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley

Ling Zhang, *Assistant Professor;* B.A., Peking University; M. Phil., Ph.D., University of Cambridge

Karen Miller, *Adjunct Associate Professor;* B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Robert Savage, *Adjunct Associate Professor;* B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Contacts

- Department Administrator: Colleen O'Reilly, Maloney Hall, 412E, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Maloney Hall, 412F, 617-552-3781, rebecca.rea.1@bc.edu
- www.bc.edu/history

Graduate Program Description

Boston College's History Department attracts talented graduate students from around the nation and around the world. We offer M.A. and Ph.D. degrees with training in a number of regional and thematic specialties. The success of our Preparing Future Faculty program has positioned us among the leaders in restructuring graduate education in history. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

Doctor of Philosophy in History

The Ph.D. degree is offered with concentrations in United States, Medieval, Early Modern European, Modern European (including British/Irish/British Empire), and Asian history. The department also offers course work in African, Middle Eastern, and Latin American history, as well as a number of global and comparative fields, including Imperial history, the history of the Atlantic World, religious history, and international 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 39 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 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. 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 select a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

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

The Comprehensive Exam: The student's oral comprehensive examination will be conducted by an examining board composed of three faculty members. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

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

Master of Arts Programs

The M.A. degree in History is offered with concentrations in Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, and Continental European),

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

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

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

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

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

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

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

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

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

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

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

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

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

Medieval Studies

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

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

The deadline for applications to the Ph.D. programs in history is January 2 and the deadline for applications to the M.A. program is February 1. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a statement of purpose emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

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

Students interested in the Doctoral or Master's programs should write to:

Director of Graduate Studies
History Department
Boston College
Chestnut Hill, MA 02467
e-mail: rebecca.rea.1@bc.edu

Undergraduate and Graduate Course Offerings

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

HS 160 Germany Divided and Reunited (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics will be discussed.
Christoph Eyckman

HS 320 Modern Brazil (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
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 323 Slaves, Soldiers and Citizens: Afro-Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

The course examines the impact of slavery on the Americas, shifting the focus outside of the United States. We will examine the growth of the modern plantation in the nineteenth century (especially in Brazil and Cuba), examine the various paths to abolition we see throughout Latin America, and through a series of case studies, examine various forms of African-American identity and community. Additionally, we will look at the comparative abolition of slavery in the U.S. and Cuba as well the role of race in the struggle between Haitians and Dominicans on the island of Hispaniola.
Zachary Morgan

HS 324 Populism and Military Rule in Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course examines the broad dynamics of political change in twentieth century Latin America by focusing on two specific models of governance. It examines Latin American politics from the rise of populism in the 1930s to the widespread collapse of democracy and establishment of military regimes in the 1960s-1970s. Through these patterns, we will consider the causes and consequences of industrialization, nationalization, authoritarianism, democratization, and neo-liberalism. The course will focus primarily on Argentina, Brazil, and Chile. We will consider theoretical approaches to Latin American history to understand both the general processes of change and differences that exist among these countries.
Zachary Morgan

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
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 (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

The objective of this course is to analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society; social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905-1909; Iran's modernization and political development under the Pahlavis (1925-1979); the causes and consequences of the Iranian Revolution of 1979; Iran's post-revolutionary experience as an Islamic Republic.
Ali Banuazizi

HS 343 Rise and Fall of the Ottoman Empire (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.
Benjamin Braude

HS 359 History of Terrorism (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course examines the genesis and shifting development of the phenomenon of terrorism in the modern era. We will investigate ideas and arguments behind the various forms of political terror that have emerged in the nineteenth and twentieth centuries. Emphasis will be placed on problematizing and historicizing the relationships between violence and democracy. Primary topics include the Terror of the French Revolution, anarchism, and totalitarian state terror. We will also have occasion to touch on anti-colonial violence, 1960s radicalism, and, obviously, Al-Qaeda and jihadism.
Julian Bourg

HS 365 Odysseys in the Western and Islamic Traditions (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

Bridging the traditional divide between "East" and "West," "Christendom" and "Islamdom" and viewing cultural production as rooted in the human experience, this course focuses upon similar literary and intellectual trajectories across Europe and the Middle East from antiquity to the late eighteenth century. We will examine a series of parallel texts that span the genres of epic, poetry, biography, autobiography and travel narrative. Students will be asked to read these texts in two ways: as an individual perspective (male or female) and as an odyssey—a literary repository of socio-cultural transformation and exchange.
Sarah Ross
Dana Sajdi

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
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 (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
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.
Prasannan Parthasarathi

HS 400 Romans and Barbarians (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically
This course is 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 401 The Reformation (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.
Virginia Reinburg

HS 410 Disunited Kingdom (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course will provide an overview of British and Irish history in the nineteenth and twentieth centuries by exploring issues of nationalism and culture within both the United Kingdom and Ireland. Although Ireland and Irish-British relations will be the primary focus of the course, students will also consider how Scotland and Wales have developed dual identities which enable citizens of both nations to consider themselves "British" as well as Scottish or Welsh.
Robert Savage

HS 417 The Politics and Literature of the Irish Nation, 1800-1922 (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Cross listed with EN 506
Offered periodically

This course explores Irish literature and history during a century of turbulent social and political change as Ireland moved from Union with Great Britain (1800) to rebellion and independence (1921). By studying some key works of fiction, poetry and drama, we will examine contesting visions of national identity as well as evidence about Ireland's material culture. We will also explore the connections between literary works and the political rhetoric and actions of a rapidly changing society. Whenever appropriate, we will look at the cultural evidence of visual art as well.
Vera Kreilkamp
Kevin O'Neill

HS 450 Nazi Germany (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
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 460 Hitler, Churches, and the Holocaust (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Cross listed with TH 482
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 Dietrich

HS 480 History, Literature, and Art of Early Modern Rome (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically
This course is not open to students who have taken HS 232.

This course focuses on early modern Rome, and considers the city from the interdisciplinary perspectives of history, art, architecture, and literature. Jointly taught by professors from the history, fine arts and Italian departments, the course will consider the connections between society and culture in the age of the Renaissance and the Baroque. Rome will be discussed as an early modern urban environment, as the artistic capital of Europe, and as a center of Italian culture. At the same time, the city will also be considered as a world center of Roman Catholicism.
Stephanie Leone
Franco Mormando
Sarah Ross

HS 500 The Plains Indians (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course will examine the changing experience of Plains Indians, primarily the Lakota, Cheyenne, Kiowa, Comanche, and Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.
Heather Cox Richardson

HS 506 History of the American West (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the Western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.
Marilynn Johnson

HS 514 The American Civil War and Reconstruction (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

In this course, we will study how the wrenching changes of the Civil War era created modern America. We will study political and military developments from 1861 to 1865 and will also focus on changes in government, economy, and society in the North, South, and West during and immediately after the war years.
Heather Cox Richardson

HS 518 U.S. Constitutional History II (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course focuses on the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.
Alan Rogers

HS 519 1863: One Year in History and Literature (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically
David Quigley

HS 520 Race, Riots, and Rodeos: U.S. 1865-1900 (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

In this course we will study the years from the end of the Civil War to the beginning of the twentieth century. While these decades often seem confusing in texts that treat them topically, they are, in fact, some of the most exciting and coherent years in American history. We will look at Reconstruction, urbanization, cowboys, industrialists, laborers, Indians, immigrants, and so on, to see how Americans made sense of the dramatic changes of the post-Civil War years.
Heather Cox Richardson

HS 526 Law and American Society (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically
This course is not open to students who have taken HS 253.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.
Mark Gelfand

HS 536 Women and Religion in America (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

Religion has been a force for both repression and liberation in American women's lives. In this course we will explore the impact religions and religious ideas have had on women, the influence women have had on religion, and the way religion has functioned in women's lives. Themes we will cover include women in reform (from temperance, antislavery, western missions, opposition to war, and the civil rights movement), fundamentalism and the New Right, and racial, class, and ethnic diversity in religious experience, and religious expression in literature and music.
Carrie Schultz

HS 544 American Masculinities (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course surveys the history of masculinity in the United States from the colonial era to the late twentieth century. It explores how men and women have constructed ideas of manhood; how those ideas have been shaped by other categories of identity—such as race, ethnicity, class, sexuality, and region; and how men have performed their identities as gendered beings. This course will examine the ways in which masculinity has been historically constituted in the United States and how men and women of varying backgrounds have affirmed, contested, and/or disrupted these historically-constituted meanings of manhood.
Martin Summers

HS 547 Gender and Sexuality in African American History (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.
Martin Summers

HS 551 U.S., 1929-1960 (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically
This course is not open to students who have taken HS 549.

This course will explore the significant political, economic, and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.
Patrick Maney

HS 552 The U.S. Since 1960 (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered Periodically
This course is not open to students who have taken HS 550.

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.
Mark Gelfand

HS 565 American Immigration I: To 1865 (Fall: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This is the first half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and ante-bellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.
Kevin Kenny

HS 566 American Immigration II: From 1865 (Spring: 3)
Prerequisites: Any two semesters of HS 001-094
Offered periodically

This is the second half of a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.
Arissa Oh

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001-094

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

Graduate Course Offerings

HS 799 Readings and Research (Fall/Spring: 3)
Prerequisites: Permission of instructor, graduate student standing Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.
The Department

HS 802 Graduate Colloquium: Introduction to Doctoral Studies (Fall: 3)
Prerequisite: Graduate student standing
Offered periodically

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

HS 838 Graduate Colloquium: International History: Markets, States, and the "Transnational" (Spring: 3)
Prerequisite: Graduate student standing
Offered periodically

Historians have increasingly sought to transcend the limits of purely national or local history, but their success has been mixed. It is hard to imagine, let alone research or write, truly global history. What is possible is to examine processes that are by definition transnational by focusing on the mechanisms and institutions that connect people, economies and political systems across borders. The course will emphasize moments when projects to order the relationship between states and economies were most visible and insistent—typically after major wars and financial crises—and the success or failure of such grand projects.
James Cronin

HS 865 Graduate Colloquium: Religion in America (Spring: 3)
Prerequisite: Graduate student standing
Offered periodically

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

HS 871 Graduate Colloquium: U.S. History to 1877 (Fall: 3)
Prerequisite: Graduate student standing
Offered periodically

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

HS 882 Global Migration and Diaspora (Fall: 3)

The world has experienced an upsurge in migration in recent decades, which many commentators see as part of a new process of globalization. But, just as the origins of globalization go back several centuries, the nature of contemporary migration cannot be understood outside its deeper historical context. Mass migration has been central to human history from the very beginning. This graduate readings course, based on historiographical analysis rather than primary research, will examine the history of migration from its origins to the present, with coverage of all main areas and a particular emphasis on the concept of diaspora.

Kevin Kenny

HS 888 Interim Study (Fall/Spring: 0)

The Department

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

Prerequisite: Graduate student standing

Required for all incoming Ph.D. students

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

Devin Pendas

HS 921 Seminar: Medieval History (Spring: 3)

Prerequisite: Graduate student standing

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources. Students will not only be required to write a paper, but to read and critique all papers written in the seminar. The final paper will be a polished and rewritten piece incorporating the critiques of the professor and other graduate students in the seminar.

Robin Fleming

HS 937 Seminar: Modern European History (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

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.

Julian Bourg

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

Prerequisite: Graduate student standing

Offered periodically

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

Alan Rogers

HS 978 Seminar: Twentieth Century U.S. History (Spring: 3)

Prerequisite: Graduate student standing

Offered periodically

This course is designed to allow students to explore in depth a topic of interest in the history of the United States in the twentieth century. Based on extensive research in archival and other primary sources, students will prepare a substantial research paper, suitable for publication in a scholarly journal. In addition, students will complete a number of research exercises, designed to improve their skills in the identification and interpretation of historical sources. Students will read and critique drafts of one another's work, and each student will make a presentation of their paper in the format of a scholarly conference.

James O'Toole

HS 992 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.

Heather Cox Richardson

HS 997 Dissertation Workshop (Fall/Spring: 1)

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

The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 1)

The Department

HS 999 Doctoral Continuation (Fall/Spring: 1)

The Department

Mathematics

Faculty

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

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

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

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

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

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

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

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

Benjamin Howard, *Professor;* B.S., University of Chicago; M.S., Ph.D., Stanford University

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

Daniel W. Chambers, *Associate Professor;* B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor;* B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

Robert H. Gross, *Associate Professor;* A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

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

Tao Li, *Associate Professor;* B.S., Peking University; Ph.D., California Institute of Technology

Rennie Mirollo, *Associate Professor;* B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor;* A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor;* B.S., Tufts University; M.A., Ph.D., University of Michigan

John A. Baldwin, *Assistant Professor;* A.B., Harvard University; Ph.D., Columbia University

Dawei Chen, *Assistant Professor;* B.S., Peking University; Ph.D., Harvard University

Joshua E. Greene, *Assistant Professor;* B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University

Julia Elisenda Grigsby, *Assistant Professor;* A.B., Harvard University; Ph.D., University of California at Berkeley

Dubi Kelmer, *Assistant Professor;* B.Sc., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

Marie Clote, *Adjunct Assistant Professor;* M.A., D.E.A., University Paris VII

Robert C. Reed, *Adjunct Assistant Professor;* B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Contacts

- Department Offices: Carney Hall, Rooms 301 and 318
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

Graduate Program Description

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

Ph.D. Degree Requirements

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

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

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

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

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

Doctoral Comprehensive: After passing the preliminary exams at the Ph.D. level, the student requests that a department faculty member (tenured or tenure-track) serve as their research advisor. Upon agreement of the faculty member, the student, in consultation with the research advisor, forms a Comprehensive Examination Committee, consisting of the research advisor and at least two other members. Two members must be from Boston College; the chair must be a tenured or tenure-track member of the departmental faculty. Committee composition is subject to departmental approval. The comprehensive exam can be taken any time after the Comprehensive Examination Committee has been chosen. We recommend that it be taken as soon as possible, to allow time for dissertation research. The doctoral comprehensive exam consists of a research topic and one secondary topic, chosen by the student in consultation with the student's Committee. Typically

these are based on topics courses or independent study completed by the student in the second and third years. The comprehensive exam has both a written and an oral component. In the written part the student is given a week to solve problems or answer questions in the chosen areas. The Committee then reads the student's work, and questions the student about it in the oral exam, which may range into related areas. After the oral exam the Committee grades the entire comprehensive exam as Pass with Distinction, Pass, or Fail. A student who fails the comprehensive exam may take it one additional time, but not sooner than the following semester.

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

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

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

More information about the Ph.D. program can be found at the graduate program menu option at www.bc.edu/math.

Master of Arts Degree

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

Master of Science in Teaching Program

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

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

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

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

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

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

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

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

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year. Alternatively, all 24 credits may be taken in year three. Some Research Fellowships in CGSOM may be available. The Mathematics requirements for the dual degree program are identical to the Mathematics M.A. described above, including the successful completion of the Preliminary Examinations at the M.A. pass level or higher. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Undergraduate and Graduate Course Offerings

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

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 (Spring: 3)

Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/ Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

MT 414 Numerical Analysis (Spring: 3)

Prerequisites: MT 202, MT 210, and familiarity with using a computer.

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, and approximation theory.

MT 426 Probability (Fall/Spring: 3)

Prerequisites: MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MT 426, familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 435 Mathematical Programming (Fall: 3)

Prerequisite: MT 210

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

MT 451 Euclidean and Non-Euclidean Geometry (Fall: 3)

Prerequisite: MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, and geometry and the study of physical space.

MT 480 Topics in Mathematics (Spring: 3)

Prerequisite: Varies by topics covered

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

These courses will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

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

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

MT 810 Real Analysis (Fall: 3)

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

MT 811 Complex Analysis (Spring: 3)

Local and global theory of analytic functions of one variable.

MT 821-822 Number Theory I and II (Fall/Spring: 3)

Possible topics include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

MT 854 Fuchsian Groups (Spring: 3)

Offered periodically

Selected topics in the theory of Fuchsian Groups with emphasis on connections to the study of manifolds and orbifolds.

Graduate Course Offerings

MT 831-832 Geometry/Topology III and IV (Fall/Spring: 3)

These courses will cover topics from this list of possibilities: differential geometry, hyperbolic geometry, three-dimensional manifolds, and knot theory.

MT 890 Graduate Teaching Seminar I (Fall: 1)

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

MT 891 Graduate Teaching Seminar II (Fall: 1)

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

MT 892 Graduate Research Seminar (Spring: 1)

The research seminar is an opportunity for students to present their own research or give lectures on advanced topics. Participation in the research seminar is encouraged by the department. A student may be required by their advisor to participate and/or speak in the research seminar.

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus;* Ph.D., University of Paris

William J. Richardson, S.J., *Professor Emeritus;* Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor Emeritus;* Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor Emeritus;* A.B., Boston College; L.M.S., Pontifical Institute of Mediaeval Studies; A.M., Ph.D., University of Toronto

James Bernauer, S.J., *Kraft Family Professor;* A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York at Stony Brook

Oliva Blanchette, *Professor;* A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor;* B.S., A.M., Boston College; Ph.D., New York State University at Stony Brook

Jorge Garcia, *Professor;* B.A., Fordham University; Ph.D., Yale University

Richard Kearney, *Charles Seelig Professor;* B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreeft, *Professor;* A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Albert J. Fitzgibbons, III Professor;* Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

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

John Sallis, *Frederick J. Adelmann, S.J., Professor;* B.A., University of Arkansas; M.A., Ph.D., Tulane University

Eileen C. Sweeney, *Professor;* B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Jeffrey Bloechl, *Associate Professor;* B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

Gary Gurtler, S.J., *Associate Professor;* B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Marina B. McCoy, *Associate Professor;* B.A., Earlham College; M.A., Ph.D., Boston University

Vanessa P. Rumble, *Associate Professor;* B.A., Mercer University; Ph.D., Emory University

Jean-Luc Solère, *Associate Professor;* M.A. University of Paris-Sorbonne; Ph.D., University of Poitiers

Ronald K. Tacelli, S.J., *Associate Professor;* A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Sarah Byers, *Assistant Professor;* B.A., St. Joseph's University; M.A., Ph.D., University of Toronto

Daniel McKaughan, *Assistant Professor;* B.A., University or Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

Andrea Staiti, *Assistant Professor;* B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

Brian J. Braman, *Adjunct Associate Professor;* Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamin, *Adjunct Associate Professor;* Director, PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Michael R. Kelly, *Adjunct Assistant Professor;* B.A., Connecticut College; Ph.D., Fordham University

Thomas P. Miles, *Adjunct Assistant Professor;* B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

Mary Troxell, *Adjunct Assistant Professor;* B.A. Amherst College; Ph.D., Boston University

Holly Vande Wall, *Adjunct Assistant Professor;* B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar;* B.A., Westmont College; Ph.D., Notre Dame

Contacts

- Administrative and Undergraduate Program Specialist: Peggy Bakalo, 617 552-3877, bakalo@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- www.bc.edu/philosophy

Graduate Program Description

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

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 250 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

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

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

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

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

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

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

Dual Degree Program

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

Institute of Medieval Philosophy and Theology

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

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 this catalog or to the website: www.bc.edu/lonergan.

Electives

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

Undergraduate and Graduate Course Offerings

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

PL 472 Buddhist Ethics: Ancient and Contemporary (Spring: 3)
Cross listed with TH 472
Offered periodically

Topics include: mindfulness, faith, insight, and ethics as means of individual awakening in contemporary Buddhist practice; emptiness, compassion and bodhisattva action in the mind-heart training tradition of Tibet; faith, sudden enlightenment, and creative responsiveness in Zen and Pure land traditions of China and Korea, current Buddhist ethical reflection on war and peace, economics, ecology, and justice. Daily mindfulness practice, based on class instruction, is required. Weekly writing; four concise papers

John Makransky

PL 500 Philosophy of Law (Fall: 3)
Cross listed with LL 669
Offered periodically

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); (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.

Jonathan Trejo-Mathys

PL 512 Philosophy of Existence (Fall: 3)
Offered biennially

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute. Final paper, presentations, and class participation are required.

Richard M. Kearney

PL 518 Philosophy of Imagination (Spring: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); and (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyberf-antasy, simulation, and spectacle. Final paper, attendance, class participation required.

Richard M. Kearney

PL 531 Discourse and Metaphysics of Ethics (Fall: 3)
Offered periodically

We examine most of the twentieth century's principal positions on the metaphysics, knowledge, and modes of discourse within and

behind moral judgment, as developed within Anglo-American philosophy: axiological non-naturalism, deontological non-naturalism, emotivism, prescriptivism, neo-naturalism, anti-realism, projectivism, and constructivism. Readings will be selected from such thinkers as G.E. Moore, W.D. Ross, J.N. Findlay, A.J. Ayer, C.L. Stevenson, R.M. Hare, P. Foot, E. Anscombe, J. Mackie, S. Blackburn, and J. Rawls.
Jorge Garcia

PL 532 Philosophy of Religion in Human Subjectivity (Spring: 3)
Prerequisite: Two courses in philosophy completed

A course on how the question of God or of supernatural religion arises in a post-modern existential philosophy of subjectivity and how it comes to be answered in the affirmative as seen in Maurice Blondel's *Philosophy of Action*.
Oliva Blanchette

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

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

PL 552 God, Ethics and the Sciences (Spring: 3)
Cross listed with TH 552
Offered periodically

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.
Patrick Byrne
Stephen Pope

PL 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)

We go through life with mental maps of reality in various degrees, implicit or explicit. A liberal arts education presupposes such a map of the intelligible world. Is it accurate? What does your "map" of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an "open" rather than "closed" map?
Paul McNellis, S.J.

PL 577 Symbolic Logic: Theory and Practices (Fall: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell's paradox, and Goedel's theorems.
The Department

PL 578 Kant's Critique of Pure Reason (Fall: 3)

This course serves as an introduction to Kant's "Critique of Pure Reason." Virtually every section of Kant's masterwork has led to conflicts in interpretation, and an introductory course cannot comprehensively address these controversies. Instead, we will focus our efforts on a close exegesis of the text, touching on fundamental conflicts of interpretation when necessary, while at the same time situating Kant's position in relation to both his predecessors and the contemporary debates of his time.
Mary S. Troxell

PL 583 Philosophy of Biology (Spring: 3)

An introduction to core and cutting edge issues in three central areas of the history and philosophy of biology: (1) evolutionary theory, (2) genetics and molecular biology, and (3) embryology and developmental systems theory. Topics to be discussed include attempts to integrate these three areas into a unified theoretical perspective, conceptual issues in evolutionary theory (natural selection, fitness, adaptation, species-concepts, units of selection, theoretical structure, evolutionary psychology, and recent developments), origins of life, reductionism, determinism, teleology and mechanism, naturalism, and associated social-philosophical issues such as the creation-evolution controversies, concepts of race and gender, and attempts to relate biology to ethics.
Daniel McKaughan

PL 586 Platonic Dialogues (Fall: 3)
Offered periodically

In this course, we will read a range of Platonic dialogues as an introduction to the epistemological, moral, and political content of Plato's work. Special consideration will be given to his understanding of the nature of philosophical practice as exhibited in the dialogue form.
Marina B. McCoy

PL 593 Philosophy of Science (Spring: 3)

An introduction to the central themes of twentieth-century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism/anti-realism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, the methods, scope, and limits of science, and whether science provides anything like a worldview.
Daniel McKaughan

PL 604 Social Construction (Spring: 3)
Offered biennially

This course explores recent claims that important categories of social life—notably including race, ethnicity, and gender—are not grounded in nature, but are inventions of human societies. We treat the content of such claims, reasons adduced for them, and some of their implications for individual attitudes and social policies.
Jorge Garcia

PL 611 Global Justice and Human Rights (Spring: 3)
Cross listed with LL 611

This course will study the history of the idea of global justice from its early inception in Stoic law to its formulation in social contract theory in Hobbes and Locke, through Kant's idea of cosmopolitan justice, and on to its contemporary reconstruction in John Rawls, David Held, Jurgen Habermas, and Thomas Pogge. In the context of examining the status of global justice we will consider the problem of world poverty and how human rights can be defended in a global context with the ever-increasing problems associated with homelessness on a world scale.
David M. Rasmussen

PL 614 Passions: Medieval and Modern Views (Fall: 3)
Offered periodically

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 reason the slave of the passions? 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 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness and have language and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know Thyself."
Brian Braman

PL 632 Ethical Classics (Spring: 3)

An exploration of 14 short Great Books in ethics centering on the practical, personal question "What is the good life?" (1) *Ecclesiastes*, (2) Plato's *Gorgias*, (3) Aristotle's *Nicomachean Ethics*, (4) Epictetus' *Enchiridion*, (5) Jesus' *Sermon on the Mount*, (6) Augustine's *Confessions* (excerpts), (7) Aquinas' *Summa* (excerpts), (8) Lao Tzu's *Tao Te Ching*, (9) Kant's *Metaphysics of Morals*, (10) the *Humanist Manifesto*, (11) C.S. Lewis' *The Abolition of Man*, (12) Sartre's *Existentialism and Human Emotions*, (13) Marcel's *The Philosophy of Existentialism*, and (14) Frankl's *Man's Search for Meaning*.
Peter J. Kreeft

PL 643 Freud's *Civilization and Its Discontent* (Fall: 3)
Prerequisite: Basic familiarity with Freudian thought desirable, but not strictly necessary
Offered periodically

This course will develop a close reading of Freud's text, with attention to the therapeutic concerns and technical difficulties that frame it and the cultural critique that it proposes. We will also consider the question of Freud's legacy, as debated between ego psychology and the interpretation developed by Jacques Lacan.
Jeffrey Bloechl

PL 670 Technology and Culture (Fall: 3)
Cross listed with SC 670

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computers, Media, and Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.
William Griffith

PL 794 Philosophy and the Church Fathers (Spring: 3)
Cross listed with TH 794

Introduction to the major Church Fathers and their varying attitudes towards philosophy. Topics include the role of philosophy in the development of patristic theology; particular influences of Aristotle, Epicurus and the Stoa; and the reception and transformation of Platonism and the reciprocal influence of Christianity upon Greek thought.
Margaret Schatkin

Graduate Course Offerings

PL 706 Advanced Topics in Medieval Philosophy (Fall: 3)

The class is especially designed for giving graduate students a strong and in-depth presentation of medieval thought, an essential moment of the development of western philosophy. This semester, we will study how Neo-Platonism and Aristotelism dialogued, argued, merged, parted in medieval metaphysics, especially in Aquinas', Scotus' and Ockham's thought, during the thirteenth and fourteenth centuries. The opportunity will thus be offered to work on fundamental concepts such as participation, causality, creation, being, essence and existence, form and matter, substance and accident, etc.
Jean-Luc Solere

PL 725 Topics in Contemporary Critical Theory (Spring: 3)
Offered periodically

This course looks at some of the most influential and productive recent contributions to the Frankfurt School tradition of critical social theory in the context of contemporary social and political problems, most of which, as we will see, have international, transnational and global aspects. It consists in essence of a survey of important texts from the three most important recent critical theorists in Germany, Jürgen Habermas, Axel Honneth, and Rainer Forst, and the bodies of theory they have elaborated around the respective paradigms of communication, recognition and justification.
Jonathan Trejo-Mathys

PL 728 Kant and Lonergan on Ethics (Fall: 3)
Offered periodically

Kant effected a "Copernican Revolution" not only in the theory of knowing but in ethical and moral philosophy as well. His remarkable synthesis was a powerful inspiration for virtually all contemporary moral standards, including independent choice, universal human rights, and equal treatment before the law (i.e., procedural justice). Lonergan's work in cognitional theory was a response to the limitations in Kant's theory of knowledge. But his ethical and value theory was

also a response to Kant's moral philosophy. This course will undertake a careful reading of Kant's major works in moral philosophy and the responses from Lonergan's works.
Patrick H. Byrne

PL 741 Aesthetics (Fall: 3)
Offered periodically

This course will deal with the classical themes of the philosophy of art such as beauty, the relation between art and truth, and the connection between art and nature. A selection of texts will be read by such philosophers as Kant, Hegel, Heidegger, and Merleau-Ponty. Special attention will be given to the writings and artwork of Paul Klee in connection with the Klee exhibition and conference being held at Boston College in Fall Semester 2012.
John Sallis

PL 746 Rawls' Political Philosophy (Fall: 3)
Prerequisite: Familiarity with the Works of John Rawls
Cross listed with LL 712
Offered periodically

Now that most of Rawls' work is available, we plan to teach a seminar which covers his work from *A Theory of Justice* to *The Law of Peoples*.
David M. Rasmussen

PL 747 Philosophy of Life (Spring: 3)
Offered periodically

This course will explore the origins of a philosophy of life in certain texts of Aristotle before moving on to a detailed discussion of the Lebensphilosophie of Dilthey and Simmel. It will conclude with a series of participatory seminars on key texts by Bergson, Merleau-Ponty, Freud and Agamben. The main focus will be an interrogation of the critical relationships between (1) bios and zoe, (2) bios and logos, and (3) eros and thanatos.
Richard M. Kearney
Andrea Staiti

PL 761 Hegel's *Phenomenology of Spirit* (Spring: 3)
Offered biennially

This seminar will consist of a careful reading of Hegel's *Phenomenology*, with special insistence on its method as a science of experience or of the spirit in its appearing. We shall touch on the key points of transition in the first part, going from Consciousness to Self-Consciousness and on to Reason, in order to spend more time in the culminating chapters on Spirit and Religion. Each student will make two class presentations on the text as part of a preparation for a final paper to be handed in prior to the final oral examination.
Oliva Blanchette

PL 762 Søren Kierkegaard (Spring: 3)
Prerequisite: Undergraduates require permission
Offered periodically

This course will deal primarily with the early pseudonymous writings of Søren Kierkegaard. The following topics will be emphasized: (1) the function of irony and indirect communication in the pseudonymous works, (2) Kierkegaard's conception of freedom and subjectivity, and (3) the nature of the relationship which Kierkegaard posits between reason, autonomy, and faith.
Vanessa P. Rumble

PL 799 Readings and Research (Fall: 3)

By arrangement.
The Department

PL 823 Heidegger (Spring: 3)
Offered periodically

This course will deal with certain major themes in Heidegger's thought such as truth as unconcealment, technology and history, language and art.
John Sallis

PL 826 Seminar on Law and Justice (Spring: 3)
Cross listed with LL 822

This seminar will focus on three major areas of current concern in the realm of law and justice. About a third of the course will be devoted to the following three topics: human rights, religion and the public sphere, and recognition. This course is conceived of as a seminar in which students can make presentations if they wish to do so. We will also invite outside speakers who are experts in the topics we will cover.
David M. Rasmussen

PL 827 Advanced Topics in Modern Philosophy: Pleasure and Ethics (Spring: 3)

This class is especially designed for providing graduate students with an in-depth presentation of different aspects of early modern thought. This semester, we will study the controversies about the role of pleasure in moral life, from Descartes to Kant: neo-epicurism versus rigorism, classical rationalism versus eighteenth century hedonism and utilitarianism, pure love versus Augustinianism, self-interest versus esthetic and alruistic pleasures, etc.
Jean-Luc Solere

PL 862 Diacritical Hermeneutics (Fall: 3)
Offered periodically

The course is a critical engagement with some of the main figures of twentieth century hermeneutics—Heidegger, Gadamer, Ricoeur—culminating in a "diacritical" turn. This turn will be examined under five main traits: critical, criteriological, semiotic, diagnostic, and carnal. The seminar will conclude with discussion of a phenomenological hermeneutics of the flesh in Merleau-Ponty.
Richard M. Kearney

PL 871 *The Summa Theologiae* of St. Thomas Aquinas (Fall: 3)
Offered periodically
Peter J. Kreeft

PL 888 Interim Study (Fall/Spring: 0)

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

PL 990 Teaching Seminar (Fall/Spring: 0)

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.
The Department

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

Pradip M. Bakshi, *Distinguished Research Professor;* B.S., University of Bombay, India; A.M., Ph.D., Harvard University

Kevin Bedell, *John. H. Rourke Professor and Vice Provost for Research;* B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook

David A. Broido, *Professor;* B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor;* Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor;* B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Gabor Kalman, *Distinguished Research Professor;* D.Sc., Israel Institute of Technology

Krzysztof Kempa, *Professor;* M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor;* Chairman of the Department; B.S., Saint John Fisher College; M.A., 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., Columbia University

Jan Engelbrecht, *Associate Professor;* B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Andrzej Herczynski, *Associate Research Professor and Laboratory Director;* M.S., Warsaw University, M.S., Ph.D., Lehigh University

Vidya Madhavan, *Associate Professor;* B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

Cyril P. Opeil, S.J., *Associate Professor;* B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union: Jesuit School of Theology; Ph.D., Boston College

Willie Padilla, *Associate Professor;* B.S., California State University San Diego; M.S., Ph.D., University of California San Diego

Rein A. Uritam, *Associate Professor;* A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Ying Ran, *Assistant Professor;* B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Stephen Wilson, *Assistant Professor;* B.S., Ph.D., University of Tennessee

Contacts

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- Department Administrator: Jane Carter, 617-552-3576, jane.carter@bc.edu
- Department Faculty Support Assistant: Nancy Chevry, 617-552-3575
- Administrative Assistant: Gisele Byda, 617-552-0968
- www.bc.edu/physics
- Fax: 617-552-8478

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 30 credits that normally consist of 27 credits of course work plus three 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 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires

at least 15 credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, 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, Lynch School of Education, at 617-552-4214.

Doctoral Program

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

Requirements

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

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

Comprehensive Examination

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

Research and Thesis

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

Admission Information

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

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

General Information

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

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

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are in the condensed matter physics areas of superconductivity, photovoltaics, metamaterials, thermoelectrics, nanomaterials, plasmonics, plasmas, topological insulators, novel electronic materials, and other strongly correlated electron systems.

Significant research facilities are available to our graduate students. Departmental facilities include high magnetic field/low temperature physics, THz/optical physics, and materials/nanomaterials preparation laboratories, graduate and undergraduate computational facilities, and access to the University computing system. The Department of Physics is constantly enhancing and supplementing these facilities.

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

Students wishing more detailed information can write to the Physics Department or visit www.bc.edu/physics.

Graduate Course Offerings

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

PH 700 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics. No academic credit. No fee.

The Department

PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.

The Department

PH 711 Classical Mechanics (Fall: 3)

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

Pradip Bakshi

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)

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

Gabor Kalman

PH 732 Electromagnetic Theory I (Spring: 3)

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

The Department

PH 741 Quantum Mechanics I (Fall: 3)

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

Vidya Madhavan

PH 742 Quantum Mechanics II (Spring: 3)

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

Pradip Bakshi

PH 761 Solid State Physics I (Spring: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfield 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.

Willie Padilla

PH 762 Solid State Physics II (Fall: 3)

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

Hong Ding

PH 799 Readings and Research in Physics (Fall/Spring: 3)
Credits by arrangement

By arrangement.

The Department

PH 801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics I (Fall: 3)

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

David Broido

PH 888 Interim Study (Fall: 0)

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

The Department

PH 910 Seminar: Topics in Physics (Fall: 3)

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

The Department

PH 998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

PH 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Political Science

Faculty

David Lowenthal, *Professor Emeritus;* B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor Emeritus;* A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus;* A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor;* B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies;* B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor;* B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

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, *Thomas P. O'Neill, Jr. Professor of American Politics;* B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor;* B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *J. Joseph Moakley Professor;* A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor;* Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor;* B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

Alan Wolfe, *Professor;* Director of the Center for Religion and American Public Life; B.S., Temple University; Ph.D., University of Pennsylvania

Nasser Behnegar, *Associate Professor;* B.A., M.A., Ph.D., University of Chicago

Timothy W. Crawford, *Associate Professor;* A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

Gerald Easter, *Associate Professor;* B.A., Boston College; Ph.D., Columbia University

Dennis Hale, *Associate Professor;* A.B., Oberlin College; Ph.D., City University

Kenji Hayao, *Associate Professor;* A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Ken I. Kersch, *Associate Professor and Director of the Clough Center;* B.A. Williams College; J.D. Northwestern University; M.A., Ph.D. Cornell University

Jonathan Laurence, *Associate Professor;* B.A., Cornell University; M.A., Ph.D., Harvard University

Jennie Purnell, *Associate Professor;* B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology

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

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

Peter Krause, *Assistant Professor;* B. A., Williams College; Ph.D., Massachusetts Institute of Technology

Kathleen Bailey, *Adjunct Associate Professor;* A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Adjunct Associate Professor;* B.A., University of Washington; M.A., Ph.D., Princeton University

Contacts

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- Assistant Chairperson: Kay Schlozman, 617-552-4174, kay.schlozman@bc.edu
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- www.bc.edu/politicalscience

Graduate Program Description

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

Master of Arts Degree

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

Doctor of Philosophy Degree

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

Admissions

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

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

- Completed applications for the Ph.D. program should be submitted by January 2.
- Completed applications for the MA program should be submitted by February 1.

Financial Aid

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

Undergraduate and Graduate Course Offerings

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

PO 590 East Asian Security (Spring: 3)

Prerequisites: PO 081, PO 500, or PO 507 (Applies to undergraduate students only, no prerequisite for graduate students.)

This course is open to juniors, seniors, and graduate students only. This course is not open to students who have previously taken PO 514.

This class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's great power relationship (U.S.-China relations), and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China Sea and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of state behavior and prospects for regional stability and instability.

Robert Ross

Graduate Course Offerings

PO 700 Muslims and American Institutions (Spring: 3)

Will Muslims integrate successfully into the American regime? How do we define success? What does such integration—or lack thereof—tell us about contemporary American political institutions? What challenges does Islam pose for our understanding of the place of religion in America, or in liberal democracies generally? Such questions will be addressed by examining the institutions Muslims in America are building for themselves—for instance, mosques, schools, political advocacy groups. To what extent are these shaped by values and ideas—religious or political? To what extent by overseas actors? To what extent by American social and cultural forces?

Peter Skerry

PO 709 Agencies, Legislatures and Courts: An Interdisciplinary Approach (Spring: 3)

Cross listed with LL 626

Offered periodically

Today lawyers are as likely to deal with administrative agencies as with courts, and are more likely to deal with statutes and regulations than common law doctrines. This course familiarizes students with key features of legislatures, administrative agencies, and American "adversarial legalism." Focusing on case studies in which courts, agencies, and legislators come into contact and conflict, it explores what lawyers can learn from political science about our governing institutions. Policy areas include FDA regulation of tobacco; auto safety; disability determinations by the SSA; enforcement of Title VII and the ADA; and EPA regulation of air pollution.

R. Shep Melnick

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

Offered periodically

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

David A. Hopkins

PO 728 Political Economy of Federalism (Fall: 3)

Offered periodically

This course explores the structure and operation of American federalism, both in its original constitutional sense and in its modern form. The first half of the course will examine the constitutional architecture and its transformation. The second half of the course will be devoted to in-depth, empirical studies of federalism's significance and implications in a variety of regulatory, economic, and legal contexts.

Michael Greve

PO 729 American Political Development II (Spring: 3)

Offered periodically

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

Marc Landy

PO 799 Readings and Research (Fall/Spring: 3)

By arrangement

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 Master's Thesis Seminar (Fall/Spring: 6)

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

Gerald Easter

PO 803 Comparative Politics Graduate Field Seminar (Fall: 3)

Offered periodically

Open to undergraduates with permission of the instructor

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

Gerald Easter

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

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. It focuses on several spheres of political life, including conceptions of political leadership, legitimacy, and authority; different responses—from embrace, to adaptation, to outright rejection—to the

West; the encounter with modernity and the problem of secularization; the uses of Islam as an ideology of resistance and the rise of fundamentalism; prospects for democratization; role of women in public life; and the impact of globalization and the new media on political participation and change.
Ali Banuazizi

PO 807 International Relations Field Seminar (Fall: 3)
Offered periodically

This seminar provides graduate students with an overview of the field of international relations, focused on understanding and evaluating its major theories and research traditions, scholarly debates, and empirical questions.
Jennifer L. Erickson

PO 863 Institutions in International Politics (Spring: 3)
This course is not open to students who have previously taken PO 861.
This course is open to undergraduates with permission of instructor.

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level. Weekly papers, oral presentations, and a major research project are required.
David A. Deese

PO 888 Interim Study (Fall/Spring: 0)
Gerald Easter

PO 901 Contemporary Political Theory (Fall: 3)
Offered periodically

An introduction to the major contemporary political theorists, including Heidegger, Schmitt, Strauss, Arendt, Hayak, Rawls, and others. The seminar will be team taught by members of the political theory graduate faculty.
Susan Shell

PO 906 Aristotle's *Ethics* (Fall: 3)
Offered periodically

A close reading of Aristotle's *Nicomachean Ethics*.
Robert C. Bartlett

PO 916 Xenophon's Socratic Writings (Spring: 3)
Offered periodically

A consideration chiefly of the *Memorabilia* and also, lightly, of the *Symposium* and *Oeconomicus*.
Robert K. Faulkner

PO 938 The Political Philosophy of Rousseau (Fall: 3)
Offered periodically

This course will focus on one or more works by Jean-Jacques Rousseau. The issues considered will include: religion and politics, nature versus convention, and education.
Christopher Kelly

PO 940 Nietzsche's Political Philosophy (Spring: 3)
Offered periodically

This course will examine Nietzsche's understanding of and response to nihilism, or the unraveling of the spiritual foundations of the Western Civilization, by examining one or more of his major works.
Nasser Behnegar

PO 996-997 Dissertation Seminar I and II (Fall/Spring: 1)
Only students who have passed their doctoral comprehensives should take this course.

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

PO 998 Doctoral Comprehensive (Fall/Spring: 1)

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

PO 999 Doctoral Continuation (Fall/Spring: 1)

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

Psychology

Faculty

Hiram H. Brownell, *Professor;* A.B., Stanford University; M.A., Ph.D., Johns Hopkins University

James A. Russell, *Professor;* B.A., M.A., Ph.D., University of California, Los Angeles

Ellen Winner, *Professor;* Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor;* A.B., Emmanuel College; Ph.D., Columbia University

Elizabeth A. Kensinger, *Associate Professor;* B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Michael Moore, *Associate Professor;* A.B., A.M., Ph.D., Harvard University

Gilda A. Morelli, *Associate Professor;* B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst

Karen Rosen, *Associate Professor;* B.A., Brandeis University; Ph.D., Harvard University

Scott D. Slotnick, *Associate Professor;* M.S., Ph.D., University of California, Berkeley

Joseph J. Tecce, *Associate Professor;* A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

Sara Cordes, *Assistant Professor;* B.A., University of California; M.S., Ph.D., Rutgers University

Sean MacEvoy, *Assistant Professor;* Sc.B., Ph.D., Brown University

Gorica D. Petrovich, *Assistant Professor;* B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Ehri Ryu, *Assistant Professor;* M.A., Ph.D., Arizona State University

Alexa Veenema, *Assistant Professor;* M.Sc., Ph.D., University of Groningen, the Netherlands

Hao Wu, *Assistant Professor;* B.S., Beijing University; Ph.D. Ohio State University

Liane Young, *Assistant Professor;* B.A., Harvard College; Ph.D., Harvard University

Andrea Heberlein, *Lecturer;* B.A., University of Pennsylvania; Ph.D., University of Iowa

Gene Heyman, *Lecturer;* B.A., University of California at Riverside; Ph.D., Harvard University

Jeffrey A. Lamoureux, *Lecturer;* A.B. University of Vermont; Ph.D., Duke University

Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Graduate Program Director: Hiram Brownell, McGuinn 509, 617-552-4145, hiram.brownell@bc.edu
- Assistant Director, Finance and Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate and Undergraduate Programs Administrator: Michael Ring, 617-552-4100, psychoffice@bc.edu
- Programs/Faculty Support Assistant: Lisa Wang, 617-552-4100, psychoffice@bc.edu
- Managing Editor, *Emotion Review:* Beatriz Valdés, 617-552-2954, beatriz.valdes.1@bc.edu
- www.bc.edu/psychology

Graduate Program Description

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

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

The B.A.-B.S./M.A. program is limited to students who are majoring in psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's areas of concentration are:

- Neuroscience
  - Behavioral Neuroscience
  - Cognitive Neuroscience
- Social
- Developmental
- Quantitative

Visit the department's website at www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website at www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D. and M.A. programs, and the Graduate Program Handbook.

Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, visit www.bc.edu/schools/gsas/admissions.html.

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

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

Applications are accepted for fall term admissions only. The deadline for applications is December 15 for the Ph.D. program and February 1 for the M.A. program.

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

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

The deadline for applications is February 1 of the student's junior year.

Undergraduate and Graduate Course Offerings

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

PS 506 Structural Equation Modeling (Spring: 3)

Prerequisite: Permission of instructor

This course provides an introduction to the theory and application of structural equation modeling (SEM). The topics are basic concepts of structural equation models, path models with measured variables, measurement models, confirmatory factor analysis, structural equations with latent and measured variables, and extensions and advanced application. The course assumes that you have already completed a course in multivariate statistics. LISREL will be used to perform statistical analysis.

Ehri Ryu

PS 541 Moral Emotions (Spring: 3)

What is the relationship between morality and emotion? Do uniquely moral emotions exist? In what contexts do moral emotions arise? This course explores the nature of emotion and the nature of

morality and their relationship, from the perspectives of social, cognitive, developmental psychology and neuroscience. Topics include: emotion regulation, pro-social behavior, inter-group attitudes, perspective-taking.
James Russell
Liane Young

PS 560 Advanced Topics in Developmental Psychology (Spring: 3)
Prerequisites: PS 260 and permission of instructor

This seminar explores major theories and issues in cognitive developmental psychology. Students gain a historical understanding of the emergence of developmental psychology as a field, become familiar with Piagetian theory, and explore more recent theories and findings in the aftermath of Piaget. For graduate students and advanced undergraduates.
Sara Cordes

PS 575 Advanced Affective Neuroscience (Spring: 3)
Prerequisites: PS 241, PS 242, or PS 285, permission of instructor

Affective and cognitive processes have traditionally been studied in isolation. Yet in most circumstances, there are interactions among these different types of processes. Affective neuroscience applies the tools traditionally used to study cognition (neuroimaging, neuropsychology) to better understand the neural bases of affective processes and the ways that affective processes interact with cognitive ones. Students will critically evaluate the design, methods, and interpretation of studies and will learn how the methods of cognitive neuroscience are best applied to examine affective processing.
Elizabeth Kensinger

PS 581 Neurobiology of Mental Illness (Fall: 3)
Prerequisite: One of the following: PS 285, PS 287, PS 382, PS 385, or PS 386. It is assumed that all students have a basic knowledge of the nervous system.

The course will discuss current views of the pathophysiology and etiology of mental illness. We will discuss recent findings from human studies and from animal models. Emphasis will be on alterations in brain circuits and neurotransmitter systems underlying major depression, PTSD, autism, and schizophrenia. We will explore the involvement of neurotransmitters in mental illness, including serotonin and dopamine, neuropeptides such as vasopressin and oxytocin, and stress hormones and how they mediate the regulation of emotion, cognition and behavior. Finally, we will discuss how genetic background and early environment can be important risk factors for the development of mental illness.
Alexa Veenema

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.
Hiram Brownell

PS 608 Multivariate Statistics (Spring: 3)
Prerequisite: PS 606

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, and hierarchical linear model are discussed in this course.
Ehri Ryu

Romance Languages and Literatures

Faculty

Vera Lee, *Professor Emerita;* A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus;* M.A., Ph.D., Harvard University

Maria L. Simonelli, *Professor Emerita;* Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence

Rebecca M. Valette, *Professor Emerita;* B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus;* B.S., Boston College; A.M., Ph.D., Boston University

Matilda T. Bruckner, *Professor;* A.B., Bryn Mawr College; Ph.D., Yale University

Dwayne Eugène Carpenter, *Professor;* B.A., M.A., Pacific Union College; Ph.D., University of California, Berkeley; Ph.D., Graduate Theological Union, Berkeley

Rena A. Lamparska, *Professor;* LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Franco Mormando, *Professor;* B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, *Professor;* Chairperson of the Department; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Professor;* B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Professor;* B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

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

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

Stephen Bold, *Associate Professor;* B.A., University of California; M.A., Ph.D., New York University

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

Harry L. Rosser, *Associate Professor;* B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor;* B.A., Wesleyan University; M.A., Ph.D., Boston College

Régine Michelle Jean-Charles, *Assistant Professor,* B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Professor;* B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Adjunct Associate Professor;* B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

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

Catherine Wood Lange, *Adjunct Assistant Professor;* B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

Andrea Javel, *Senior Lecturer;* B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

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

Contacts

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- Graduate and Undergraduate Records Secretary: 617-552-3820
- www.bc.edu/rll
- rll@bc.edu

Graduate Program Description

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

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film, and grants the Ph.D. in French Literature, Hispanic Literature (Peninsular and Latin American), or two Romance literatures. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures.

The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching in French and Hispanic Studies, in conjunction with the Lynch School of Education. The department accepts M.A. candidates from Boston College into its Ph.D. program.

Deadlines and Prerequisites for Admission

The doctoral application deadline is January 2. The M.A. application is due on February 1.

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. Only Ph.D. candidates with a B.A. from an American college are required to submit G.R.E. exam results. There is no G.R.E. requirement for M.A. candidates.

For complete information concerning the graduate programs, visit www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, film, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student formulates a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A.

Language Competence: For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages.

Admission to the Ph.D. Programs

Candidates with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Candidates with a Bachelor's Degree: Students admitted to the doctoral program without an M.A. will be evaluated at the end of the first year of coursework (after completing at least 15 credits). Satisfactory performance will be defined by a grade point average of at least 3.33 or B+. Incomplete courses, justified by serious and compelling reasons, may result in postponing the evaluation.

Students whose performance is deemed satisfactory will be required to complete an additional 30 credits of coursework, and to fulfill additional requirements for the doctoral degree as specified in the Graduate Handbook.

Students whose performance is deemed unsatisfactory for the doctoral program will be invited to complete a master's degree. They will be required to take a second year of coursework (for a total of 30 credits in two year) and to fulfill all additional requirements for the master's degree as specified in the Graduate Handbook. The degree shall be terminal.

Ph.D. Degree Requirements

- Students earn 48 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780 Readings in Theory.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. (See the Graduate

Handbook for the ways in which this requirement may be fulfilled.) A reading knowledge of German is required only for candidates in Medieval Studies.

- The Graduate School of Arts and Sciences requires all doctoral candidates to spend at least two consecutive semesters in residence on campus. This requirement can be fulfilled by full-time enrollment in the program, or, in the case of teaching fellows, by virtue of fulfilling the teaching and study obligations of their fellowship.
- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee.
- It is expected that a dissertation proposal will be submitted by the degree candidate within six months of passing the oral comprehensive. The candidate will remain in consultation with the Dissertation Advisor while preparing the proposal.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense that is open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century, Francophonie). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language.

Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found at www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Undergraduate and Graduate Course Offerings

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

RL 436 Molière (Fall: 3)
Prerequisites: Two courses from RL 305-309
Offered periodically
Conducted in French

This course will offer an in-depth survey of all aspects of Molière's work, from his farces to the "grandes comédies" and the "comédies ballets."

Stephen Bold

RL 438 La Fontaine and Perrault (Spring: 3)
Offered periodically
Conducted in French

Jean de La Fontaine and Charles Perrault occupy special places in the history of seventeenth-century French literature: though they practiced forms apparently aimed at a young audience (fables and fairy tales) they also played crucial roles in cultural and political debates that divided intellectual of the times. We will rediscover these "minor" classics with new eyes and multiple perspectives.

Stephen Bold

RL 448 The French Revolution (Fall: 3)
Prerequisites: Two courses from RL 305-309
Offered periodically

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.

Ourida Mostefai

RL 454 Contemporary Francophone Women Writers (Fall: 3)
Prerequisites: Two courses from RL 305-309
Offered periodically
Conducted in French

Borrowing from Hélène Cixous' model of *Ecriture feminine*, this course explores the specificity of francophone women's writing in a contemporary context, examining narratives from a wide variety of

geographic locations including the Caribbean, North Africa and Sub-Saharan Africa. The question of genealogy is central to this course as we attempt to delineate a matrilineal francophone literary tradition. As such we will also consider these narratives in relation to feminist theory, history, socio-cultural politics, culture and ethnicity. Some of the themes we will study include silence and voice, the female body, mother-daughter relationships, migration and immigration, and canon formation.

Régine Michelle Jean-Charles

RL 469 Literature and Liberty (Fall: 3)

Prerequisites: Two courses from RL 305-309

Offered periodically

This course asks what literature has to do with the concept and practice of liberty. Freedom of thought and freedom of speech imply the possibility of imagining and writing things independently of criteria that govern other aspects of human behavior. In fact, this possibility can be taken as one sense of the word "fiction." How do literary texts interrogate and exemplify individual acts of freedom? What sort of promise and/or pitfalls do such acts hold out to us? Readings will be taken from texts by Diderot, Sade, Baudelaire, Mallarmé, Lautréamont, Gide, Breton, Sartre, Beckett, and Duras.

Kevin Newmark

RL 470 Paris Noir (Spring: 3)

Prerequisites: Two courses from RL 305-309

Offered periodically

Conducted in French

Since the Negritude movement of the 1930s, Africans and the diaspora have been making their mark on Paris. This course explores Black Paris through the different manifestations of the French fascination with Blackness, the presence of African-Americans during the Harlem Renaissance, and in various forms of cultural expression (literature, film, autobiography and music) by Black Parisians themselves. Taking on subjects as different as the "Venus Hottentot," Negritude poetry, performances by Josephine Baker, French rap, and "banlieue" films and novels by Calixthe Beyala and Bernard Dadie, among others. We will consider different ways of imagining Blackness in the Parisian context.

Régine Michelle Jean-Charles

RL 597 Foreign Language Pedagogy (Fall: 3)

Cross listed with ED 303, SL 430

Offered periodically

Conducted in English

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 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.

Mariela Dakova

RL 806 Il Romanzo e la Saggistica di Italo Calvino (Spring: 3)

Offered periodically

Conducted in Italian

Undergraduates may enroll with permission of the instructor

A study of Calvino's major works from the perspective that "there are things that only literature can give us, by means specific to it." Issues as "certain values, qualities, or peculiarities of literature," "Written and Unwritten World," *la metaletteratura nel racconto*, *l'arte combinatoria*, *la logica della potenzialit* will be discussed in-depth.

Rena A. Lamparska

Graduate Course Offerings

RL 799 Readings and Research (Fall/Spring: 3)

By arrangement

The Department

RL 807 Tasso and His World (Spring: 3)

Offered periodically

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 810 Lyric Poetry from Giacomo da Lentini to Petrarca (Fall: 3)

Offered periodically

Conducted in Italian

This seminar will survey Italian lyric poetry, the most dynamic and prestigious genre of the medieval period in which the literary language was being formulated. The course will cover the development of lyric poetry from the thirteenth-century Scuola Siciliana to the sixteenth-century petrarchisti, but the principal focus of the course is the *Canzoniere* of Francesco Petrarca. Discussions will include orality and manuscript/print transmission of poetry, the complex relation of the individual poet to the tradition, the theory of imitation, and literary Neoplatonism.

Laurie Shepard

RL 860 The Theater of Pirandello and Ugo Betti (Fall: 3)

Offered periodically

Conducted in Italian

The course will focus on the theatrical and theoretical works of Luigi Pirandello. The following themes will be analyzed and discussed within the larger European context: the concept of dramatic art, the "uneasiness" (il "disagio") of dramatic writing, the relation between the written word and its theatrical representation, the role of the actor and the audience in drama, and the author-director-actor relation, as well as major "existential" themes and concerns of texts analyzed. Class will include film viewing of the plays discussed in class and the history of modern ideas on the theatre (Stanislawski, Craig, Meierchold, Kantor, et al.).

Rena A. Lamparska

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.

The Department

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

Offered periodically

Permission of instructor required 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

RL 914 Heroic Paradigms of Early Modern Spain (Fall: 3)

Offered periodically

Conducted in Spanish

This course takes a historicist approach to the changing figure of the hero across Spain's imperial age (1492-1650), examining texts of multiple genres. An introduction to the period, it examines the role of the imagination in the production of and representation of history. Parallels with twentieth-century American imperial icons are encouraged: Amadeus de Gaula with Luke Skywalker, the literary shepherds with the hippies, the picaros (and picaras) with sports heroes, saints with rock stars, Baroque poets with inhabitants of the Matrix.

Elizabeth Rhodes

RL 940 Dramatic Syntax in Early Modern Spanish Theater (Spring: 3)

Offered periodically

Conducted in Spanish

This seminar considers the ontological syntax of seventeenth-century *comedia*, studying in particular the dynamic of subject versus object on the imperial stage. What constitutes an objectifying plot? Who can constitute a legitimate theatrical subject, and under what conditions, during the age of slavery, mysticism, and magic? Dramatic works by men and women, religious and secular, are studied.

Elizabeth Rhodes

RL 955 Literature and Culture of the Baroque (Fall: 3)

Offered periodically

Conducted in Spanish

A close study of major Spanish-American works of the seventeenth century with special emphasis on Sor Juana. We will begin with a review of important twentieth-century statements concerning the nature and importance of the "barroco de Indias" and baroque culture in general as a framework for our readings. Texts will be drawn from a variety of genres, including poetry, narrative, theater, and historiography, and we will read them with an eye to common themes and stylistic concerns, from strategies of self-portrayal (revelation, apology, disguise) to explorations of the criollo world and imaginative attempts to escape from its strictures.

Sarah Beckjord

RL 974 Latin American Cityscapes (Spring: 3)

Offered periodically

Course taught in Spanish, readings and films in Spanish and English

This course will explore, through essays, fiction and films the development of the modern Latin American city in its historical context. We will look at the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis looking closely at social issues and their representations. Works by Walter Benjamin, Roberto Arlt, Fernando Vallejo, Beatriz Sarlo and Hugo Santiago among others.

Ernesto Livon-Grosman

RL 978 The Latin American Avant-Garde (Fall: 3)

Offered periodically

Through a combination of poetry, theory and visual art this course will follow the impact of the historical avant-garde in twentieth century Latin America. Attention will be paid to the dialogue between different experimental and critical texts by a variety of poets and critics, in particular to the idea of poetry as the praxis of theory. From Cesar Vallejo, Vicente Huidobro and Pales Matos and critics such as Peter Berger, Haroldo de Campos and Beatriz Sarlo we will look at the evolution of Latin American experimental poetics in and out of the printed page.

Ernesto Livon-Grosman

RL 990 Graduate and Professional Seminar (Fall: 1)

The seminar presents a systematic introduction to the issues and topics of graduate student life and preparation for a successful career. Discussions will include professional ethics, strategies for conference participation, publication, the evolving role of theory, the roles of literature and language in the classroom, long-term career planning, and specific information on departmental requirements.

The Department

RL 998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

RL 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shrayer, *Professor;* B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor;* A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Professor;* B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, *Associate Professor;* Coordinator East Asian Languages; B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, *Associate Professor;* Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Assistant Professor;* Coordinator, Arabic and Hebrew; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- http://fmwww.bc.edu/SL/SL.html

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars. Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

Degree Requirements

All M.A. programs require:

- A minimum of ten 1-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate and Graduate Course Offerings

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

SL 183-184 Turkish for Scholars I and II (Fall/Spring: 3)
Familiarity with Turkish script recommended

An intensive and rapid introduction to the phonology and grammar of Turkish followed by the reading of literary and expository texts.

The Department

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, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

M.J. Connolly

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 342 Seminar in Russian Poetry (Fall: 3)
Prerequisite: A reading knowledge (at least two years) of Russian
Offered periodically
All texts read in Russian

This course will both cover the history of poetic forms in Russian and present some of Russian poetry's key monuments, from Derzhavin to Brodsky. Students will be expected to present on, and write about, one poet.

Thomas Epstein

SL 343 Old Irish (Spring: 3)
Prerequisite: Previous familiarity with an inflected language or with Modern Irish
Offered periodically

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish 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, as well as linguistic theories of meaning.

Claire A. Foley
Margaret Thomas

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 language in

the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language by both children and by adults; and the innateness hypothesis.
Margaret Thomas

SL 365 Readings in Chinese Literature and Philosophy (Spring: 3)
Prerequisite: SL 062 or instructor's consent
Offered periodically
Classes conducted in both modern Mandarin and English

By way of readings in Chinese literary and philosophical canons, this course introduces students to the basic diction and grammar of classical Chinese. Classical Chinese is the Latin of East Asian written traditions, the gateway to the cultural and historical legacy of East Asia, and the foundation of modern literary Chinese. We will read and translate selected passages from Chinese classics, including the *Analects* of Confucius, Mencius, the Daodejing, and Zhuangzi. Class discussion will center on major philosophical concepts and their historical contexts.
Sing-chen Lydia Chiang

SL 366 Business Chinese (Spring: 3)
Prerequisite: SL 062 or equivalent
Offered periodically
Conducted entirely in Chinese

An analysis of the patterns and distinctive characteristics of business transactions and reporting in Chinese, along with numerous practical exercises. Business correspondence, report writing, the Chinese curriculum vitae and resume, questionnaires, commercial law and regulations. Specialized vocabularies for import-export, marketing, finance, and economics.
The Department

SL 375 Jewish Writers in Russia and America (in translation) (Spring: 3)
Offered periodically
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. Shrayer

SL 430 Foreign Language Pedagogy (Fall: 3)
Cross listed with ED 303, RL 597
Offered periodically

This course will introduce students to Foreign Language Pedagogy and its basis in the theory of Second Language Acquisition, Linguistic Analysis, and Psycholinguistic Research. Thus, language teaching and methods will be discussed in the framework of these related fields. Although the course will offer reviews of the Second Language Acquisition and the Linguistic theories, it will focus on their practical application in the classroom.
Mariela Dakova

Graduate Course Offerings

SL 575 Seminar: Nabokov (Fall: 3)
Cross listed with EN 775
Offered periodically
All readings are in English
Instructor's permission required for undergraduates

The bilingual and bicultural achievement of Vladimir Nabokov. A polemical examination of Nabokov's writings, with particular attention to connections among his aesthetics, ethics, and metaphysics and to issues of gender, sexuality, authorship, and exile. Readings include selected Russian and English novels and short stories, as well as poetic, autobiographic, and discursive works.
Maxim D. Shrayer

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

Lynda Lytle Holmstrom, *Professor Emerita;* B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Sarah Babb, *Professor;* Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor;* A.B., Yale University; Ph.D., University of Chicago

Lisa Dodson, *Research Professor;* B.A., M.A., Boston University; Ph.D., Brandeis University

William A. Gamson, *Professor;* A.B., Antioch College; A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Research Professor;* A.B., Harvard University; Ph.D., Brandeis University

Sharlene Hesse-Biber, *Professor;* A.B., A.M., Ph.D., University of Michigan

David A. Karp, *Professor;* A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, *Professor;* A.B., A.M., Ph.D., University of California at Berkeley

Stephen J. Pfohl, *Professor;* B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

Catherine Kohler Riessman, *Research Professor;* B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University

Paul G. Schervish, *Professor;* A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

Juliet Schor, *Professor;* B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor;* B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

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

Shawn McGuffey, *Associate Professor;* B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Charlotte Ryan, *Associate Research Professor;* B.A., Harvard University; Ph.D., Boston College

Natasha Sarkisian, *Associate Professor;* B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor;* A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

Brian Gareau, *Assistant Professor;* B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Sara Moorman, *Assistant Professor;* B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Gustavo Morello, *Assistant Professor;* B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociolog@bc.edu

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Guide to Graduate Study at www.bc.edu/schools/cas/sociology/grad/handbook.html.

Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Apply online at www.bc.edu/schools/gsas/admission.html.

Master's Degree Requirements: The Master's degree is completed by passing ten courses (30 credit hours) and completing the requirements for either the **Academic Master's Degree** or the **Applied Master's Degree.**

To receive an Academic Master's Degree, the student must complete ten courses, including five required courses, and a Master's Examination, including a Master's Thesis or Paper. The core required courses for the Academic M.A. are the following: a 2 semester sequence in sociological theory (SC 715-716), a 1-semester course (Social Inquiry Research Seminar SC 710), and a 2-semester sequence in statistics (SC 702-703).

To receive an Applied Master's Degree, the student must complete a Plan of Study in collaboration with a departmental advisor, have that Plan of Study approved by the Graduate Program Director, and complete ten courses, including the following six required courses: one semester of sociological theory (either SC 715 or SC 716), a 2-semester sequence in statistics (SC 702-703), and either three additional courses in research methods (including statistical methods), or two additional courses in research methods (including statistical methods) and SC 540 (Internship in Sociology).

Doctoral Program

The Ph.D. program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. It prepares students for careers as researchers and university and college faculty.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Apply online at www.bc.edu/schools/gsas/admissions.html.

Ph.D. Degree Requirements: The Doctoral degree is fulfilled by completing all M.A. requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at http://www.bc.edu/schools/gsas/admissions.html and the Carroll Graduate School of Management at www.bc.edu/schools/csom/graduate/mba.html.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Apply online at www.bc.edu/schools/gsas/admissions.html.

The Sociology Department's e-mail address is sociology@bc.edu.

Undergraduate and Graduate Course Offerings

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

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 516 Survey Methodology (Spring: 3)

You've heard the saying "Lies, damn lies, and statistics." Yet statistics comprise much of the daily news: 47% of voters approve of the president. Two-thirds of adults are obese. More than 50% of marriages end in divorce. In this course, you will become "survey-literate," learning how to understand and evaluate such statistics. You'll also learn how to design, field, and analyze your own survey, and how to report accurate, comprehensible results. This is a course in social science research methods, not statistics; no prior background is required.

Sara Moorman

SC 533 Social Psychoanalysis and the Unconscious of Power (Fall: 3)
Offered periodically

This seminar explores social psychic repetitions at the heart of everyday life and how unconscious social forces affect the ritual organization of power, culture, and history. Inviting a dialogue between sociology and psychoanalysis, the course encourages a critical examination of suggestive social phantasms and fears, compulsive fascinations and desires, selective memories and forgettings. Intended as an advanced introduction to the theories and methods of social psychoanalysis, the seminar pays particular attention to the unconscious haunts of gendered, racialized, erotic, and class-based forms of power in a global historical context.

Stephen Pfohl

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

John B. Williamson

SC 562 Environmental Sociology I (Fall: 3)
Offered periodically

This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here (1) pioneered the formation of environmental sociology, (2) directed its various trajectories, and (3) represents recent developments. Classical readings include the works of Karl Marx, Kautsky, and Adam Smith. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, environmental justice, critical studies of global environmental governance, and political ecology.

Brian Gareau

SC 573 Sociology of Culture (Fall: 3)
Offered periodically

This course has three main foci: (1) to understand what constitutes culture and how it is constructed, (2) to examine how culture influences, or co-constitutes, social processes and structures, and (3) to examine culture as a tool for social action. We will discuss several active debates in the literature on culture: structure vs. agency, form vs. content, and coherence vs. incoherence. Culture touches many sub disciplines in sociology (race, gender, social movements, politics, nationalism, etc.). The theoretical works we will read are broadly oriented towards many areas of social like. The empirical readings emphasize inequality, race, class, gender, and work.

Danielle Hedegard

SC 590 Carework and Inequality (Fall: 3)
Offered periodically

This course explores work and family conflicts and the tension between carework as private responsibility versus carework as a public good. We examine the private cost of motherhood and the social and economic consequences of child-raising, including those faced by low-income parents without public provision of family welfare. We return to the question, does the larger society have care responsibilities for its people? We also focus on purchased care and paid careworkers, exploring the race/class identity of this fastest-growing labor market and their care-impoverished families.

Lisa Dodson

SC 594 Race in the Americas (Spring: 3)
Offered periodically

This course focuses on two central themes of race in Latin America: (1) the socially and culturally constructed rather than "natural" nature of race, and (2) the realities of racial inequality. We cover the ambiguity about race in Latin America (including silence, euphemism, "whitening," color terminology, the weak black power movement, and the nationalization of Afro-derived culture). Then, we examine the overwhelming evidence of socio-economic inequalities based on skin color. We will also compare these processes to those occurring in the United States.

Danielle Hedegard

SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)
Prerequisite: SC 255
Cross listed with HS 665
Offered periodically

Students meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups from SC 255.

Abigail Brooks

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)
Offered periodically
Requirement for graduate students; enrollment for students outside the Sociology Department is by permission of the instructor

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In

this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.

John B. Williamson

SC 704 Topics in Multivariate Statistics (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include OLS regression diagnostics, binary, ordered, and multinomial logistic regression, models for the analysis of count data (e.g., Poisson and negative binomial regression), treatment of missing data, and the analysis of clustered and stratified samples. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SC 705 Advanced Statistics (Fall: 3)

Offered periodically

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include hierarchical linear modeling and structural equation modeling. We will use HLM and LISREL to conduct the analyses.

Sara Moorman

Natasha Sarkisian

SC 706 Longitudinal Data Analysis (Spring: 3)

Offered periodically

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703 Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The course will focus on panel data management and analysis, with topics including change models, fixed and random effects models, GEE models, and mixed models. All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.

Natasha Sarkisian

SC 710 Social Inquiry Research Seminar (Spring: 3)

Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.

Paul Gray

Sharlene Hesse-Biber

SC 715 Classical Social Theory (Fall: 3)

Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.

Paul G. Schervish

Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)

Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenology and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.

Stephen J. Pfohl

Paul Schervish

Eve Spangler

SC 751 Quest for Social Justice (Fall: 3)

SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (1) diagnosing the opportunities and constraints provided by the system in which they are operating; (2) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (3) devising effective strategies for influencing targets of change; and (4) dealing with counter-efforts at social control.

William A. Gamson

SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)

Students should register for the two semester course in the spring term only, and contact the professor about attending in the fall.

A completed research proposal is required for entry.

The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The 3 credit, two semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects. Students will be graded on the drafts of their research papers submitted at the end of the spring semester.

Sarah Babb

SC 762 Environmental Sociology II (Spring: 3)
Offered periodically

This course covers a variety of topics in environmental sociology, with emphasis on solutions to environmental problems. Topics include environmentally-oriented social movements and political consumption, sustainable consumption and production (with an emphasis on socio-cultural analysis), the alternative food movement, the challenge of global consumer culture, and the sociological literature on climate change. Readings by Seyfang, Wilk, Szasz, Shove, Norgaard, Dunlap and others.

Juliet Schor

SC 781 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.

The Department

SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.

The Department

SC 801 Thesis Seminar (Fall: 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 901 Research Apprenticeship (Fall: 3)

By arrangement.

The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 1)

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

The Department

SC 999 Doctoral Continuation (Fall/Spring: 1)

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

The Department

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus;* A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Harvey D. Egan, S.J., *Professor Emeritus;* B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Philip King, *Professor Emeritus;* A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Patrick J. Ryan, S.J., *Associate Professor Emeritus;* A.B., A.M., Boston College, S.T.D., Gregorian University

Michael A. Fahey, S.J., *Adjunct Professor Emeritus;* B.A., Boston College; Ph.L., University of Louvain; S.T.L., Weston Jesuit School of Theology; Th.D., University of Tübingen

Stephen F. Brown, *Professor;* A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Lisa Sowle Cahill, *Monan Professor;* A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Catherine Cornille, *Professor;* Chairperson of the Department; M.A. University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

Donald J. Dietrich, *Professor;* B.S., Canisius College; M.A., Ph.D., University of Minnesota

Richard Gaillardetz, *The Joseph McCarthy Professor of Catholic Systematic Theology;* B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

Roberto S. Goizueta, *Flatley Professor of Catholic Theology;* B.A., Yale University; M.A., Ph.D., Marquette University

Michael J. Himes, *Professor;* B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *University Professor of Human Rights;* B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

James F. Keenan, S.J., *Founders Professor of Theological Ethics;* Director of Graduate Studies; B.A. Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Ruth Langer, *Professor;* A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

James W. Morris, *Professor;* B.A., University of Chicago; Ph.D. Harvard University

John J. Paris, S.J., *Walsh Professor;* B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

Pheme Perkins, *Professor;* A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, *Professor;* A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Boyd Taylor Coolman, *Associate Professor;* B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

M. Shawn Copeland, *Associate Professor;* Ph.D., Boston College

John A. Darr, *Associate Professor;* A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Charles C. Hefling, *Associate Professor;* A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Kenneth R. Himes, O.F.M., *Associate Professor;* B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

Mary Ann Hinsdale, *Associate Professor;* B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

Robert P. Imbelli, *Associate Professor;* B.A., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

Frederick G. Lawrence, *Associate Professor;* A.B., St. John's College; D.Th., University of Basel

John J. Makransky, *Associate Professor;* B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor;* A.B., Emory University; Ph.D., Harvard University

Margaret Amy Schatkin, *Associate Professor;* A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhooft, *Associate Professor;* B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

James M. Weiss, *Associate Professor;* A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Jeffrey L. Cooley, *Assistant Professor;* B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

Yonder Gillihan, *Assistant Professor;* B.A., M.A., Ball State University; Ph.D., University of Chicago

Aloysius Lugira, *Adjunct Associate Professor;* B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University

Erik C. Owens, *Adjunct Assistant Professor;* B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

Meghan Sweeney, *Adjunct Assistant Professor;* B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, *Adjunct Senior Lecturer;* B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

Contacts

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Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center and the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

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

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

Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by the ecumenical faculty of the Theology Department. One of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology can be pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their

research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will be expected to pass a general examination on the testament that is not their specialty. (That counts as their "minor" area).

The History of Christian Life and Thought examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history. Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his/her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern

Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate and Graduate Course Offerings

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

TH 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion that have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

Michael Himes

TH 313 Myth and Religion in Ancient Israel and the Near East (Spring: 3)

Prerequisite: TH 001 or with instructor's permission

Myth and Religion in Ancient Israel and the Near East: Vengeful Gods and Pious People. The mythology of the ancient Syria, Iraq and Egypt had a profound impact on that of ancient Israel. This course will introduce students to those mythologies in their religious contexts. Students will not only explore the contents and contexts of select myths, but also the methods by which interpreters, both ancient and modern, have sought to understand them.

Jeffrey Cooley

TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)
Cross listed with TM 351

Religious differences often appear 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 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)

In 1993 the parties in the Middle Eastern Conflict came 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 ino 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 402 Jesus Christ: History, Tradition and Interpretation (Spring: 3)

A consideration of the person and work of Jesus Christ by (1) exploring the challenges posed to christology by historical consciousness, social injustice, and cultural/religious pluralism; (2) tracing in broad strokes the early Jesus movement; (3) reviewing post-biblical controversies and the development of christological doctrine from Arius to Chalcedon; (4) exploring some examples of contemporary contextual christologies. Students will have the opportunity to examine and critique the implicit christology in a work of art, literature or film.

Mary Ann Hinsdale

TH 425 Seminar in Greek Patrology (Fall: 3)

Prerequisite: Introduction to Ancient Greek.

Formerly offered as TH 612 Seminar in Greek Patrology

Translations of selected patristic texts from the original Greek. Introduction to patristic philology.

Margaret Schatkin

TH 426 Fathers of the Church (Fall: 3)

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

Margaret A. Schatkin

TH 429 Theology and Ecology (Fall: 3)

This course studies the emergence of ecological theology as a form of liberation theology. It investigates the roots of environmental degradation in the Judeo-Christian tradition and the attempts of contemporary theologians to re-envision our understanding of God, human being and nature in order to shape a sustainable, planetary theology. Authors studied include Thomas Berry, Teilhard de Chardin, Leonardo Boff, Dennis Edwards, Ivone Gebara, Elizabeth Johnson, Sallie McFague, Rosemary Radford Ruether, and statements of the World Council of Churches, the Orthodox Patriarchs, and the Catholic hierarchy.

Mary Ann Hinsdale

TH 433 Faith, Service, and Solidarity (Spring: 3)

Prerequisite: Completion of Theology Core

Offered periodically

This course intends to provide advanced students an opportunity for in-depth study of the theology, spirituality, and ethics of Christian service. Significant prior service experience is necessary. Major themes include compassion, social concern, hospitality and companionship, advocacy, the virtue of humility, accompaniment and solidarity, justice and charity. Attention is given to Scripture, Thomas Aquinas, Ignatius of Loyola, and various contemporary authors.

Stephen Pope

TH 448 Seminar: Latin Patrology (Spring: 3)

Prerequisite: Introduction to Latin

Formerly offered as TH 609 Seminar: Latin Patrology

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between eastern and western theology.

Margaret Schatkin

TH 449 Jewish Liturgy: History and Theology (Fall: 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 464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are: the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between "low" and "high" Christologies, and the meaning of salvation in the light of liberation Christologies.
Roberto Goizueta

TH 467 A History of Christian Architecture (Fall: 3)

Our interest throughout will be on the church as a space for ritual, and as evidence of a particular understanding of the relationship between God and people.

This course will trace the development of church design and decoration in Western Christianity. We will begin with the modifications to private homes made for the earliest Christian communities and then move on to examine the great medieval modifications of the Roman basilica in the Romanesque and Gothic styles, the high decoration of Baroque Catholic churches and the sobriety of their Protestant counterparts, the adaptations of these styles in the New World, and finally, modern churches as places of assembly for the people of God.
Patricia DeLeeuw

TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)

Team-taught with Rev. George Dion D. Dragas of Greek Orthodox School of Theology

Study of the teachings and dogmatic writings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology in light of modern interpretation and contemporary debate.
Margarat Schatkin

TH 472 Buddhist Ethics (Spring: 3)

Prerequisite: Students who register should average B+ or above in their prior humanities (non-science) courses

Cross listed with PL 472, TM 472

Offered periodically

Topics include: mindfulness, faith, insight, and ethics as means of individual awakening in contemporary Buddhist practice; emptiness, compassion and bodhisattva action in the mind-heart training tradition of Tibet; faith, sudden enlightenment, and creative responsiveness in Zen and Pure land traditions of China and Korea, current Buddhist ethical reflection on war and peace, economics, ecology, and justice. Daily mindfulness practice, based on class instruction, is required. Weekly writing; four concise papers
John Makransky

TH 475 History of Modern Christianity (Fall: 3)

This course will focus on how theologians have engaged their cultures from the Reformation to the present. This dialogical process has witnessed an array of mutations. In the current theological environment, it has become fairly clear that the interactive process of faith engaging with culture has resulted in a realization that God has different meanings for different people at different times.
Donald Dietrich

TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)

Cross listed with HS 460

Offered periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust and consider the post-Holocaust paradigm shift in theology.
Donald J. Dietrich

TH 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)

Cross listed with HS 493, TM 485

This course is an exercise in interreligious learning, sponsored by Boston College's Center for Christian-Jewish Learning.

Christians and Jews, living together, have never ignored one another. Only in our times have these encounters begun to include positive affirmations of the other. To provide the student with a background for the contemporary situation, this course will explore various theological facets of the Jewish-Christian encounter, from the diatribes of earliest Christianity through the medieval disputations, concluding with the contemporary dialogue. Readings will be drawn from Jewish and Christian primary sources in translation.
Charles Gallagher
Ruth Langer

TH 492 Religion and Public Education (Spring: 3)

Cross listed with ED 402

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) To examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) To understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.
Erik Owens

TH 493 Spiritual Exercises: Philosophers and Theologians (Spring: 3)
Brian Robinette

TH 496 The Moral Dimension of the Christian Life (Fall: 3)

Prerequisite: Completion of Theology Core

Offered periodically

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment, and moral decision-making.
Kenneth Himes, OFM

TH 498 HIV/AIDS and Ethics (Spring: 3)

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

James Keenan, S.J.

TH 512 Pauline Tradition (Fall: 3)

Prerequisite: Completion of Theology Core

Offered periodically

An introduction to Paul's life, letters and theology. Includes exegesis of Paul's Epistle to the Romans; discussion of the main themes in Paul's theology, and its significance for later Christianity. Recent debates over the sociology of the early Christian communities as represented in the Pauline and post-Pauline letters will be presented.

Pheme Perkins

TH 514 Parables of Jesus (Spring: 3)

Prerequisite: Biblical Heritage II or similar introductory New Testament course

Offered periodically

Close reading and analysis of Jesus' parables in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the historical Jesus' use of parables and to the literary functions of parables as "narratives within narratives" in the gospel stories.

John Darr

TH 519 The Crisis of Confidence in the Catholic Church (Spring: 3)

Cross listed with TM 569

Offered periodically

The Catholic Church in the United States and Europe has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people's allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from the Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

TH 524 Violence and Forgiveness (Spring: 3)

Cross listed with TM 867

Increasingly, pastoral counselors, therapists, and social workers are recognizing that they must address the long-term impact of society's chronic violence and direct and indirect traumatization that persons in our culture suffer from as a result of family abuse, crime, terrorism, and the injuries related to class, gender, race, and sexual orientation. In this course we will use the resources of both theology and psychology to explore how individuals and communities can heal from violence and move toward the possibility of reconciliation.

John McDargh

TH 525 Medieval Theology I (Fall: 3)

Prerequisite: Theology majors and graduate students

This course will explore the remarkable twelfth-century achievement in theology, by surveying a wide sampling of twelfth-century theological figures and theological styles. Figures covered include Anselm of Canterbury, Peter Abelard, Bernard of Clairvaux, Hugh of St. Victor, and Peter Lombard. All texts will be read in English translation.

Stephen Brown

TH 527 Meditation, Interfaith Learning, and Social Service (Spring: 3)

Prerequisite: Professor's permission required

Cross listed with TM 544

Tibetan Buddhist understanding of the nature of mind with its capacities for wisdom, compassionate connection, are creative responsiveness are explored through contemporary writing and guided meditations adapted for students of any faith and background. This meditation theory and practice is brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen, Ram Dass and other faith-based social activists—for deep learning across religious boundaries (comparative theology) and to shed light on students' own spiritualities as bases for service and action.

John Makransky

TH 528 The Gospel of Matthew (Spring: 3)

Prerequisite: Biblical Heritage II or equivalent, or instructor's permission

Offered periodically

An in-depth examination of the Gospel of Matthew, with sustained analysis of it narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew's community to the Judaism of its day.

Yonder Gillihan

TH 545 New Testament Sacraments and Ritual (Spring: 3)

Prerequisite: Completion of Theology Core

This course studies the New Testament evidence for sacraments and rituals in early Christianity. Students are introduced to ritual theory and the rituals of religious associations in the ancient world which provided the templates for early Christian rites: baptism, eucharist, and anointing. The major New Testament texts on baptism and eucharist will be studied in detail. The final section of the course introduces other important witnesses to early Christian rituals: Didache, Justin Martyr, 1st Apology, and the alternative sacramental theology constructed by second century Valentinian gnostics (Gospel of Philip).

Pheme Perkins

TH 552 God, Ethics and the Sciences (Spring: 3)

Cross listed with PL 552

Offered periodically

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

Patrick Byrne
Stephen Pope

TH 560 Introduction to Early Christianity (Fall: 3)
Offered periodically

An introduction to the development of early Christian thought and doctrine within its intra-Christian polemical, social, political, and philosophical contexts.

Doug Finn

TH 561 Christian Ethics and Social Issues (Fall: 3)

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, church-state relationships, economic justice, international human rights, war and peace; the role of Christians and of the church in the political sphere.

David Hollenbach

TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Cross listed with IN 600
See Theology or International Studies Department for registration approval

An examination of ethical approaches to international affairs and the role of religion in international politics. The class will explore diverse religious and secular models for relating ethics to international affairs as well as specific areas of international politics where ethical questions are likely to arise, including sovereignty, terrorism, peacemaking, human rights, globalization, economic justice, and the use of force in war or humanitarian interventions.

David Hollenbach, S.J.
Erik Owens

TH 564 Studies in Luke-Acts (Fall: 3)

Prerequisite: Biblical Heritage II or similar Introductory New Testament course

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this "most literary" of all New Testament narratives.

John Darr

TH 565 Root, Rite and Reason: Understanding the sacraments of the Church (Fall: 3)

Following an introductory section on the catholic principle of sacramentality, this course considers, in turn, each of the seven sacraments in an attempt to appreciate the role that these Spirit-filled actions play in the Church's saving mission to witness to Jesus Christ and to proclaim the Kingdom of his God and Father until he comes again. Participants in the course will be introduced to the texts of significant authors on sacramental theology, particularly from the period following the Second Vatican Council. Course evaluation will be linked to a number of short reflection papers presented during the semester.

Liam Bergin

TH 572 Intermediate Biblical Hebrew I (Fall: 3)

Prerequisite: Introductory Biblical Hebrew

Offered periodically

The course begins with a refresher of the basic grammar learned in Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.

David Vanderhooft

TH 573 Intermediate Biblical Hebrew II (Spring: 3)

Prerequisite: Introductory 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 and 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 Vanderhooft

TH 582-583 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)
No previous knowledge of Hebrew is assumed

These courses are thorough introductions to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Jeffrey Cooley
Yonder Gillihan

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 and principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

TH 794 Philosophy and the Church Fathers (Spring: 3)
Cross listed with PL 794

Topics include the following: the relationship of Greek Philosophy and the Church Fathers, the marriage of Greek paideia and Christianity, and prayer in early Christianity and Greek philosophy.

Margaret Schatkin

Graduate Course Offerings

TH 461 Human Rights Interdisciplinary Seminar (Spring: 3)

Prerequisite: Admission by instructor permission only

Cross listed with ED/PY 461, UN 461, LL 461
Apply by submitting brief statement explaining the students interest (250 words maximum) to CHRIJ (humanrights@bc.edu before Monday, December 3, 2012.
Satisfies ABA writing requirement for Law students

An interdisciplinary understanding of—and responses to—the compelling human rights challenges. Focus this year on how human rights are affected by refugee movement and migration, especially in the context of humanitarian crisis, war, and grave forms of economic injustice. Interdisciplinary attention to ethical, religious, political, legal, and psychosocial issues involved. Applications invited from students enrolled in graduate or professional degree in any of Boston College's divisions. See full description on Center's website at: http://www.bc.edu/centers/humanrights.

David Hollenbach, S.J.

TH 534 Feminist Theology and Ethics (Spring: 3)

Will treat major voices connecting feminist theology and ethics/politics (e.g., Mary Daly, Elizabeth Johnson, Elisabeth Schussler Fiorenza, Margaret Farley, Ivone Gebara, representatives from Asia and Africa, and applied ethics (e.g., economics, racism, sex, abortion).

Lisa Cahill

TH 535 Ethics of War and Peacemaking (Spring: 3)

Prerequisite: Completion of Theology Core

A study of the questions that arise in a Christian ethical assessment of war and peace in the modern age. The course will include: historical development of both pacifism and just war theories; a theology of peace and peacebuilding; as well as applied ethical questions such as humanitarian intervention, torture, pre-emptive and preventive wars, and targeted killing.

Kenneth Himes

TH 568 Ethics and Christology (Fall: 3)

Offered periodically

The interdependence of theological ethics and interpretations of Jesus Christ will be explored, using recent and current figures, such as Reinhold Niebuhr, Jurgen Moltmann, Jon Sobrino, Elizabeth Johnson, and Roger Haight, as well as essays on new approaches, including feminist, womanist, liberationist, and postcolonial theology, and interreligious dialogue.

Lisa Cahill

TH 611 The Dead Sea Scrolls: Hebrew Exegesis (Fall: 3)

Prerequisite: Intermediate Hebrew or the equivalent

This course begins with exegesis of the Hebrew text of the three "Rules" found in the Qumran caves and in the Cairo geniza: the *Community Rule* (1QS), the *Rule for the Congregation* (1QSa), and the *Damascus Rule* (CD). We will also survey passages from other sectarian texts devoted to interpretation of scripture and history, esp. the *pesharim*. Students with ability to read Aramaic will read selections from the Aramaic DSS that complement the Hebrew texts, and all will read the entire corpus of non-biblical mss. in English translation.

Yonder Gillihan

TH 627 Late Medieval Mystical Traditions (Fall: 3)

This course will explore the influence of the Pseudo-Dionysian corpus on late medieval descriptions of the human-divine relationship. In particular, it will analyze in detail (in both the original Latin and in English translation) the use and interpretation of Dionysian mystical theology in the writings of Hugh of St. Victor, Thomas Gallus, Bonaventure, Hugh of Balma, and the author of the *Cloud of Unknowing*."

Boyd Taylor Coolman

TH 639 Happiness and Virtue (Fall: 3)

Offered periodically

This course examines major approaches to the relation of contemporary Christian ethics to virtue and human flourishing. It begins with recent scientific studies of human well-being and then examines how they might be understood in relation to important recent writings in contemporary Christian ethics. Topics include the relation between virtue and well-being, sin and grace, temporal and eternal happiness, science and theological ethics. Key terms: Pleasure, happiness, contentment, fulfillment, well-being, flourishing, beatitude, delight, joy. Authors studied include S. Hauerwas, T. Jackson, P. Waddell, J. Porter, J. Keenan. Requirement: major paper.

Stephen Pope

TH 640 Twentieth Century Systematic Theologians (Spring: 3)

This graduate seminar will consider major systematic theologians, both Catholic and Protestant, of the twentieth century. It follows on, but may be taken independently of, TH 694 Early Modern Theology. The seminar will entail close reading of major texts.

Michael Himes

TH 651 Patristic and Medieval Trinitarian Theology (Spring: 3)

Cross listed with TM 681

Offered periodically

This course will investigate the principal debates and achievements in Trinitarian theology in the patristic and medieval periods, with a particular focus on the Trinitarian theologies of Athanasius, the Cappadocians, and Augustine in the patristic period, and of Richard of St. Victor, Bonaventure, and Thomas Aquinas in the medieval period. The course will involve close reading of primary texts in their original languages as well as in English translation.

Khaled Anatolios

Boyd Taylor Coolman

TH 652 Augustine: Life and Thought (Spring: 3)

Offered periodically

Doug Finn

TH 653 Theology and the Body (Fall: 3)

This seminar seeks to expose tensions within Christianity as well as between Christianity and certain cultural and social values that have made the human body a most visible, ambiguous, and contradictory sign in the West. What does theology have to say about the body? How do theological and philosophical evaluations of the body support or destabilize notions of race, gender, and sexuality? In what ways do representations of the body reinscribe or subvert prevailing aesthetic norms? Readings for the course will include, among others, works by Judith Butler, Kelly Brown Douglas, Michel Foucault, Toni Morrison, and Elaine Scarry.

Shawn Copeland

TH 654 Theology in a Secular Age (Fall: 3)

Offered periodically

What is "secularity," and what is the role of theology in "a secular age"? Such questions have gained renewed urgency and complexity as numerous narratives and counter-narratives have been proposed to frame and address them. Engaging several recent voices shaping the conversation and debate in historical, philosophical, and theological terms, this seminar inquires into ways the contemporary theologian may contribute. Beginning with a thorough reading of Charles Taylor's A Secular Age, which lays out the landscape in broad and nuanced terms, the seminar will examine contributions from several figures, including: Asad, Milbank, Zizek, Habermas, Ratzinger, Girard, and Vattimo.

Brian Robinette

TH 655 The Book of Psalms in Jewish and Christian Traditions (Spring: 3)

Prerequisite: For graduate students and qualified undergrads. Hebrew and/or Latin recommended but not required.

Theodore Perry

TH 657 God and Creation (Spring: 3)

Brian Robinette

TH 666 Catholics and American Culture (Fall: 3)
Cross listed with TM 666
Offered periodically

See course description in the School of Theology and Ministry.
Mark Massa, S.J.

TH 712 John and Virtue Ethics (Spring: 3)
Cross listed with TM 713

An examination of selected passages from the Johannine writings—John's Gospel, 1-3 John, and Revelation—with a focus on their possible contributions to virtue ethics and issues in moral theology today.
Daniel Harrington
James Keenan

TH 748 Grace and Freedom (Spring: 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 803 Graeca (Spring: 3)
Prerequisite: Intermediate Greek

Rapid reading in Jewish Greek texts (LXX, Philo, Josephus), with an introduction to research in the authors treated, for students who have completed Intermediate Greek.
Pheme Perkins

TH 811 Theology and Culture (Spring: 3)

This course will examine the relationship between the theological enterprise and its cultural context, especially as that relationship is manifested in (post)modern theologies, African-American theologies, and U.S. Latino/a theologies. The first part of the course will explore general methodological issues, including definitions of "culture," the impact of cultural pluralism on theological method, the nature of modernity and (post)modernity, and the phenomenon of globalization. The second part will examine different models for understanding the relationship between culture and theology. The last part will focus on particular examples of contextual theologies among marginalized cultures in the United States.
Roberto S. Goizueta

TH 813 Theological Bioethics (Spring: 3)
Cross listed with TM 813
Offered periodically

See course description in the School of Theology and Ministry.
Andrea Vicini

TH 817 Global Health and Theological Ethics (Fall: 3)
Cross listed with TM 817
Offered periodically

See course description in the School of Theology and Ministry.
Andrea Vicini

TH 822 Human Genetics and Biotechnologies: Theological Ethics (Spring: 3)
Cross listed with TM 822
Offered periodically

See course description in the School of Theology and Ministry.
Andrea Vicini

TH 847 Ecclesiology and Postmodernity (Spring: 3)
Offered periodically

This seminar will explore the challenge of postmodernity for Christian ecclesiology. Of particular interest will be the impact of globalization, religious pluralism, the growth of the church in the global south, "a new tribalism," the attenuation and fragmentation of religious identity on the modern ecclesiological project. The seminar will explore the writings of Roger Haight, Nicholas Healy, Natalie Watson, Douglas Farrow, Wolfgang Vondey, Gerard Mannion, William Cavanaugh, Agbonkhianmeghe Orobator, Jose Comblin and others.
Richard Gaillardetz

TH 880 Psychotherapy and Spirituality (Fall: 3)
Prerequisite: Undergraduates require permission of instructor
Cross listed with TM 882
Offered periodically

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.
John McDargh

TH 892 Reinhold Niebuhr and John Courtney Murray (Fall: 3)

Niebuhr and Murray are arguably the two most influential U. S. Christian thinkers of the twentieth century. Both were concerned with the social implications of Christian faith, understood in their respective Reformed and Catholic traditions. This course seeks to understand their thought and what they can contribute to current theological-social debates and to ecumenical understanding of the social role of the churches today.
David Hollenbach, S.J.

TH 956 Theology as Hermeneutical (Fall: 3)
Prerequisite: M.A. level Philosophy or Theology

To understand (1) the Christian drama of salvation as presented in the Old and New Testaments; (2) the development of the creeds; (3) the difference between a Christian world view and Christian theology.
Frederick Lawrence

TH 957 Theology as Political (Spring: 3)

The ambiguous reemergence of political theology during the Second World War in Germany provides a convenient point for this seminar. At the same time, there has been a growing interest in political theology from various disciplinary perspectives, including philosophy, literature, and critical theory. This seminar explores notions of liberty and totalitarianism, liberalism and democracy in a few social (i.e., political, economic, technological) and historical settings and tests the relevance of the Christian logos. Readings may include Arendt, Baldwin, Jennings, Keller, Lawrence, Lonergan, Stout, and Strauss.
Shawn Copeland

TH 968 Theological Anthropology (Fall: 3)
Offered periodically

This graduate seminar explores modern and postmodern theological approaches to the Christian doctrines of creation, sin, and grace. The study of each doctrine begins with a brief survey of biblical and classical understandings/controversies, followed by consideration of the critiques and correctives offered by post-liberal, political, and contextual/liberation theologians. The impact of recent developments

in cosmology, social constructivist understandings of gender, sexuality and selfhood, and perspectives from critical race theory, class, and disability may also be explored, according to student interest.
Mary Ann Hinsdale

TH 977 Twentieth Century Catholic Moral Theologians (Fall: 3)

The course looks at the most important works that shaped Catholic Theological Ethics in the twentieth century. It analyses the innovative works of Lottin, Tillmann, and Gilleman whose works challenged the classical paradigm of manualists like Davis, Jone, Ford and Kelly. The course then looks at Häring, and at the roots of proportionalism that result from that same Council. The legacy of Fuchs as well as twentieth century papal encyclicals are also studied. The course concludes with the emerging work of Latin American liberationists, American feminist and black moral theologians, African inculturationists, and Asian theological ethicists
James F. Keenan, S.J.

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FALL SEMESTER 2012

August 1	Wednesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for August 2012 graduation
August 27	Monday	Classes begin for all Law students
August 27	Monday	Classes begin for first-year, full-time M.B.A. students only
September 3	Monday	Labor Day—No classes
September 4	Tuesday	Classes begin
September 12	Wednesday	Last date for graduate students to drop/add online
September 12	Wednesday	Last date for all students who plan to graduate in December 2012 to verify their diploma names online
September 15	Saturday	Mass at Fenway Park for the Sesquicentennial Year celebration. (This will substitute for the Mass of the Holy Spirit originally scheduled for September 13.)
October 8	Monday	Columbus Day—No classes
November 8	Thursday	Graduate/CASU registration period for spring 2013 begins
November 21 to November 23	Wednesday to Friday	Thanksgiving Holidays
November 26	Monday	Last date for official withdrawal from a course or from the University
December 3	Monday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for December 2012 graduation
December 13 to December 20	Thursday to Thursday	Term Examinations—Posted grades (non-Law) available online

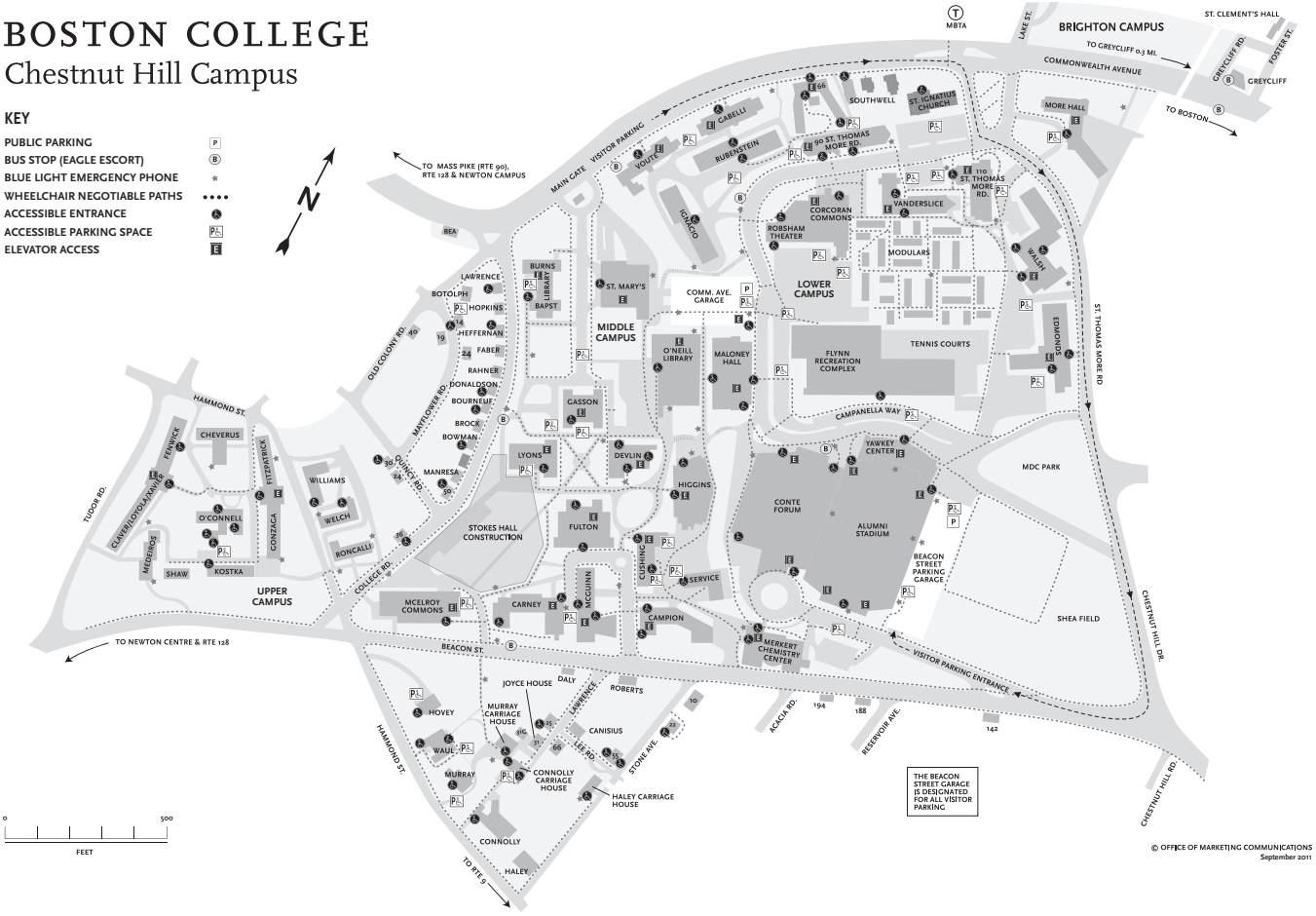
SPRING SEMESTER 2013

January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day —No classes
January 23	Wednesday	Last date for graduate students to drop/add online
January 23	Wednesday	Last date for all students who plan to graduate in May 2013 to verify their diploma names online
March 4 to March 8	Monday to Friday	Spring Vacation
March 28 to April 1	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 2	Tuesday	Last date for master's and doctoral candidates to submit signed and approved copies of theses and dissertations for May 2013 graduation
April 10	Wednesday	Graduate/CASU registration period for fall and summer 2013 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Last date for official withdrawal from a course or from the University
May 1	Wednesday	Last date for all students who plan to graduate in August 2013 to verify their diploma names online
May 7 to May 14	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 20	Monday	Commencement
May 24	Friday	Law School Commencement

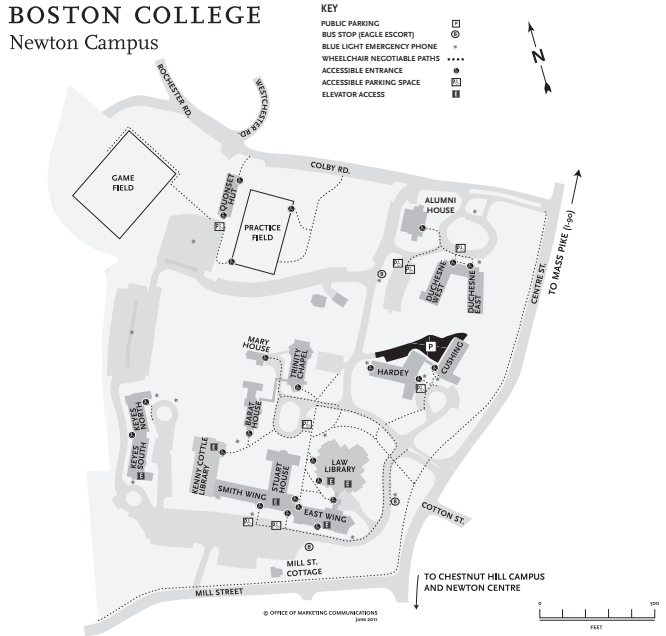
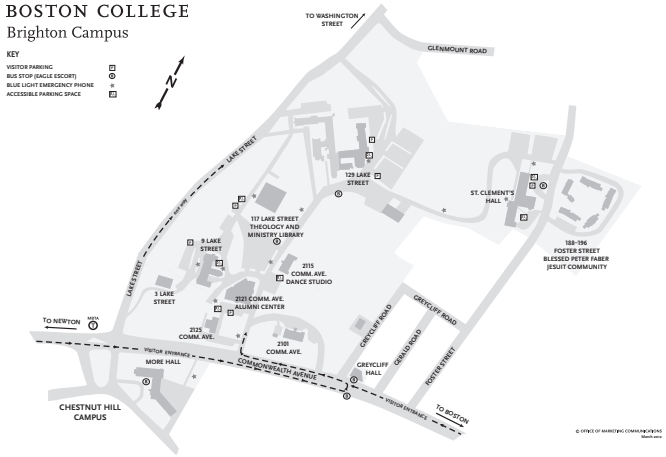
Academic Advising Center
Akua Sarr, Director ..... Bourneuf House, 84 College Road
Accounting
Billy Soo, Chairperson ..... Fulton 520
Admission
Undergraduate: John L. Mahoney, Jr., Director .... Devlin 208
Graduate School of Arts and Sciences ..... Gasson 108
Carroll School of Management,
Graduate Programs ..... Fulton 315
Connell School of Nursing,
Graduate Programs ..... Cushing 202
Graduate School of Social Work ..... McGuinn 221
Law School ..... Stuart M302
Lynch School of Education,
Graduate Programs ..... Campion 135
School of Theology and Ministry ..... 9 Lake Street
Woods College of Advancing Studies
—Undergraduate and Graduate ..... McGuinn 100
Advancing Studies
Rev. James P. Burns, Interim Dean ..... McGuinn 100
African and African Diaspora Studies
Cynthia Young, Director ..... Lyons 301
AHANA
Ines Maturana Sendoya, Director ..... 72 College Road
American Studies
Carlo Rotella ..... Carney 451
Arts and Sciences
David Quigley, Dean ..... Gasson 103
William Petri, Associate Dean—Seniors ..... Gasson 109
Michael Martin,
Acting Associate Dean—Juniors ..... Gasson 109
Clare Dunsford, Associate Dean—Sophomores ... Gasson 109
Akua Sarr, Associate Dean—Freshmen ..... Gasson 109
Candace Hetzner, Associate Dean
—Graduate Arts and Sciences ..... Gasson 108
Biology
Thomas Chiles, Chairperson ..... Higgins 355
Business Law
Christine O'Brien, Chairperson ..... Fulton 420
Campus Ministry
Fr. Tony Penna, Director ..... McElroy 233
Career Center
Theresa Harrigan, Director ..... Southwell Hall,
38 Commonwealth Avenue
Chemistry
Amir Hoveyda, Chairperson ..... Merkert 125
Classical Studies
Charles F. Ahern, Jr., Chairperson ..... Carney 123
Communication
Lisa M. Cuklanz, Chairperson ..... Maloney, Fifth Floor
Computer Science
Edward Sciore, Chairperson ..... Maloney 559
Connors Family Learning Center
Suzanne Barrett, Director ..... O'Neill 200
Counseling Services
Thomas P. McGuinness,
Associate Vice President ..... Gasson 001
Earth and Environmental Sciences
Gail Kineke, Chairperson ..... Devlin 322A
Economics
Donald Cox, Chairperson ..... Maloney 489
Education, Lynch School of
Maureen Kenny, Interim Dean ..... Campion 101
Audrey Friedman, Assistant Dean,
Undergraduate Students ..... Campion 118
Mary Ellen Fulton, Associate Dean for Finance,
Research, and Administration ..... Campion 101
Elizabeth Sparks, Associate Dean,
Graduate Admission and Financial Aid ..... Campion 135
Office of Undergraduate Student Services ..... Campion 104
Office of Graduate Student Services ..... Campion 135
ERME (Educational Research, Measurement, and Evaluation)
Larry Ludlow, Chairperson ..... Campion 336C
CDEP (Counseling, Developmental, & Educational Psychology)
Brinton Lykes, Chairperson ..... Campion 308
ELHE (Educational Leadership and Higher Education)
Ana Martinez-Aleman, Chairperson ..... Campion 222
TESECI (Teacher Education, Special Education, and Curriculum & Instruction)
Alec Peck, Chairperson ..... Campion 101
English
Suzanne Matson, Chairperson ..... Carney 450
Finance
Hassan Tehranian, Chairperson ..... Fulton 324C
Fine Arts
Jeffery W. Howe, Chairperson ..... Devlin 430
First Year Experience Programs
Rev. Joseph P. Marchese,
Director ..... Brock House, 78 College Road
German Studies
Michael Resler, Chairperson ..... Lyons 201
History
Robin Fleming, Chairperson ..... Maloney 445
Information Systems
Robert G. Fichman, Chairperson ..... Fulton 410A
International Programs
Richard Keeley, Interim Director ..... Hovey House 106,
258 Hammond Street
International Studies
Robert G. Murphy, Director ..... Gasson 109
Islamic Civilization and Societies
Kathleen Bailey, Associate Director ..... McGuinn 528
Law School
Vincent D. Rougeau, Dean ..... Stuart M307
Learning Resources for Student Athletes
Dard Miller, Director ..... Yawkey Athletic Center 409
Management, Carroll School of
Andrew Boynton, Dean ..... Fulton 510
Richard Keeley, Undergraduate Associate Dean .. Fulton 360A
Jeffrey Ringuest, Graduate Associate Dean ..... Fulton 320B
Management and Organization
Judith Gordon, Chairperson ..... Fulton 430

Marketing
Katherine Lemon, Chairperson ..... Fulton 444
Mathematics
Solomon Friedberg, Chairperson..... Carney 317
Music
Michael Noone, Chairperson ..... Lyons 416
Nursing, Connell School of
Susan Gennaro, Dean ..... Cushing 203
M. Katherine Hutchinson,
Associate Dean, Graduate Programs..... Cushing 202
Catherine Read,
Associate Dean, Undergraduate Programs..... Cushing 202
Operations Management
Samuel Graves, Chairperson..... Fulton 354
Philosophy
Arthur Madigan,
Chairperson ..... Maloney, Third Floor
Physics
Michael Naughton, Chairperson..... Higgins 335
Political Science
Susan Shell, Chairperson..... McGuinn 231
Psychology
Ellen Winner, Chairperson ..... McGuinn 343
Residential Life
George Arey, Director..... Maloney, Second Floor
Romance Languages and Literatures
Ourida Mostefai, Chairperson..... Lyons 302C
School of Theology and Ministry
Mark Massa, S.J., Dean..... 9 Lake Street
Jennifer Bader, Associate Dean,
Academic Affairs ..... 9 Lake Street
Slavic and Eastern Languages and Literatures
Michael J. Connolly, Chairperson..... Lyons 210
Social Work, Graduate School
Alberto Godenzi, Dean ..... McGuinn 132
Sociology Department
Sarah Babb, Chairperson..... McGuinn 426
Student Development
Paul Chebator, Dean..... Maloney 212
Student Programs
Jean Yoder,
Associate Dean/Director..... Maloney, Second Floor
Student Services
Louise Lonabocker, Executive Director..... Lyons 101
Summer Session
Rev. James P. Burns, Interim Dean..... McGuinn 100
Theatre
Scott Cummings, Chairperson..... Robsham Theater
Theology
Catherine Cornille,
Chairperson ..... Maloney, Third Floor
University Librarian
Thomas Wall ..... O'Neill Library 410
Volunteer and Service Learning Center
Daniel Ponsetto, Director .....McElroy Commons 114

BOSTON COLLEGE
Chestnut Hill Campus



BOSTON COLLEGE
Newton Campus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