

2018–2019



Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2018-2019

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

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

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

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts

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The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,358 full-time undergraduates and 4,638 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 3.5 million books, periodicals, and government documents, and more than 4 million microform units.

Ministry, which was established in 2008, after the reaffiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry. In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan to advance academic program development, faculty expansion and research, and endow undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university. To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that featured a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade. Also in 2016, Boston College was elevated to the Carnegie Classification of 'R1', a designation assigned to doctoral universities with the highest levels of research activity.

The 10-year Strategic Plan announced in September 2017—"Ever to Excel: Advancing Boston College's Mission"—lays out four strategic directions for BC in academics, student formation, research, and global outreach. Initiatives to support these directions include a new Institute for Integrated Science and Society, more endowed faculty positions, an emphasis on interdisciplinary study and collaboration, and upgraded facilities.

Announced on November 3, 2017, the Schiller Institute for Integrated Science and Society will create a multi-disciplinary, collaborative research process to address critical societal issues in the areas of energy, health, and the environment. It will be named in honor of BC Trustee Phil Schiller '82, the senior vice president of worldwide marketing at Apple and a member of its executive team, and his wife, Kim Gasset-Schiller, through a multi-year lead gift totaling \$25 million. The Schiller Institute will be the centerpiece of a new 157,000 square-foot science facility scheduled for construction beginning in the spring of 2019 at a cost of roughly \$160 million. The new building will represent the largest single investment in the sciences at Boston College.

Accreditation of the University

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

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

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning

and Assessment at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

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

The Campus

Located in 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 features undergraduate residence halls. The Middle Campus includes classrooms, laboratories, administrative offices, and student facilities. These include Stokes Hall, a 183,000 square-foot building strategically designed to foster interdisciplinary collaboration among BC's humanities departments and enhance student-faculty interaction, which opened in 2013. The Lower Campus features Robsham Theater Arts Center, Conte Forum, and student residences as well as dining, recreational, and parking facilities.

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

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

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accessible online via a central discovery system. Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan. The Libraries also provide more than 240 online research guides, including guides for specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, 24/7 chat, and online tutorials.

Digital Institutional Repository: The eScholarship@BC digital repository showcases and preserves Boston College's scholarly output and maximizes 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,

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and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

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

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

Boston Library Consortium: The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of Connecticut, University of New Hampshire, University of Rhode Island, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries. 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-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

Media Technology Services

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

A wide array of equipment and multimedia display devices are available, and MTS can provide training and support for faculty who teach in classrooms that are equipped with the latest in multimedia

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

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

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

Center for International Higher Education

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

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

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

Center for Optimized Student Support

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

Center for Retirement Research

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

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

Center for Student Formation

The Center for Student Formation provides opportunities for students to fully integrate their intellectual, social, and spiritual lives. Rooted in the Jesuit tradition the work of student formation includes offerings such as mentoring programs, retreats, leadership opportunities, and service experiences that encourage students to reflect on their lives and deepest desires. The Center incorporates faculty and staff from all areas of the university to engage students in creative programming and conversations about how they can be their most authentic selves. The office works collaboratively with faculty and various University departments to serve as a resource for new program design and implementation.

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

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

Center for Work and Family

The Boston College Center for Work and Family is the country’s leading university-based center focused on helping employers enhance the employee experience, increase employee productivity, and improve the quality of employee lives. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness.

a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit www.bc.edu/isprc.

Irish Institute

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

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

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

Jesuit Institute

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

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan’s published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS and PIRLS International Study Center

The TIMSS and PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive

Directors, provide the overall international direction of TIMSS (“Trends in International Mathematics and Science Study”) and PIRLS (“Progress in International Reading Literacy Study”). Over the past 24 years, the TIMSS and PIRLS International Study Center has attracted over \$125 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2019 is the seventh in the series of TIMSS assessments and with more than 70 countries participating will mark the transition of TIMSS from paper and pencil to a digital environment. Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2021 will provide 20 years of trends and will have more than 60 countries participating. Following on the 2016 success of the computer based ePIRLS assessment of students’ ability to read and comprehend online information, PIRLS 2021 will also transition from a paper and pencil to a digital environment.

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

Weston Observatory of the Department of Earth and Environmental Sciences

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston

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also offers programming to facilitate students' identity formation, build cultural competency and create community across areas of difference. Examples of services include: College Counseling, Mentoring, Academic and Leadership programs such as the Community Research Program and Campus of Difference; Multicultural Education such as Racial Identity Leadership Experience (RIDE) Dialogues on Race (DOR); as well as an awards component.

The Thea Bowman AHANA and Intercultural Center is located in suite 455 of Maloney Hall. For more information, call 617-552-3358 or visit www.bc.edu/BAIC.

Options Through Education Transition Summer Program (OTE)

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

Athletics Department

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

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

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

Career Center

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

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

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and frequent physician/nurse assessments. The staff also provides urgent outpatient nursing assessments when the Outpatient Unit is closed and can be reached at 617-552-3225.

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

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

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

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

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

The state of Massachusetts requires that all full-time, part-time Health Sciences, and part-time visa carrying students entering college must submit proof of the following:

- Tetanus, Diphtheria, Pertussis (Tdap) vaccine one time booster after 6/2005 required for all incoming students. If Booster date is greater or equal to 10 years, a Td vaccine date must also be included.
- 2 MMR (measles, mumps, rubella) vaccines (these doses must be given at least four weeks apart beginning at or after 12 months of age).
- Hepatitis B vaccine series (a total of 3 doses at varying intervals).
- Required for residential students: 1 dose of Meningococcal MCV4 vaccine (Menactra, Menveo) within the past 5 years or a completed waiver.
- A reliable history of varicella disease documented by a health care provider or 2 doses of Varicella vaccine.
- Completion of the Tuberculosis Screening/Testing Form and accompanying testing if needed.

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$80 will be charged to your student account.

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 and group counseling and psychotherapy, psychiatric services, web based resources, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

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

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

Student Rights Under FERPA

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

These rights are as follows:

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access. Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. Unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official shall provide access within 45 days after the University receives the request, and shall notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading, or in violation of his or her rights of privacy. Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why the record should be amended. If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers, or other outside parties to whom the University has outsourced institutional services

or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

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

trators. The program promotes the development of authentic friendships that are both intellectual and social. The common bond and social interaction increases academic attentiveness and connection with classmates.

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

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

Lower Campus

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

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

Modular Apartments: These 76 duplex townhouse apartments were completed in the spring of 1971 and house approximately 450 students. Each completely furnished air-conditioned apartment has three, double-occupancy bedrooms, two and one-half bathrooms, liv-

scription to the University Meal Plan is optional.

These coed apartment-style residence halls

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housing. The office maintains an online database of updated listings of apartments and rooms available for rent in areas surrounding the campus. These listings may be found within the Office of Residential Life website. Students may also visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. for assistance in-person.

TUITION AND FEE

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

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

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

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2018.
- Tuition first semester—\$27,300
- Second semester tuition and fees are due by December 10, 2018.
- Tuition second semester—\$27,300
- Tuition per course—\$1,976
- Auditor's fee** per course—\$988

Undergraduate General Fees*

Application Fee (not refundable):.....80

Acceptance Fee:.....500

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

Health Fee:520

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

Late Payment Fee:.....150

Degree and Enrollment Verification

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

Web: www.degreeverify.com

Phone: 703-742-4200

Fax: 703-742-4239

E-mail: degreeverify@studentclearinghouse.org

Mail: National Student Clearinghouse

13454 Sunrise Valley Drive, Suite 300

Herndon, VA 20171

INDEPENDENT DEGREE AND
ACADEMIC PROGRAMS

Morrissey College of Arts and Sciences

Art History: B.A.

Biochemistry: B.S.

Biology: B.A., B.S.

Chemistry: B.S.

Classics: B.A.

Communication: B.A.

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

Economics: B.A.

English: B.A.

Environmental Geosciences: B.S.

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

Film Studies: B.A.

French: B.A.

Geological Sciences: B.S.

German Studies: B.A.

Hispanic Studies: B.A.

History: B.A.

International Studies: B.A.

Islamic Civilization and Societies: B.A.

Italian: B.A.

Linguistics: B.A.

Mathematics: B.A., B.S.

Music: B.A.

Philosophy: B.A.

Physics: B.S.

Political Science: B.A.

Psychology: B.A., B.S.

Russian: B.A.

Slavic Studies: B.A.

Sociology: B.A.

Studio Art: B.A.

Theatre: B.A.

Theology: B.A.

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

Biology: B.S./M.S.

English: B.A./M.A.

History: B.A./M.A.

Linguistics: B.A./M.A.

Math: B.S./M.S.

Philosophy: B.A./M.A.

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

Russian: B.A./M.A.

Slavic Studies: B.A./M.A.

Sociology: B.A./M.A.

Theology: B.A./M.A.

Sixth-Year Program—Boston College Law School

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

Fifth Year Programs—School of Theology and Ministry

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

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

Lynch School of Education

Applied Psychology and Human Development: B.A.

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

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

Fifth Year Programs—Lynch School of Education,

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

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

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

Educational Research Methodology: B.A. or B.S./M.Ed.

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

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

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

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

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

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

Early Admit Programs—Lynch School of Education,

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

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

Carroll School of Management

Accounting: B.S.

Accounting and Information Systems: B.S.

Accounting for Finance and Consulting: B.S.

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

Computer Science: B.S.

Economics: B.S.

Entrepreneurship: B.S. (co-concentration only)

Finance: B.S.

General Management: B.S.

Information Systems: B.S.

Management and Leadership: B.S.

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

Marketing: B.S.

Operations Management: B.S.

Connell School of Nursing

Nursing: B.S.

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

Graduate Programs

Nursing: B.S./M.S.

Fifth Year Programs—Boston College School of Social

Work

Social Work/Applied Psychology and Human Development:

B.A./M.S.W.

Social Work/Psychology: B.A./M.S.W.

Social Work/Sociology: B.A./M.S.W.

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

At Boston College, transfer credit is established on a course-by-course basis. Transferable courses must have been completed at regionally accredited colleges or universities and must be similar in content, depth, and breadth to courses taught at Boston College. In addition, a minimum grade of C- must have been earned. BC students

Subject Test	SAT Score	AP Score
Modern Hebrew	650	4
Spanish	550	3

*Note: Beginning with the class of 2022, Carroll School will no longer have a language requirement.

Other Exams and Exam Score Minimums

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- Successful completion of one of Boston College's language tests (for languages other than French, Italian, and Spanish)
- Successful demonstration of native proficiency by documentj0s other than I

Successful completion of one of Boston College's language tests
Successful demonstration of native proficiency by documentj0s other than I

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

General Information

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

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

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

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

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

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

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

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

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

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

FIRST YEAR EXPERIENCE

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

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

During Orientation, students will meet with academic deans and advisors to both discuss their academic options and register for their fall semester classes. Additionally, faculty, administrators, and upperclass orientation leaders will engage first year students in discussions of the intellectual, social, and spiritual life that is unique to Boston College, the value of diversity, the opportunities to participate in service, the availability of learning resources, and the consideration of behavioral choices during the college years. The forums for discussion are designed to be interactive as to welcome the newest members of our community into the spirit Boston College.

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

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

48HOURS is a weekend experience open to all first year students who are interested in reflecting upon and enlivening the intellectual, social, and spiritual dimensions of their BC experience. Participants of this program hear senior student leaders speak personally and honestly about their own college transition process, focusing particularly on their first year ups and downs. The topics covered during the course of the weekend (competition and comparison, friends and relationships, handling conflict and challenges, etc.) are presented in a way that encourages students to consider how their expectations of college life might compare to their lived experience and what steps they can take to live a more productive, meaningful, and authentic life upon their return to campus.

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

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Capstone Seminar Program

The Capstone Seminar Program helps students to "cap off" their Boston College experience by a review of their education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester exclusively for seniors and second-semester juniors in all schools. The Capstone seminars explore the struggle to discern your own calling in life as you integrate the four crucial

areas of work, relationships, society, and spirituality. Capstone seminars are taught by two dozen faculty from 20 different departments and all four colleges—Morrissey College of Arts and Sciences, Carroll School of Management, Lynch School of Education, and Connell School of Nursing—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UNCP5500 and UNCP5599 in the *Boston College Catalog*. Many Capstone Seminars are also cross-listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. You may take only one Capstone course during your academic career. Capstones cannot be taken as Pass/Fail. For information, contact the Program Director, Fr. James Weiss via e-mail at james.weiss@bc.edu or see the University Courses section of this Catalog. You may also reference the Capstone Program website at www.bc.edu/capstone.

Faculty and Staff Children Exchange Program (FACHEX)

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

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

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

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

Gabelli Presidential Scholars Program

The Gabelli Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately 15 incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the

THE UNIVERSITY: POLICIES AND PROCEDURES

richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

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

During the spring semester freshman Presidential Scholars travel to a country in Europe, while the sophomore Scholars travel to a

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

Argentina

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

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

Australia

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

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

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

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

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

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

Group of Eight school located in Sydney. Semester or full-year program with a broad curriculum. The majority of students enroll in Arts and Social Sciences, Business, Science, Engineering and Information Technologies, and Health Sciences.

Austria

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

Brazil

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

Chile

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

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

China

Semester or full-year program with a wide range of curricula offered in English. CUHK offers classes in business administration, education, engineering, law, medicine, science, and social science.

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

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

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

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

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

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

Full-year program only. Students from all colleges can participate in university-wide lectures, events, and groups.

France

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

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

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

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

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

Germany

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

SeLondonear program at a s002de range of curricula

South Africa

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

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

South Korea

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

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

Spain

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

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

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

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

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

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

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

Turkey

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

United Arab Emirates

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

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

Asia

Climate Change and Sustainability: An Environmental Chemistry View (3 credits)

Europe

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

Intensive Intermediate French (6 credits)

Managerial Accounting (3 credits)

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

Introduction to Art and Ecology (3 credits)

Ireland, Northern Ireland and Scotland

The Politics of Self-Rule (3 credits)

Contemporary Theatre and Drama in London (3 credits)

London Through Literature (3 credits)

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

Food Writing in Paris (3 credits)

The Twentieth Century and the Tradition in Paris (3 credits)
(Applicants must be in the Honors Program)

International Law of Food (3 credits)

The Art of Physics (3 credits)

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

Contemporary Italian Culture through Film (3 credits)

Saints and Sinners (3 credits)

Globalization, Culture and Ethics (3 credits)

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

Zagreb, Croatia and Sarajevo, Bosnia and Herzegovina

Philosophy of Peace and Hospitality (3 credits)

Latin America

Global Health Perspectives (3 credits)

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

Oceania

From Maori to Middle Earth (3 credits)

Dublin, Hong Kong, Madrid, Paris, and Prague

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

Health professions graduate schools expect each applicant to be well grounded in the fundamental sciences and to be familiar, through

PULSE Program for Service Learning

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

Reserve Officers' Training Corps

Through various ROTC programs at Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for 2- and 3-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include all majors. All training, drills, and classes are held at the BU campus. Service obliga-

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

Undergraduate Faculty Research Fellows Program

Boston College established the Undergraduate Faculty Research Fellows Program (URF) for the purpose of enhancing the academic experience of undergraduates by cultivating their research skills and fostering mentor relationships between undergraduates and faculty. The program provides a grant to faculty to pay for a student's research assistance with a faculty member's research project. It is considered student employment and the student may work up to 20 hours a week during the academic semester, up to 40 hours a week during semester breaks or the summer, depending on faculty need, the funding available, and student availability. Students do not apply directly. The application for an Undergraduate Research Fellowship must come from the faculty member whose research project the student will assist. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. Students cannot receive academic credit for work done under an URF.

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;

Academic Record

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

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Degree with Honors

Academic honors printed in the Commencement program are based on averages at the end of the second semester senior year. The *summa cum laude* is awarded to the top 4.5 percent of the graduating class, *magna cum laude* to the next 9.5 percent, and *cum laude* to the next 15 percent. Academic honors are not calculated for graduate students.

Starting with the class of 2021, the cumulative average for degrees with honors will be as follows:

- *summa cum laude* (with the highest honors)—3.9–4.0
- *magna cum laude* (with high honors)—3.8–3.899
- *cum laude* (with honors)—3.667–3.799

Enrollment Status

To be considered full-time, students must be registered for courses totaling at least 12 credits per semester. At least 9 of the credits must be in courses of 3 credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

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

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

External Courses

After admission to Boston College, the only courses that a student may j/po be c63.899rcent. Academico 1 w -2 -1t ta.018 ly ercent, and

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

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

Language Proficiency Requirement

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

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

Subject Test	SAT Score	AP Score
Chinese	700	4
French	550	3
German	600	4
Italian	550	3
Japanese	700	4
Korean	700	4
Latin	600	4
Modern Hebrew	650	4
Spanish	550	3

*Note: Beginning with the class of 2022, Carroll School will no longer have a language requirement.

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish)
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments
Testing is not available for all languages.

Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

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

Students may not take foreign language courses on a pass/fail basis until they have completed the university’s language proficiency

specifically for Nursing students by contacting the Academic Dean, Undergraduate Nursing Program. Six courses (18 credits) are required to complete the minor. Full details are available on the CSON website.

Carroll School of Management

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

for readmission should be made at least four weeks before the start of the semester in which the student seeks to resume study. The appropriate Academic Dean will then make the decision about readmission, after careful consideration of the best interests of both the student and the University.

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

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

Satisfactory Academic Progress

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

Study Abroad—Office of International Programs (OIP)

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

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

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

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

Summer Courses

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

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

Summer courses taken at another university—local, national, international—or with an AD prefix in the Woods College of Advancing Studies, must be pre-approved from the Academic Dean using the Course Approval Form. Students will also need departmental approval if they want the summer course to fulfill a Core, language, major, or minor requirement. These summer courses may count for academic degree credit and grades will factor into the GPA if students have credit deficiencies. Students will receive enrichment credit if there is no prior credit deficiency. Enrichment credit means that the course

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

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

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

University Communication Policies and Student Responsibilities

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

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

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

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

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

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

University Degree Requirements

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

- Morrissey College of Arts and Sciences students must accumulate at least 120 credits with 96 of the required 120 credits in departments of the Morrissey College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools. Students in the Morrissey College of Arts and Sciences complete the Core curriculum, a major of at least 30 credits, and the language proficiency requirement.
- Carroll School of Management students complete 120 credits for graduation. All Lynch School of Education majors complete 120 credits.
- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

Withdrawal from a Course

Environmental Geoscience (MCAS)
Environmental Studies (MCAS)
Film Studies (MCAS)
French (MCAS)
General Science (LSOE)
Geological Sciences (MCAS)
German Studies (MCAS)
Hispanic Studies (MCAS)
History (MCAS)
Independent (MCAS)
Information Technology (WCAS)
International Studies (MCAS)
Islamic Civilization and Societies (MCAS)
Italian (MCAS)
Linguistics (MCAS)
Mathematics/Computer Science (LSOE)
Mathematics (MCAS)
Music (MCAS)
Nursing (CSON)
Perspectives on Spanish America (LSOE)
Philosophy (MCAS)
Physics (MCAS)
Political Science (MCAS)
Psychology (MCAS)
Russian (MCAS)
Secondary Education (LSOE)
Slavic Studies (MCAS)
Social Sciences (WCAS)
Sociology (MCAS)
Studio Art (MCAS)
Theatre (MCAS)
Theology (MCAS)

CSOM Concentrations

Accounting
Accounting and Information Systems
Accounting for Finance and Consulting
Business Analytics (co-concentration only)
Computer Science
Corporate Reporting and Analysis (ends with the class of 2021)
Economics
Entrepreneurship (co-concentration only)
Finance
General Management
Information Systems
Management and Leadership
Managing for Social Impact and the Public Good (co-concentration only)
Marketing
Operations Management

*Schools and Colleges

CSOM = Carroll School of Management

CSON = Connell School of Nursing

LSOE = Lynch School of Education

MCAS = Morrissey College of Arts and Sciences

WCAS = Woods College of Advancing Studies

Undergraduate Minors

- Accounting for CPAs
(in CSOM for CSON, MCAS, and LSOE)
- Accounting for Finance and Consulting
(in CSOM for CSON, MCAS, and LSOE)
- African and African Diaspora Studies (Interdisciplinary)
- American Studies (Interdisciplinary)
- Ancient Civilization (Interdisciplinary)
- Applied Psychology and Human Development
(in LSOE for CSOM, CSON, and MCAS)
- Arabic Studies (MCAS)
- Art History (MCAS)
- Asian Studies (Interdisciplinary)
- Bioinformatics (Concentration)
- Biology (MCAS)
- Biopsychology (Concentration)
- Catholic Studies (Interdisciplinary)
- Chemistry (MCAS)
- Chinese (MCAS)
- Communications (in MCAS for LSOE)
- Computer Science (MCAS)
- Creative Writing (Concentration)
- East European Studies (Interdisciplinary)
- Economics (MCAS)
- Environmental Studies (Interdisciplinary)
- Faith, Peace, and Justice (Interdisciplinary)
- Film Studies (MCAS)
- Finance (in CSOM for CSON, MCAS, and LSOE)
- French (MCAS)
- Foundation in Education
(in LSOE for CSOM, CSON, and MCAS)
- General Education (in LSOE for CSOM, CSON, and MCAS)
- Geological Sciences (MCAS)
- German (MCAS)
- German Studies (Interdisciplinary)
- Hispanic Studies (MCAS)
- History (MCAS)
- Humanities, Health, and Culture (CSON)
- Inclusive Education (in LSOE for CSOM, CSON, and MCAS)
- International Studies (Interdisciplinary)
- Irish Studies (Interdisciplinary)
- Islamic Civilization and Society (Interdisciplinary)
- Italian (MCAS)
- Jewish Studies (Interdisciplinary)
- Journalism (Interdisciplinary)
- Latin American Studies (Interdisciplinary)
- Leadership in Higher Education and Community Settings (in LSOE for CSOM, CSON, LSOE, and MCAS)
- Linguistics (MCAS)
- Marketing (in CSOM for CSON, MCAS, and LSOE)
- Management and Leadership
(in CSOM for CSON, MCAS, and LSOE)
- Managing for Social Impact and the Public Good
(in CSOM for CSOM, CSON, MCAS, and LSOE)
- Mathematics (MCAS)
- Medical Humanities, Health, and Culture (Interdisciplinary)
- Middle School Mathematics Teaching (LSOE)

- Music (MCAS)
- Philosophy (MCAS)
- Physics (MCAS)
- Psychoanalytic Studies (Interdisciplinary)
- Russian (MCAS)
- Secondary Education
(in LSOE for CSOM, CSON, and MCAS)
- Sociology (MCAS)
- Special Education (LSOE)
- Studio Art (MCAS)
- Theatre (MCAS)
- Theology (MCAS)
- Women's and Gender Studies (Interdisciplinary)

CSOM = Carroll School of Management
CSON = Connell School of Nursing
LSOE = Lynch School of Education
MCAS = Morrissey College of Arts and Sciences

**NI E I, (ENI) A A D AND H N
Morrissey College of Arts and Sciences**

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

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

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

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

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

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

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

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

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

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

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

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

College of Arts and Sciences, for those whose Scholar of the College projects are deemed most distinguished in the Humanities, the Social Sciences, the Natural Sciences, and in History.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lynch School of Education

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

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

Presented for excellence in an academic major.

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

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

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

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

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

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

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

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

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

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

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

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

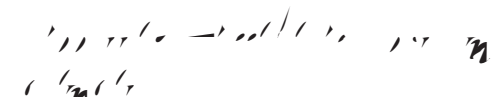
Presented in honor of Father Sullivan, first Associate Dean in the School of Education, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy; who demonstrates respect for individuals and is supportive of others; who shares with them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

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

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

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

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



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

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

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

Departmental Honors

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

DEPARTMENTAL MINOR

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

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

Minors are available in Arabic Studies, Art History, Biology, Chemistry, Chinese, Computer Science, Economics, English, Environmental Studies, Film Studies, French, Geological Sciences, German Studies, Hispanic Studies, History, Italian, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Sociology, Studio Art, Theatre, and Theology. Information regarding specific requirements is available in the departments.

INDEPENDENT MAJOR

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

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must

- Between **6 and 12 credits worth of electives from at least two different departments** to bring the number of credits counted toward the minor to 15 (in addition to the Introductory class and language courses). The following thematic clusters are meant as a guide.
 - Art and literature (Fine Arts, East Asian Literatures and Cultures, Music, English)
 - Contemporary Asia (History, Political Science, Sociology, Economics, International Studies, English)
 - History (History)

The Faith, Peace, and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the Faith, Peace, and Justice Program are to help undergraduate students to acquire skills in the social scientific analysis of issues for justice and peace, to gain a solid grasp of the ethical and justice principles that arise from these issues, to learn how to formulate public policy or to initiate social change that would help to solve these problems, and to implement creative methods for conflict resolution appropriate for their particular issues.

To achieve these goals, each student is required to take the introductory course for the minor, THEO2160/PHIL1160 The Challenge of Justice and, in their senior year, UNAS4942 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, taken from at least three different academic disciplines, that aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. These four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen credit hours are required for the minor.

For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, Stokes 453N or visit the program website at www.bc.edu/fpj.

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

The interdisciplinary minor in German Studies consists of six upper division courses—GERM 2242 Germany Divided and Reunited (3 credits), two additional courses from the Department of German Studies (6 credits), and three courses from other departments (9 credits). All students minoring in German Studies are strongly encouraged to spend one semester abroad.

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proficiency in a modern foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

Students minoring in International Studies are encouraged to study abroad and to pursue advanced proficiency in a foreign language. The minor provides a solid foundation for careers in government, business, non-profit organizations, international institutions, or journalism, and is excellent preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Erik Owens, erik.owens@bc.edu. Associate Director, Professor Hiroshi Nakazato, Carney Hall 247, hiroshi.nakazato@bc.edu, 617-552-4892 or the Assistant Director, Interdisciplinary Programs, Patricia McLaughlin, Gasson Hall 109, mclauggp@bc.edu, 617-552-3272.

***NB:** Students wishing to follow Ethics and International Social Justice track must choose electives according to the “Clusters” outlined on our course list.

****NB:** Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options: Global Culture and the Humanities option; Global Culture, History, and the Social Sciences options; and Area Studies option. Please note: In addition, there are “Suitable Clusters” within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

Founded in 1978, the Irish Studies Program provides an interdisciplinary approach to the study of Irish culture and society. Our faculty includes internationally recognized scholars whose influential publications and professional commitment distinguish them as leaders in the field of Irish Studies. Undergraduate and graduate courses alike address social and economic history, literature, art, film, music, and the Irish language. The Irish Studies program also offers extensive public programs including a comprehensive lecture, symposia, and renowned music series. Faculty routinely collaborate with the McMullen Museum to present groundbreaking exhibits and have developed public programming, as well as undergraduate and graduate seminars, to complement exhibits.

Students must successfully complete 18 credits in approved Irish Studies courses, which must be drawn from more than one discipline and designated as appropriate by the Irish Studies program advisor. Courses may not be “double counted” toward both a major and minor.

Please contact Irish Studies at 617-552-6396 to arrange curriculum planning assistance. A listing of Irish Studies-approved courses is posted on our website at <https://www.bc.edu/bc-web/schools/mcas/sites/irish.html>.

Students pursuing the minor are encouraged to take advantage of partnerships that the Irish Studies program and the Center for International Programs have forged with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen’s University Belfast. It is important to note that only two courses taken abroad in any given semester may be applied to the Irish Studies minor.

Contact: Joan Reilly, Assistant to the Center’s Executive Director, Ext. 2-6396.

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

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170 or kathleen.bailey@bc.edu, or Professor Ali Banuazizi, Political Science Department, McGuinn 513, 617-552-4124, or visit www.bc.edu/ics.

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College’s efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the humanities and social sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the Morrissey College of Arts and Sciences, and a concluding seminar/Capstone course.

Although the minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of 6 credits in Hebrew language may be applied to the minor. Students may participate in Boston College’s study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the minor in Jewish Studies, contact the program co-director, Professor John Michalczyk, Devlin Hall 420, 617-552-3895 or john.michalczyk@bc.edu, or contact the other program co-director, Professor Donald Fishman, Department of Communications, St. Mary’s Hall 454. Professor Fishman’s e-mail is fishmand@bc.edu. The Jewish Studies Program Office is located in St. Mary’s Hall 454.

The Journalism minor at Boston College is an interdisciplinary program that brings the liberal arts into direct, ongoing conversation with the wider contemporary world. Open to undergraduates from all across the university, the program is designed expressly as a minor in a liberal-arts setting, providing craft skills and a critical understanding of the history and traditions of journalism to students in all majors and schools.

The six-course minor includes a required Introduction to Journalism course, four electives, and a concluding capstone seminar. Course offerings reflect our shifting technological and media climate while continuing to develop bedrock reportorial and writing skills: identifying and acquiring reliable information; making analytical, ethical, and technical choices about how best to turn that information into news; presenting the news in useful, compelling ways. As the program continues to develop the possibilities of its Boston location, forging fresh links between the Boston

challenges. Expectations about long-term employment, economic security, and personal privacy are shifting with the rise of billion-dollar global firms based on freelance jobs, global social networks, digital media, and data mining. The rights and responsibilities of citizenship, both personal and corporate, are open to debate and radical revision, as are the form of the corporation and the appropriate roles of the public and private sectors in addressing urgent social issues. This focus area prompts students to consider the social impacts of the digital economy on citizenship, equality, personal values, work, privacy, and public policy.

Economic Development, Equality and Enterprise

Citizens of wealthier nations and communities, as well as managers of multinational corporations and local enterprise, need to examine the degree to which their well-being and profitability may rely on the exploitation of natural resources and fellow human beings. Such judgments are difficult without the skills of ethical reflection, social/political/historical/economic analysis combined with research, discussion, and evaluation. This focus area challenges students to move beyond their taken-for-granted assumptions common to life in an economically developed society and to consider models of economic development and enterprise management that provide not only greater material well-being, but also more equity and empowerment for individuals and groups in domestic and international settings who are disadvantaged at present.

Environmental and Economic Sustainability

With more than 13,000 signatories committed to the principles of a sustainable and inclusive global economy, the UN Global Compact is the world's largest corporate sustainability initiative. Its mission recognizes the significant challenges facing nations, corporations, and communities in the twenty-first century. It is vital that culturally and economically diverse populations come to terms with the pressing need to organize environmentally sustainable economies at the local community level as well as for the benefit of the entire planet. Sustainable enterprise and economic development requires managers in the private and public sector to balance the needs of their diverse stakeholders in an ethically informed manner. This focus area will enable students to analyze the difficult questions of social, ethical, and environmental sustainability and development from multiple disciplines in the sciences, humanities, social sciences, and management.

In the Medical Humanities, Health, and Culture minor, students explore health and health care practices through multiple disciplines, including literature, theology, history, and philosophy, as well as natural and social sciences. From each vantage, humanistic and cultural approaches to health and the body are emphasized. The minor, interdisciplinary in its approach, draws on Boston College's commitment to social justice, ethics, and care for the whole person. This is a useful program for students interested in careers in medicine, health care policy or law, psychology, public or global health, social work, patient advocacy, or health journalism. It is also helpful for students interested in exploring historical, narrative and cultural contexts for current (and at times competing) ideas about illness, the body, and representation.

The minor is comprised of 18 credits. Courses (not necessarily in sequence) include a **required Introductory course** (ENGL2212), **four electives** from a designated list of approved courses.

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3+3 BACHELOR AND LAW DEGREE PROGRAM

In order to respond to changing student needs, the Boston College Law School has instituted an accelerated admissions program (3+3 Program). The 3+3 Program allows students to earn an undergraduate degree and a law degree in six years instead of seven.

Under this program, exceptionally well-qualified students from the Morrissey College of Arts and Sciences will be allowed to enter the Boston College Law School after completing their junior year of undergraduate study. During their junior year, students seeking to participate in the 3+3 Program apply to Boston College Law School. If accepted for admission, they begin law school immediately following completion of their junior year. Upon successful completion of the first year of law school with grades of “C” or better, students earn a bachelor’s degree from the Morrissey College of Arts and Sciences. Upon successful completion of the remaining two years of law school, students earn a J.D. from Boston College Law School.

The 3+3 Program is limited to undergraduates in the Morrissey College who have completed at least four full-time semesters in residence in the College. Interested students should contact the pre-Law advisor early in their program of study for more information and advisement.

FIVE-YEAR B.A./M.A.

The Morrissey College of Arts and Sciences—Graduate School offers a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master’s degree program in the Graduate School of the Morrissey College of Arts and Sciences, Gasson 108. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of credits that can be applied towards the Master’s degree to 6 credits that may also be applied to the 120 credits required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master’s degree will be conferred upon completion of degree requirements specified by the department.

ACCELERATED BACHELOR AND MASTER OF SOCIAL WORK PROGRAM

The Morrissey College of Arts and Sciences and the Boston College School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years. See Schedule 5.

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than 7 credits behind the total number of credits a student of their status is expected to have completed (an average of 15 credits each semester). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program, with the exception of students on probation, is considered to be in good standing.

Failure to maintain good standing either through a low cumulative average, or by incurring deficiencies including failures, withdrawals, incompletes or unapproved underloads, will result in the student being placed on probation, or being required to withdraw, as the Dean shall determine.

During a probationary semester a student must successfully complete at least 12 credits in graded Morrissey College of Arts and Sciences courses and achieve a GPA of 2.0 for those 12 credits. A probationary semester is not considered a full-time semester with respect to the minimum number of regular full-time semesters required for graduation. Consequently, the student's graduation date will be delayed by at least one semester. Students who make up credits by preapproved summer study and satisfy all other requirements may be able to regain their original graduation date. (International students

appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and Chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

African and African Diaspora Studies

M. Shawn Copeland, *Professor, Theology and African and African Diaspora Studies*; B.A., Madonna College; Ph.D., Boston College
Rhonda Frederick, *Associate Professor, English and African and African Diaspora Studies*; B.A., M.A., Ph.D., University of Pennsylvania

Régine Michelle Jean-Charles, *Associate Professor, Romance Languages and Literatures and African and African Diaspora Studies*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

C. Shawn McGuffey, *Associate Professor, Sociology and African and African Diaspora Studies*; B.A., Transylvania University; Ph.D., University of Massachusetts at Amherst

Martin Summers, *Associate Professor, History and African and African Diaspora Studies; Director*; B.A., Hampton University; Ph.D., Rutgers University

Amey Victoria Adkins, *Assistant Professor, Theology and African and African Diaspora Studies*; B.A., University of Virginia; M.Div., Ph.D., Duke University

Allison Curseen, *Assistant Professor, English and African and African Diaspora Studies*; B.A., Oberlin College; M.F.A., American University; Ph.D., Duke University

Kyrah Malika Daniels, *Assistant Professor, Art History and African and African Diaspora Studies*; B.A. Stanford University; M.A., Ph.D., Harvard University

Jonathan Howard, *Assistant Professor, English and African and African Diaspora Studies*; B.A., University of Pennsylvania; M.A., Ph.D., Duke University

Anjali Vats, *Assistant Professor, Communication and African and African Diaspora Studies*; B.A., B.S., Michigan State University; J.D., Emory University Law School; LL.M., University of Washington School of Law; Ph.D., University of Washington

Contacts

- Director: Martin Summers, 617-552-3814
- Assistant Director: Richard Paul, 617-552-4938
- www.bc.edu/aads

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

Central Themes

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

Globalization is as old as the trade in African slaves. Patterns of resource extraction, labor, trade, commerce, and travel have shaped the experiences of African-descended peoples and the peoples they have encountered. Selected courses explore the connections between various geographic regions, cultural traditions, and historical developments that have defined globalization.

Race is defined by various identity categories and social locations such as gender, class, color, ethnicity, region, nation, age, sexuality, political ideals, and spiritual beliefs. Intersectionality reminds us that race is not a monolithic or homogenous category of human experience.

The history of African and African-descended peoples has been defined by the struggle for social justice: the fight for human equality, the fight against racism, sexism, homophobia, and class exploitation. In resisting enslavement, segregation, patriarchy, imperialism, and colonialism, and by striving to overturn discrimination in education, housing, healthcare, employment, and religious institutions, African and African Diasporic peoples have undertaken drives for social emancipation that have expanded the meaning of democratic ideals.

Minor Requirements—18 Credits (or More)

Required Courses:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 Senior Seminar—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take at least two courses of 3 or 4 credits before taking AADS6600 Senior Seminar

AADS1110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience. Minors must pass **AADS1100** prior to enrolling in **AADS6600**.

To affirm and specify our minors' selected Central Theme, we suggest that their four additional courses reflect a particular thematic focus. Some possible themes are:

- Cities and Urban Life
- Economics of Inequality
- Gender and Sexuality
- Globalization and Development
- Intellectual and Philosophical Traditions
- Migration and Immigration
- Music and the Performing Arts
- Political Systems and Grassroots Protest
- Popular Culture and New Media
- Spirituality and Social Protest

Though suggested, these themes are not required; additionally, students may devise their own thematic focus, in consultation with the AADS Director or their AADS Advisor.

Contact us at 617-552-3238 or visit our website at www.bc.edu/aads.

Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

AADS2300 The Walking Dead (Fall: 3)

Cross listed with THEO2300

Offered Periodically

What happens when we die? Historically, the conditions of death in America have never been equal or just for all, but do visions of an after-life resolve the inequities of lived experience? With Orlando Patterson's pronouncement of the black slave and social death in mind, this course examines the way a theological vision of "the damned" informs everything from racialized injustice and incarceration, to sovereignty and Zombie anxiety in the American conscience. Bringing together philosophy, theology, and critical race theory, we will consider how constructions of death, memory, eternity, and the Other speak to the ethics of a life "well-lived."

Amev Adkins

AADS2306 Musics of Africa (Spring: 3)

Cross listed with MUSA2306

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Cross-cultural course within the major/minor. The ability to read Western European music notation is not required.

This course is a survey of the musical diversity and cosmopolitanism of one of the world's most populous continents. Drawing from ethnographic studies of African musics, we will explore some of the political, economic, and historical circumstances out of which certain genres and styles of music emerge and at the ways in which these genres and styles circulate in global music and performance markets.

Sharon Kivenko

AADS2330 History of Jazz (Fall: 3)

Cross listed with MUSA2330

Offered Biennially

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots; its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age; its transformation into bebop, cool, third stream, funk, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

The Department

AADS2334 Hip Hop in American Culture (Spring: 3)

Cross listed with MUSA2334

Offered Periodically

This course is an historical and ethnomusicological review of hip hop. We will examine the roots of hip hop in African expressive culture, the emergence of the hip hop genre in the United States, and hip hop's impact in other places around the globe. The course requires active listening, readings, and use of multimedia.

Timothy Mangin

AADS2350 Blackness and the Problem (Fall/Spring: 3)

Cross listed with ENGL2350

Offered Periodically

In *The Souls of Black Folk*, W.E.B. Du Bois famously observes that to be black is to serially confront a question: "How does it feel to be a problem?" This course undertakes a survey of African American

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the “problem” of being black not merely as an unwelcome condition to be overcome, but an ethical orientation to be embraced in refusal of an anti-black world that is itself a problem.

Jonathan Howard

AADS2442 African Politics (Spring: 3)

Cross listed with POLI2442

Offered Periodically

This course provides an introduction to contemporary African politics. The course engages important debates related to the state, economic development, democracy, natural resources, political institutions, identity politics, and conflict. We will examine this dynamic and diverse region from a comparative perspective, focusing on both comparison of states within Africa and between Africa and the rest of the world.

Lauren Honig

AADS2482 Introduction to African American Literature

(Fall/Spring: 3)

Cross listed with ENGL2482

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course surveys African American literature from its early-American beginnings to its present. While different semesters may organize around different motifs, the course endeavors to introduce students to major periods (e.g., The Harlem Renaissance); key players (e.g., W.E.B. Du Bois); and recurring tropes (e.g., the trickster), conventions (e.g., call-and-response), and themes (e.g., movement-and-constraint) in Black literature. Examining both a range of literary genres and a range of artistic, political, and popular texts, the course emphasizes African American literature as interdisciplinary and inseparable from the history and culture of both a dynamic black diaspora and a diverse and complicated America.

Allison Curseen

Jonathan Howard

AADS3002 Black Nature: Race and Ecology (Fall: 3)

Cross listed with ENGL4017

Offered Periodically

With a history that includes being drowned in the ocean during the trans-Atlantic slave trade or strung from trees in the American South, African Americans are entangled in nature in incredibly complex and precarious ways. This course is an opportunity to explore African American literary engagements with the natural world, through our readings of slave narratives, fiction, and poetry. Together we will ask: What stories do we tell about nature? How are the stories we are able to tell about nature informed by race? And how do these stories shape our understanding of what it means to be human?

Jonathan Howard

AADS3015 Just Playin': Artifice and Performance in Black America (Spring: 3)

Cross listed with ENGL3015

Offered Periodically

From Henry Brown's cargo-box dramatics to Ellen Craft's incredible performance as a feeble white man to Brer Rabbit's feigned fear of the briar patch, artifice and performance emerge in the literature, art, and everyday life of black people not just as useless pleasure but as necessary means for fugitive flight. This course traces a diversity of black acts across literary, visual, and performative texts. In addition to considering their

political contexts and stakes, we will examine what these black plays reveal about the peculiarly American relationships between performance and life; escapism and escape; fancy and flight; and fugitivity and freedom.

Allison Curseen

AADS3310 Studies of Race, Law, and Resistance (Fall/Spring: 3)

Offered Periodically

This course will examine and analyze protest movements for racial and economic justice from 1896 to 1968 and how these struggles contributed to sweeping reforms in U.S. law and public policy during and beyond this period. This course will examine violence and other resistance, focusing on the legal and extra-legal strategies by disadvantaged ethnic minorities challenging de jure and de facto discrimination based on race, color, national origin, and/or ancestry. This course will be of special interest to students interested in social justice and those considering post-graduate legal studies.

Juan Concepcion

AADS4190 Decolonization and the Cold War in Africa (Spring: 3)

Prerequisites: History Core, Parts I and II

Cross listed with HIST4190

Offered Periodically

Fulfills Non-Western Requirement for History majors

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

Priya Lal

AADS4472 Race, Law, and Media (Fall/Spring: 3)

Cross listed with COMM4472

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.

This writing intensive course focuses on the relationship between race, law, and media. We will read seminal texts in critical race theory and cultural studies in order to theorize how concepts such as race, criminality, deviance, property, and originality are articulated in legal contexts, often in ways which make whiteness appear to be natural and right. Then, by way of case studies such as the Scottsboro Boys, the Central Park Five, Korematsu versus United States, Prosecutor versus Charles Taylor, and State versus Zimmerman, we will explore how the media represents race and law.

Anjali Vats

AADS4483 African American Life Stories (Fall: 3)

Prerequisites: History Core, Parts I and II

Cross listed with HIST4483

Satisfies Cultural Diversity Core Requirement

Offered Periodically

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments

Richard Blake, S.J., *Professor Emeritus*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

Jonathan Bloom, *Norma Jean Calderwood Professor Emeritus of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

Jeffery W. Howe, *Professor Emeritus*; A.B., Carleton College; Ph.D., Northwestern University

Josephine von Henneberg, *Professor Emerita*; Doctor in Letters, University of Rome

Jeffery W. Howe, *Professor Emeritus*; A.B., Carleton College; Ph.D., Northwestern University

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., Institute of Fine Arts, New York University

Claude R. Cernuschi, *Professor; Chairperson of the Department*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy D. Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Kenneth M. Craig, *Artist; Ph.D., Institute of Fine Arts*

ARTH2222 Imagination and Imagery: Later Medieval Art

(Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.

Pamela Berger

ARTH2224 Art and Patronage in Renaissance and Baroque Rome

(Fall: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

The Department

ARTH2232 Northern Renaissance Art (Spring: 3)

Offered Annually

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

Kenneth Craig

ARTH2245 Japanese Visual Culture (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Annually

This course surveys the visual and material cultures of Japan from Neolithic to present times. Our subject matters include ancient pottery, Buddhist temples, tea culture, Edo woodblock prints, and contemporary art. Particular attention will be paid to understanding objects within their original social and cultural contexts. Students will be trained in various art historical methodologies and will deepen their knowledge about one aspect of Japanese art history through an in-depth research project.

Aurelia Campbell

ARTH2251 Modern Architecture (Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L.

Offered Annually

This course charts the develop5pme4t ofAf0.07ernWhy JA inGarod

family, gender, love, death, cultural consumption, artistic practice, and aesthetic theory. Throughout the semester we will take trips to local museums, including to Yin Yu Tang, a two-hundred-year-old Chinese house at the Peabody Essex Museum and an exhibition on Chinese furniture and domestic space at the Boston Museum of Fine Arts.

Auriela Campbell

ARTH4401 Seminar in Art Historical Research (Fall: 3)

Offered Annually

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Claude Cernuschi

ARTH4402 Art and Architecture of the Forbidden City (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Annually

The Forbidden City palace in Beijing constituted the center of Chinese imperial power from the year 1420, when it was constructed, until the early twentieth century. Now home to the Palace Museum, the Forbidden City attracts millions of tourists annually. In addition to examining the Forbidden City's magnificent halls, temples, gardens, and art objects, produced exclusively for the members of the Ming and Qing imperial courts, students in this course will discuss the shifting roles of the Forbidden City—as a monument, a symbolic form, a social space, a political entity, and a center of cultural production—over a period

FILM2230 Introduction to Video Art (Spring: 3)

Prerequisite: Students should have taken at least one studio or film class.

Cross listed with ARTS2230

Offered Annually

Lab fee required.

Introduction to Video Art is an art course examining video as a medium for artistic expression and conceptual inquiry. How can we use video to ask questions about ourselves, our viewers, or our world? Responding to instruction about video, sound, and editing techniques, students produce multiple assignment based video art pieces and a self-designed final project. Class sessions are comprised of screenings, discussions, technical demonstrations, and group critiques of students' projects. Screenings and readings cover a variety of topics, including: past and present video art, experimental/expanded cinema, performance art, art in the age of digital culture, and philosophical and sociological topics. Readings, screenings, and discussions are designed to provide a conceptual basis for students' video art projects, while critiques and writing assignments provide a forum for dialogue.

Jennifer Friedman

FILM2273 Filmmaking II (Fall/Spring: 3)

Prerequisites: With permission of the Instructor. Filmmaking I.

Offered Annually

Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

Gautam Chopra

FILM2274 Digital Non-Linear Editing (Fall/Spring: 3)

Prerequisite: With permission of the Department.

Offered Annually

Limited to 10 students, lab fee required.

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity, and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

Adam Bush

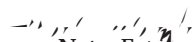
FILM2279 Social Issues in Literature and Film (Summer: 3)

Offered Periodically

This course will examine the effective use of the visual image to portray social issues of the twentieth and twenty-first centuries. Topics such as the inequalities of race, gender, and religion will be the focus. Written accounts (short stories and newspaper articles) will offer further interpretations of these subjects.

Susan Michalczyk (social)Oprithelkical and

and exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography.

Studio Art

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

ARTS1101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

Andrew Tavarelli

ARTS1102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in the studio during class and to complete outside assignments. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

Mary Sherman

ARTS1103 Issues and Approaches to Studio Art (Fall: 3)

Offered Annually

Lab fee required.

Course is intended for Studio majors, minors, and serious students with previous studio experience. This is not a Core course. Freshmen are not advised to take the course.

This course is intended for Studio majors and minors and serious students with previous studio experience. This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, and imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

Sheila Gallagher

ARTS1104 Design: Seeing Is Believing (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks "good" without applying meaningful criteria? Using a variety of approaches and materials including photography, charcoal, and collage, assignments, exercises, and field trips are designed to strengthen visual acuity and the ability to communicate dynamically

Offered Annually

ARTS2230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.

Cross listed with FILM2230
 This course is a continuation of the introductory course in video art. It focuses on the technical aspects of video production, including camera operation, lighting, and editing. Students are expected to complete a final project.

ARTS215d and ARTS2230 (Spring: 3)
With open studios in the Department of Art
Offered Annually
 This course examines video as a medium for artistic expression and conceptual inquiry. How can video be used to ask questions about ourselves, our viewers, or our world? Through instruction about video, sound, and editing techniques, students produce multiple assignment based video art projects and a self-designed final project. Class sessions are comprised of screenings, discussions, technical demonstrations, and group critiques of students' projects. Screenings and readings cover a variety of topics, including: past and present video art, experimental/expanded cinema, performance art, art in the age of digital culture, and philosophical and sociological topics. Readings, screenings, and discussions are designed to provide a conceptual basis for students' video art projects, while critiques and writing assignments provide a forum for dialogue.

ARTS223g (Spring: 3)
With open studios in the Department of Art
Offered Annually
Lab Fee required
 Drawing II is a continuation of Drawing I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience or the equivalent to take this course.

ARTS2237 Drawing II (Fall: 3)
Offered Annually
 The Department

ARTS2242 Ceramics II (Fall/Spring: 3)
Offered Annually
Lab Fee required
 Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience or the equivalent to take this course.

ARTS2245 Design Theory, Methodology, and Problem Solving (Spring: 3)
Offered Annually
 An intermediate course that describes the development of design theory and methodology. The course includes a combination of lecture, discussion, and hands-on projects. Students are expected to write a paper that describes their design process.

ARTS2237 Projectg: and (Fall: 3)
Offered Annually
 An independent study course. Students work with a faculty member on a project of their own design. The course is designed for students who have completed the introductory course in video art and are interested in exploring video art in greater depth. The course includes instruction about video, sound, and editing techniques, and students produce multiple assignment based video art projects and a self-designed final project. Class sessions are comprised of screenings, discussions, technical demonstrations, and group critiques of students' projects. Screenings and readings cover a variety of topics, including: past and present video art, experimental/expanded cinema, performance art, art in the age of digital culture, and philosophical and sociological topics. Readings, screenings, and discussions are designed to provide a conceptual basis for students' video art projects, while critiques and writing assignments provide a forum for dialogue.

from within the class. The collaborative teams can include a range of interests, from Fine Arts to mathematics, business, nursing, psychology, and the range of areas of study offered at Boston College.

Mark Cooper

**ARTS2250 Introduction to Digital Design (Fall/Spring: 3)
Offered Annually**

This course is an immersive project-based introductory overview of concepts, contexts, tools, and techniques useful in solving a wide range of contemporary design problems, including logos, business cards, propaganda posters, multi-page documents, data visualizations, web page designs, app wireframes, and proposals for site-specific graphics. Beyond the necessary focus on software, including Adobe InDesign, Illustrator, and Photoshop, the course will incorporate discussion and application of typography, color theory, and other 2-D design concepts affecting how subject matter is perceived. Students will solve problems on behalf of themselves and choose one or more other clients whom they'll strive to serve.

Brian Reeves

**ARTS2252 Architecture Design 1 (Fall: 3)
Offered Periodically**

An introductory studio course in the theory, methodology, methods and techniques related to architecture design. Through a series of lectures, discussion in-class exercises and take-home assignments, including drawing, CAD, and model-making, students will develop the basic competency to solve a pre-determined architecture design problem. By the end of the course students will have produced a graphic, 3-D, and written representation of their design solution and made a public presentation.

Terrence Curry, S.J.

ARTS2258 Stage Design I (Spring: 3)

Cross listed with THTR3344

Offered Annually

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments, and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

Crystal Tiala

ARTS2261 Photography II (Fall: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

Lab fee required.

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy. Students are expected to produce work in series and to present a final portfolio. This course requires additional work outside of class time.

Charles Meyer

ARTS2276 Art and Digital Technology (Fall/Spring: 3)

Offered Annually

Lab fee required.

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use

of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

Karl Baden

ARTS2280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)

Offered Annually

Permission of Instructor required. Students must have their own camera (film or digital) and basic familiarity with Photoshop (Art and Digital Technology or its equivalent).

Students learn and use advanced techniques in Adobe Photoshop, Illustrator, and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. Technical demonstrations, critiques, and discussions of established photographers is part of each class. The goal is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc.). Digital Diaries is an intermediate/advanced level course.

Karl Baden

ARTS2287 Creative Webdesign (Spring: 3)

Prerequisite: Must successfully complete one of the following:

ARTS2230, ARTS3313, FILM3313, ARTS2276, ARTS2250 or FILM1171.

Cross listed with FILM2287

Offered Periodically

This introductory course will provide art students the basic skills to extend their art to the internet allowing them to create an online portfolio and artistic presence, learn how to promote and market their art, and more. Digital design, how to take physical art and make it digital, an introduction to open source (community based and free) Content Management Systems (CMS) such as Drupal, along with design coding skills (Cascading Style Sheets—CSS), and more will be taught. No prior experience required.

Kris Brewer

ARTS3306 Alternative Approaches in Drawing (Spring: 3)

Prerequisites: With permission of the Instructor. Two previous studio classes (one in drawing) or permission of instructor.

Offered Periodically

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries. Utilizing and deepening our understanding of “mark-making” we will further explore drawing’s breath and expanse across disciplines as well as its potential to expand on the what it means to “draw from observation.”

The Department

ARTS3335 Advanced Digital Design: Designing Spaces (Spring: 3)
Prerequisites: One of the following prerequisites required: Introduction to Digital Design (ARTS2250), or Art and Digital Technology (ARTS2276), or permission of the Instructor. Adobe Creative Suite knowledge.

Offered Periodically

Preference will be given to majors and minors in Studio Art.

This course explores the possibilities of using 3-D modeling software to design and describe 3-D spaces and objects. Beginning with a solid foundation in the principles of architectural drawing and 3-D modeling, students will develop their spatial design skills and build software proficiency in parallel through creative projects, readings, and short essays. Students will draw on their personal experiences of the built environment to create new 3-D works. Key course concepts will be drawn primarily from the fields of architecture and sculpture, with additional materials from the fields of art and architectural history, photography, industrial design, and graphic design. This course provides an opportunity for upper-level art students interested in design to create a large amount of portfolio-quality work, and final projects are student-driven. Students should have a working knowledge of the Adobe Creative Suite before taking this course.

Michael Smith

ARTS3340 Design for Social Innovation 1 (Fall: 3)

Offered Periodically

An advanced design studio/lab course where students work in interdisciplinary groups to identify, research, explore, and produce a design solution for a social problem. Students are expected to design, test and fabricate their design solution, as well as produce a report that documents the process, includes scale drawings, describes the problem and explains the solution, and reflects on the experience. Final project will be exhibited at the end of the course. This course is proposed as a capstone course.

Terrence Curry, S.J.

ARTS3361 Intermediate Photography: Conceptual and Studio (Spring: 3)

Prerequisites: Permission of instructor; two of the following courses are required: ARTS1161, ARTS2261, or ARTS2276.

Offered Annually

Lab fee required

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output as well as analog printing. Lectures and assignments will concentrate on both traditional photographic-based picture making and digital technologies. Students will be expected to develop their own project ideas and to work in series. This course requires additional work outside of class time.

Charles A. Meyer

ARTS3385 Independent Work I (Fall/Spring: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

Offered Annually

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are

normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts.

The Department

ARTS3386 Independent Work II (Spring: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

Offered Annually

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate

implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

The Department

Biochemistry

Contacts

- Prof. Eranthie Weerapana (214A Merkert)
- Prof. Jianmin Gao (203 Merkert)
- Prof. Anthony Annunziato (401A Higgins)
- Prof. Kathy Dunn (412 Higgins)

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. More information about the Biochemistry major can be found at www.bc.edu/schools/cas/biochemistry.html.

Degree Requirements for B.S. in Biochemistry

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution OR BIOL3030 Introduction to Physiology (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):
 - BIOL3040 Cell Biology
 - BIOL3210 Plant Biology
 - BIOL4140 Microbiology
- One course in genetics or genomics from the following list (3 or 4 credits):
 - BIOL3150 Introduction to Genomics
 - BIOL3190 Genetics and Genomics
- CHEM1109 General Chemistry I and CHEM1111 Laboratory (or CHEM1117 and CHEM1119) (4 credits)
- CHEM1110 General Chemistry II and CHEM1112 Laboratory (or CHEM1118 and CHEM1120) (4 credits)
- CHEM2231 Organic Chemistry I and CHEM2233 Laboratory (or CHEM2241 and CHEM2243) (4 credits)
- CHEM2232 Organic Chemistry II and CHEM2234 Laboratory (or CHEM2242 and CHEM2234) (4 credits)
- CHEM3351 Analytical Chemistry and CHEM3353 Laboratory (4 credits)
- CHEM4473 Physical Chemistry for Biochemistry majors (3 credits)
- CHEM4461–4462 Biochemistry I and II; OR BIOL4350 Biological Chemistry and BIOL4400 Molecular Biology (6 credits)
- PHYS2100 Physics I (calculus) and PHYS2050 Laboratory (5 credits)
- PHYS2101 Physics II (calculus) and PHYS2051 Laboratory (5 credits)
- MATH1101 (or MATH1103, or MATH1105) Calculus II (3–4 credits); or MT2202 Multivariable Calculus (4 credits)*
- Two advanced electives from the following list** (6 credits)
 - BIOL4200 Introduction to Bioinformatics
 - BIOL4510 Cancer Biology
 - BIOL4810 Research in Molecular Microbiology Lab
 - BIOL4830 Research in Molecular Biology Lab

BIOL4840 Research in Biochemistry Lab
 BIOL4870 Research in Molecular Genetics Lab
 BIOL5060 Recombinant DNA Technology
 BIOL5130 Environmental Disruptors of Development
 BIOL5170 Human Parasitology
 BIOL5290 Biomolecules: Driving Molecular Forces
 BIOL5330 Virus Infections and Cellular Transport
 BIOL5360 Viruses, Genes and Evolution
 BIOL5370 Literature for Neurological Diseases
 BIOL5420 Cancer as a Metabolic Disease
 BIOL5700 Biology of the Nucleus
 CHEM5564 Physical Methods in Biochemistry
 CHEM5567 Chemical Biology: Structure and Function
 CHEM5569 Chemical Biology: Enzyme Mechanisms
 CHEM5570 Introduction to Biological Membranes
 CHEM5582 Advanced Topics in Biochemistry
 BIOL4911–4918 Undergraduate Research**
 BIOL4921 Advanced Independent Research**
 CHEM4497–4498 Advanced Research in Biochemistry I and II**
 CHEM5593–5594 Introduction to Biochemical Research I and II**

Total Credits: 64–65

Note: The Biochemistry major requires all of its majors to take a Boston College calculus course, regardless of AP score. Students can take Calculus 2 (MATH1101, MATH1103 or MATH1105), or Multivariable Calculus (MATH2202).

**Note: Not all electives are offered every year. Also, additional electives may sometimes be announced in this category, depending upon advanced course offerMet-BIUrbsrtry major MATH1105), or

- Students are encouraged to participate in Undergraduate Research, typically beginning in the junior year; other options are available. Students should speak to individual professors regarding research opportunities.

**Approvals for Biochemistry Major Courses Taken Abroad;
 Boston College Summer Courses**

With **prior Department approval**, students may apply **one** course taken abroad to their biochemistry elective requirement. To be considered as a possible substitute for a Biochemistry major elective, a course must be a second level course with published biochemistry prerequisites and not be an introductory level course, or a course intended for professional study (or for non-biochemistry majors).

Note: Biochemistry major required courses offered through the Boston College Summer School will be applied to the Biochemistry major as regular academic-year electives with the same catalog number.

Biology

Anthony T. Annunziato, *Professor*; B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst
David Burgess, *Professor*; B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis
Thomas Chiles, *Professor*; B.S., Ph.D., University of Florida
Peter Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University
Marc-Jan Gubbels, *Professor*; B.SC., M.Sc., Wageningen Agricultural University; Ph.D., Utrecht University
Charles S. Hoffman, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University School of Medicine
Welkin Johnson, *Professor; Chairperson of the Department*; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine
Daniel Kirschner, *Professor*; B.A., Western Reserve University; Ph.D., Harvard University
Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois
Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University
Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill
Laura Hake, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University
Laura Anne Lowery, *Associate Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology
Junona F. Moroianu, *Associate Professor*; B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University
Tim van Opijnen, *Associate Professor*; B.S., M.S., Ph.D., University of Amsterdam
Eric S. Folker, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame
Sarah McMenimin, *Assistant Professor*; B.S., Mount Holyoke College; Ph.D., Stanford University
Michelle M. Meyer, *Assistant Professor*; B.S., Rice University; Ph.D., California Institute of Technology

- One course from Category A: Genes and Genomes (4 Credits)
BIOL3150 Introduction to Genomics
BIOL3190 Modern and Classical Genetics
- One course from Category B: Organismal and Systems Biology (3–4 credits)
BIOL3030 Introduction to Physiology
BIOL3210 Plant Biology
BIOL4320 Developmental Biology
BIOL4330 Human Physiology with lab
BIOL4590 Introduction to Neuroscience
- One course from the “Advanced Experience” list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 3000 and above to reach a minimum of **30 Biology credits** for ALL Biology courses. A complete listing of Biology courses is available on the departmental website.
- For the B.A.: Additional electives numbered 3000 and above to reach a minimum of **33 credits for ALL Biology courses**. (Nine credits can be from the B.A. elective list available on the departmental website.)

Advanced Experience courses include undergraduate research, research lab courses, and smaller classes involving the primary literature and data analysis. Courses fulfilling this requirement are available on the Biology Department website. Note: While independent undergraduate research courses can be taken over several semesters for credit, only 3 of these credits can be applied toward the 30 required credits for the Biology major (B.A. or B.S.). Students using undergraduate research to fulfill the Advanced Experience requirement and/or to have the 3 credits applied to the Biology major must complete at least two semesters.

Corequisite Courses for the Bachelor of Science (B.S.) Program

- General Chemistry I and II with Labs (CHEM1109–1110, CHEM1111–1112)
- Organic Chemistry I with Lab (CHEM2231–2232)
-

BIOL4200 Introduction to Bioinformatics (Fall: 3)

Prerequisite: A genetics course (BIOL3150, BIOL3190, BIOL4170).

Offered Annually

Bioinformatics is an emerging field at the intersection of biology, mathematics, and computer science. It harnesses the power and speed of computers to analyze the molecules essential for life. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will

BIOL4350 Biological Chemistry (Fall/Spring: 3)

Prerequisites: BIOL2000 and CHEM2231.

Offered Annually

Students cannot get credit for BIOL4350 if they have already completed CHEM4461 (Biochemistry 1).

This course, together with BIOL4400, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principles that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.

Rebecca Dunn

BIOL4400 Molecular Biology (Fall/Spring: 3)

Prerequisite: BIOL2000.

Offered Annually

This course, together with BIOL 4350, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course will explore the structure, function, synthesis and interaction of nucleic acids and proteins. The mechanisms involved in maintaining cellular genetic and epigenetic information, and in reading this “code” to generate specific patterns of gene expression, will be studied in detail. Topics include classic and newly-developed techniques for studying macromolecules; biotechnology; the functional organization of chromosomes; protein folding and modifications; DNA replication, repair and supercoiling; RNA synthesis and processing; and translation and the levels of gene regulation. Literature from the foundational investigations that led to our understanding of these processes and the current research in these areas will be presented.

Anthony Annunziato

BIOL4450 Behavioral Ecology (Spring: 3)

Prerequisites: explTw ceptszation

oncogenes, tumor suppressor genes, genomic instability and the current treatments for cancer. The class will draw on textbook and primary literature readings to enrich the current view of this complex disease.

Danielle Taghian

BIOL4520 Molecular and Cell Physiology of Exercise (Fall: 3)

Prerequisites: BIOL2000 and additional course work in molecular or cell biology. BIOL3030 and BIOL4350 recommended.

Offered Annually

The principal aim of this course is to explore the molecular and physiological changes that occur in humans through various forms of aerobic and anaerobic exercise. The role of nutrition as an energy source will be discussed in detail, with particular emphasis on cellular metabolism. Energy transfer in the body and during rest and physical activity will be explored. A detailed study of the physiology of pulmonary, cardiovascular, nervous, muscular and endocrine systems will underscore the interrelationships of these systems during exercise. The practical application of diet and exercise as it pertains to weight maintenance and disease control will render a practical application to the course. Current research in the field will be presented weekly through student presentations.

Danielle Taghian

BIOL4570 Principles of Immunology (Fall: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400).

Offered Annually

An introductory survey of the immune system, this course will examine the development and deployment of immunity from a molecular and cellular perspective. Topics will include innate versus adaptive immunity, B and T cell activation, antibodies and antigens, and immunological memory. Modern experimental techniques and the immune system's roles in infectious disease, cancer, and autoimmune disease will also be discussed.

The Department

BIOL4590 Introduction to Neuroscience (Fall: 3)

Prerequisite: BIOL3040.

Offered Annually

Course cannot be applied to the biology major if student has already taken Behavioral Neuroscience (PSYC2285)

An introduction to basic neuroanatomy and cellular neurobiology as well as a more detailed description of the electrophysiological properties of neural cells and the specialized communication that takes place between them. We will discuss how memories arise and are stored in the healthy brain and what goes wrong in some pathological conditions like Multiple Sclerosis and Parkinson's Disease.

Joseph Burdo

BIOL4802 Research in Evolutionary Genomics (Spring: 3)

Prerequisites: BIOL2010 and BIOL2040.

Offered Annually

This course will provide hands-on training in the collection and analysis of genome-scale data from non-model organisms. Students will learn good laboratory practices while preparing samples for next-generation DNA sequencing, which will be run in the department's core sequencing facility. Students will also learn basic Linux/Unix computational skills and several bioinformatics tools that will be applied in managing and analyzing the massive amounts of data generated by this sequencing technology. Through data analyses and reviews of the primary literature, students will gain exposure to modern methods in

ARTS AND SCIENCES

Students will investigate and eventually present topics of their choice. By the end of the course we will have a better appreciation for, and understanding of, the multitude of invisible ecosystems within and around us, as well as how much about these microbiomes remains unknown.

Heather Olins

BIOL5060 Recombinant DNA Technology (Spring: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140 or BIOL4400) or genetics (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.

Offered Annually

This course will describe the theory and practice of recombinant

students and discussions will follow. Students will select their topics for presentation with direction and final approval from the instructor. We will develop presentation skills throughout the course.

Arne Nystuen

BIOL5130 Environmental Disruptors of Development (Fall: 3)

Prerequisites: At least 2 of the following courses: BIOL3040, BIOL5060, BIOL4170, BIOL4510, BIOL4140, BIOL4350, BIOL4400, or instructor permission.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low “safe” levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic, or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

Laura Hake

BIOL5150 Vaccine Development and Public Health (Fall: 3)

Prerequisites: BIOL2000 and additional course work in molecular cell biology or biochemistry. BIOL4570 Principles of Immunology is recommended.

Offered Annually

Despite more than 3 decades of research, the development of an efficacious HIV/AIDS vaccine remains elusive. Nonetheless, the quality of knowledge generated by HIV researchers is impressive. It is no surprise that potent Ebola virus and Zika virus vaccine candidates have been developed in a short time span. This class will discuss the difficulties and successes encountered with vaccine development (AIDS, tuberculosis, malaria, small-pox, measles, poliomyelitis, tetanus, Ebola and Zika). At a time when questions have been raised about the link between childhood vaccination regimens and autism, we will discuss the ethics, economics, problems, and benefits of modern day vaccination.

Ismael Fofana

BIOL5230 Immunity and Infectious Disease (Spring: 3)

Prerequisite: BIOL4570 or BIOL4140 or instructor permission.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

This course will focus on immune cells, the immune system’s response to viral and bacterial infection, and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

Kenneth Williams

BIOL5330 Virus Infections and Cellular Transport (Fall: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, and the receptors and pathways. In addition, during the course

we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.

Junona Moroianu

BIOL5370 Literature for Neurological Diseases (Spring: 3)

Prerequisite: BIOL4350 or CHEM4465.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

Focusing on neurological diseases such as Alzheimer's disease, Parkinson's disease, multiple sclerosis, Guillain-Barre syndrome, and leukodystrophies, we will use sources from the primary and review literature to explore fundamental scientific research in these diseases, and creative non-fiction and memoirs to understand the personal, ethical, sociological, and scientific/medical issues pertaining to these diseases.

Daniel Kirschner

BIOL5380 Topics in Biomechanics (Fall: 3)

Prerequisites: BIOL3030. Familiarity with basic Newtonian physics and mechanics is recommended.

Offered Annually

This course will explore the physical principles underlying biological processes and mechanisms including movement, feeding, architecture, and transport. Drawing on physics and mechanical engineering, the course will explore how organisms swim, fly, walk, and consume resources, how they respond to moving fluids, and the relationship between their size and design of mechanical systems. Underlying all these topics will be hands-on investigations of how biological materials (e.g., wood, muscle, bone, skin, etc.) influence the mechanical behavior of complex life forms. The course will prepare students for more in-depth explorations of other related disciplines including ergonomics, orthopedics, kinesiology, and sports medicine.

Christopher Kenaley

BIOL5420 Cancer as a Metabolic Disease (Fall: 3)

Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, 4140 or 4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate

BIOL5430 Genomics and Personalized Medicine (Spring: 3)

Prerequisites: BIOL2040 and a genetics or genomics course.

Additional coursework in biochemistry and molecular biology is strongly recommended.

Offered Annually

Satisfies the advanced experience requirement for the Biology major.

Personalized medicine is based on the idea that each person's unique genome sequence can be used to predict risk of acquiring specific diseases, allowing for more informed choices about health. The students will be exposed to the scientific concepts and technologies empowering personalized medicine. Through lecture, research paper reading, and discussion the students will understand how human genomic information has impacted current topics in biomedical research. Students will write a research paper focused on how genomic information has advanced understanding of a human disease and how translation of genomic information will impact treatment or disease detection in the future.

Thomas Chiles

BIOL5440 Synthetic Biology (Fall: 2)

Offered Annually

This course strives to answer the following questions: how are concepts from engineering applied to biological systems, what tools are available for engineering biological systems, how has synthetic biology advanced over the last 15 years, what useful advances has synthetic biology produced, and what are the ethical concerns raised by synthetic biology. This course primarily involves reading, analysis, and discussion of primary literature.

The Department

BIOL5450 Advanced Lab in Cell Imaging (Fall/Spring: 2)

Prerequisites: BIOL2040 and additional coursework in cell and/or molecular biology.

Offered Annually

This course satisfies the advanced experience requirement for biology majors.

This course will survey the various visualization techniques and instruments used by scientists and biomedical researchers: light microscopy, confocal, electron microscopy, super-resolution, and image processing. Students will discuss the experimental use of these techniques and instruments as described in the primary literature. The laboratory component will focus on becoming familiar with the instrumentation that we have available at Boston College. The course will culminate in individual projects of the students choosing utilizing equipment that we have in the laboratory.

Bret Judson

BIOL5630 DNA Viruses and Cancer (Spring: 3)

Prerequisites: BIOL2040 and BIOL3040 or BIOL4140 or BIOL4400 or permission of the instructor.

Offered Annually

It is estimated that 15–20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses, and Merkel cell polyomavirus that are associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles, and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies. Students will be exposed to both lectures and presentations of research papers.

Junona Moroianu

ARTS AND SCIENCES

BIOL6110 Advanced Genetics (Fall: 2)

Offered Annually

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

Hugh Cam

BIOL6140 Graduate Molecular Biology (Spring: 2)

Offered Annually

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

Anthony Annunziato

BIOL6160 Graduate Bioinformatics (Fall: 2)

Offered Annually

Gabor Marth

BIOL6180 Scientific Proposal Writing (Fall: 2)

Offered Annually

The purpose of the course is to develop students' skills in research proposal writing, presentation, and critical evaluation. To meet these goals graduate students will be guided in the preparation and defense of an original research proposal in a field of their choice with no direct connection to their thesis topic.

The Department

BIOL6350 Graduate Biochemistry (Fall: 3)

Offered Annually

The Department

Chemistry

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

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

Lawrence T. Scott, *Professor Emeritus*; A.B., Princeton University; Ph.D., Harvard University

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

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

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

Shih-Yuan Liu, *Professor*; B.S., Vienna Institute of Technology; Ph.D., Massachusetts Institute of Technology

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

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

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

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

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

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

X. Peter Zhang, *Professor*; B.S., Anhui Normal University; M.S., Beijing Normal University; Ph.D. University of Pennsylvania

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

Jeffery Byers, *Associate Professor*; B.A., Washington University; Ph.D., California Institute of Technology

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

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

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

Abhishek Chatterjee, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University

Jia Niu, *Assistant Professor*; B.S., M.S. Tsinghua University; Ph.D. Harvard University

Matthias M. Waegele, *Assistant Professor*; B.S., Technical University Munich; Ph.D. University of Pennsylvania

Masayuki Wasa, *Assistant Professor*; B.S., Brandeis University; Ph.D., The Scripps Research Institute

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

Daniel Fox, *Assistant Professor of the Practice*; B.S., State University of New York at Geneseo; Ph.D., University of California at Berkeley

J. Fredrik Haeflner, *Assistant Professor of the Practice*; M.S., Ph.D., Royal Institute of Technology, Stockholm

Neil M. Wolfman, *Assistant Professor of the Practice*; B.A., New York University; Ph.D., Cornell University

Contacts

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- www.bc.edu/chemistry

The Chemistry Department offers a comprehensive curriculum to students in the Morrissey College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: Two semesters of general chemistry with laboratory (CHEM1109–1110 and CHEM1111–1112 or CHEM1117–1118 and CHEM1119–1120), two semesters of organic chemistry with laboratory (CHEM2231–2232 and CHEM2233–2234 or CHEM2241–2242 and CHEM2243 and CHEM2234), one semester of analytical chemistry with laboratory (CHEM3351 and CHEM3353), one semester of inorganic chemistry with laboratory (CHEM3322 and CHEM3324), two semesters of physical chemistry (CHEM4475–4476), one semester of advanced methods with laboratory (CHEM5552 and CHEM5554),

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CHEM1109–1110 or CHEM1117–1118 and lab; Organic Chemistry, CHEM2231–2232 or CHEM2241–2242 and lab; Analytical Chemistry, CHEM3351 and lab; Inorganic Chemistry, CHEM3322 and lab; Calculus, MATH1102–1103 and MATH2202 or 2203; Physics, PHYS2200–2201 or PHYS2100–2101 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

Fulfilling the Natural Science Core Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CHEM1102 Intersection of Science and Painting, CHEM1105 Chemistry and Society I, CHEM1106 Chemistry and Society II, CHEM1701 Living in the Material World, CHEM1109 General Chemistry I with lab, or CHEM1110 General Chemistry II with lab. The courses specifically intended for students who are not science majors are CHEM1102, CHEM1103, CHEM1104, CHEM1105, CHEM1106, and CHEM1701.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major.

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

CHEM1102 Intersection of Science and Painting (Spring: 3)

Cross listed with ARTH1130

Satisfies Natural Science Core Requirement

Offered Annually

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

CHEM1105 CCH(Spring: 3)

Satisfies Natural Science Core Requirement

Offered CHEM non-s008o2vjmHNatural t.5 (scie/T12) 0.6 (me)0.6 (m0

CHEM1118 Honors Modern Chemistry II (Spring: 3)

Prerequisite: CHEM1117.

Corequisites: CHEM1120, CHEM1122.

Satisfies Natural Science Core Requirement

Offered Annually

Department permission required.

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CHEM1109–1110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of ic

CHEM4461 Biochemistry I (Fall: 3)

Prerequisites: BIOL2000; CHEM2231–2232 or equivalent.

Corequisite: CHEM4463.

Offered Annually

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and func-

understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

Thusitha Jayasundera

CHEM5544 Modern Methods in Organic Synthesis II (Spring: 3)

Prerequisite: CHEM5531.

Offered Annually

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

CHEM5552 Advanced Methods in Chemistry I (Spring: 4)

Prerequisites: CHEM3351 and CHEM4475.

Corequisite: CHEM5554.

Offered Annually

This course discusses the principles, methods, and techniques of Organic Synthesis.

structures and defects, lattice energy, bonding in solids, and solid electrolytes. Emerging directions in solid state chemistry, including nanoscience, will be discussed as well.

Udayan Mohanty

CHEM5591 Undergraduate Chemical Research I (Fall: 3)

Prerequisites: With permission of the Instructor. With permission of the Department.

Offered Annually

Course is intended for seniors. Continuation to CHEM5592 requires permission of the adviser.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

CHEM5592 Undergraduate Chemical Research II (Spring: 3)

Prerequisites: With permission of the Instructor. With permission of the Department.

Offered Annually

Course is intended for seniors.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

The Department

CHEM5593 Undergraduate Biochemical Research I (Fall: 3)

Prerequisites: With permission of the Instructor. With permission of the Department.

Offered Annually

Course is intended for seniors. Continuation to CHEM5594 requires permission of the adviser.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

The Department

CHEM5594 Undergraduate Biochemical Research II (Spring: 3)

Prerequisites: With permission of the Instructor. With permission of the Department.

Offered Annually

Course is intended for seniors.

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.

The Department

CHEM5595 Advanced Research in Chemistry I (Fall: 6)

Offered Annually

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CHEM5596 Advanced Research in Chemistry II (Spring: 6)

Offered Annually

Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

course will practice and improve on various communication skills including scientific presentations, as well as writing articles and proposals. Ethics and social responsibilities of performing chemical research will also be discussed.

Matthias Waegele

CHEM6612 Scientific Communication in Chemistry II (Spring: 2)
Offered Annually

A continuation of CHEM6611. This course seeks to best facilitate the transition of incoming graduate students to successful researchers in chemistry. Specifically, students in this course will practice and improve on various communication skills including scientific presentations, as well as writing articles and proposals. Ethics and social responsibilities of performing chemical research will also be discussed.

Jia Niu

CHEM6640 Computational Chemistry: Model, Method, and Mechanism (Fall: 3)

Prerequisites: CHEM2231-2232 (or equivalent) and CHEM4475-4476 (or equivalent) and MATH2202 (or equivalent).

Offered Annually

This course is intended for graduate students and will be graded pass/fail.

The goal of the course is to develop skills in using computational chemistry software in the Linux operating system environment and to get a basic understanding of the underlying theory and algorithms which these computer programs are built upon. Topics covered include Linux commands and shell script programming, as well as Python script programming, basic understanding of statistical thermodynamics, potential energy surface, stationary points, conformational space, molecular mechanics, quantum chemistry (Schrodinger equation, Huckel method, LCAO-concept, Hartree-Fock and post Hartree-Fock methods, density functional theory). Computer programs such as Gaussian, Jaguar, Gamess, MacroModel and Tinker will be used during the course.

J. Fredrik Haeffner

CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)

Prerequisites: One year undergraduate physical chemistry course that has covered the fundamentals of thermodynamics, quantum mechanics, and statistical mechanics is strongly recommended. At least one and half years of a college level calculus sequence is recommended. Undergraduate students must seek permission to enroll.

Offered Annually

The course will cover modern methods in quantum mechanics, statistical mechanics, and dynamics, with applications to solid state, liquids, and biophysics. In quantum mechanics, topics will include particle in a box, time-independent perturbation theory, time-dependent perturbation theory, tunneling, and applications. In statistical mechanics, topics will include canonical partition function with applications to Bose and Fermi systems, solid-state physics, liquids, and biophysics. In dynamics, topics will include Fick's Law, regression hypothesis, time-correlation functions, and applications.

Matthias Waegele

requirement of learning Latin or Greek. Students learn about the history, literature, art, and culture of antiquity in courses that emphasize the study of primary texts in English translation. As a minor, it naturally looks to students whose main interests lie in other areas, but who are curious about the ancient world, and who seek a program that is at once structured and interdisciplinary. It makes a good complement in particular to majors in English, History, Art, Art History, and Film, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

- One course in Greek History (CLAS2205) or Greek Civilization (CLAS1186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CLAS2206) or Roman Civilization (CLAS2262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology.

Information for First Year Majors and Non-Majors

tell us about the civilization that created, adopted, or adapted it? What do our uses of Classical mythology—and our creations of our own myths—tell us about ourselves?

Hanne Eisenfeld

CLAS2236 Roman Law and Family (Spring: 3)

Cross listed with HIST2206

Offered Annually

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

ARTS AND SCIENCES

provide clear answers, but their plays invite us to join the debate. By critically reading a selection of Greek dramas—both tragedies and comedies—in their social context, we will confront a series of issues that are still debated today and discuss how one society approached them.

Mark Thatcher

CLAS3320 Roman Civil War Literature (Spring: 3)

Offered Annually

As soon as the Romans conquered an empire, they began tearing it apart, fighting a series of civil wars that ushered in a new imperial system. How did the Romans understand the experience of brother fighting brother? How did generals like Caesar and Augustus justify fighting their fellow Romans for their own gain? How did Roman poets use myth to explain the Romans' special curse of civil war? This course explores the theme of civil war in Roman literature, by reading in Latin selections from a series of texts—including Caesar's *Civil War*, Cicero's letters, Augustus' *Res Gestae*, Horace's *Odes*, and Vergil's *Aeneid*—in the historical and cultural context of Rome in the first century B.C.

Mark Thatcher

CLAS3330 Aphrodite (Fall: 3)

Offered Annually

In this advanced Greek course we will follow Aphrodite through Greek poetry, tracking her appearances in epic, lyric, and on the tragic stage. How does the goddess of sex fit into the world's origins? What do her affairs have to do with Odysseus' wanderings? Can she be a fighter as well as a lover? Throughout the course we will interrogate the implications of genre and intrageneric conversation for Aphrodite's representations as well as considering how poetic representations interact with her existence in the spheres of art, religion, and politics.

The Department

CLAS3332 Sanskrit (Spring: 3)

Prerequisite: Familiarity with an inflected language highly recommended.

Cross listed with LING3204

Offered Biennially

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

M.J. Connolly

CLAS3340 Latin Pastoral Poetry (Spring: 3)

Offered Annually

The Department

facility in reading Latin poetry. We will examine the genre more broadly by reading additional Roman comedies in English. We will also explore the cultural, material, and performance context of Roman theater.

Christopher Polt

CLAS3382 Herodotus I (Spring: 3)

Offered Annually

Readings (in Greek) from the Histories of Herodotus, the first Greek historian. We will develop Greek reading skills and review grammar as necessary. Along the way, we will meet larger-than-life characters like Croesus, king of Lydia; Solon, the wise Athenian; and Themistocles, the wily trickster. We will explore some major themes of the work: the great deeds of both Greeks and non-Greeks, including the rise to power of both Persia and Athens; the clashing but also overlapping cultures of the Greek world; and the achievements of Greek wisdom and culture. Finally, we will place Herodotus in the cultural context of Archaic Greece and fifth-century Athens, reading the entire Histories and other texts in English, and discuss the place in the Greek literary tradition of this "most Homeric of historians."

Mark Thatcher

CLAS3393 Senior Thesis (Fall: 3)

Offered Annually

Kendra Eshleman

CLAS3394 Senior Thesis (Spring: 3)

Offered Annually

Kendra Eshleman

Communication

Lisa Cuklanz, Professor; Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

Ann Marie Barry, Associate Professor; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Ashley Duggan, Associate Professor; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Donald Fishman, Associate Professor; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Matt Sienkiewicz, Associate Professor; B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin-Madison

Michael Serazio, Assistant Professor; B.A., University of San Francisco; M.S., Columbia University Graduate School of Journalism; M.A., Ph.D., University of Pennsylvania

Anjali Vats, Assistant Professor; B.A., B.S., Michigan State University; J.D., Emory University School of Law; LL. M., Ph.D., University of Washington

Anthony Tran, Assistant Professor; B.A., Texas A&M University; M.A. University of North Texas; Ph.D., University of Wisconsin

Rita Rosenthal, Associate Professor of the Practice; B.A., Appalachian State University; M.A., Bowling Green State University

Marcus Breen, Assistant Professor of the Practice; B.H.M.S./B.A., The University of Queensland; Litt. B., The Australian National University; Ph.D. Victoria University

Ail E. Erol, Assistant Professor of the Practice; B.A., Penn State University; M.A., George Mason University; Ph.D., Howard University

Lindsay Hogan, Assistant Professor of the Practice; B.A., University of Texas at Austin; M.A., Southern Methodist University; Ph.D., University of Wisconsin-Madison

Brett Ingram, *Assistant Professor of the Practice*; B.A., Shippensburg University and the University of Lincolnshire; M.A., Northeastern University; Ph.D., University of Massachusetts Amherst
Celeste Wells, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., University of Utah

Contacts

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- Academic Advisor: Kristin Hartnett, St. Mary's Hall South, Room S376, 617-552-2515, kristin.hartnett@bc.edu
- Office Administrator: Leslie Douglas, St. Mary's Hall South, 4th Floor, 617-552-4280, leslie.douglas@bc.edu
- www.bc.edu/communication
- Fax: 617-552-2286

The Major in Communication

The Boston College Department of Communication is committed to the intellectual and ethical development of analytical and creative communication skills in our students, with particular emphasis on the effective functioning of circuits of communication, the impact of technological innovation on human beings and institutions, and the power relationships that develop through this interaction.

This program of study has led graduating majors to careers in communication industries and to success in fields related to communication including business, government/politics, international relations and negotiations, social and human services, health and education. Many majors have completed graduate programs in fields including communication, business and law.

Thirty-three credits are required for the major.

2018, 2019, 2020:

Five Common Requirements (15 credits):

- COMM1010 Rhetorical Tradition
- COMM1020 Survey of Mass Communication
- COMM1030 Public Speaking
- COMM1040 Interpersonal Communication (these four courses should be taken before any other courses in the major)
- COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Cultural (take one)

One Theory Course (3 credits):

- Any course numbered between COMM3360 and COMM3380
- Theory courses should, ideally, not be taken until after a student has completed Rhetorical Tradition, Survey of Mass Communication, Public Speaking, Interpersonal Communication, and the Communication Methods course.

Two Writing Intensive Seminars (6 credits):

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed the five common requirements. Freshmen and sophomores should never register for writing-intensive seminars.

Three Electives (9 credits):

- Electives may be chosen from any three-hour class offered by the department.

- A maximum of 6 transfer credits will be accepted by the department toward elective credits.
- One class of 3 credits or more from the Woods College may be counted toward an elective, with permission from the Director of Undergraduate Studies.
- Senior Internship Seminar, a 3-credit Comm elective, may be conducted only once during the senior year and used toward elective requirements.
- One-credit internships and courses **may not** be combined to total a 3-credit course.

2021

Four Common Requirements (12 credits):

- COMM1010 Rhetorical Tradition
- COMM1020 Survey of Mass Communication
- COMM1030 Public Speaking
- COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Cultural (take one)

One Critical Issues Course (3 credits):

- Social Media
- Cultural Diversity in the Media
- Online Communication and Global Society
- Gender and Media
- Sports, Media and Culture
- Interpersonal Communication
- Media Violence
- Masculinity, Sexuality and Difference
- Persuasion
- Race at the Millennium

One Theory Course (3 credits):

- Any course numbered between COMM3360 and COMM3380
- Theory courses should, ideally, not be taken until after a student has completed Rhetorical Tradition, Survey of Mass Communication, Public Speaking and the Communication Methods course.

Two Writing Intensive Seminars (6 credits):

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed the four common requirements. Freshmen and sophomores should never register for writing-intensive seminars.

Three Electives (9 credits):

- Electives may be chosen from any three-hour class offered by the department.
- A maximum of 6 transfer credits will be accepted by the department toward elective credits
- One class of 3 credits or more from the Woods College may be counted toward an elective, with permission from the Director of Undergraduate Studies.
- Senior Internship Seminar, a 3-credit elective, may be conducted only once during the senior year and used toward elective requirements.
- One-credit internships and courses **may not** be combined to total a 3-credit course.

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

COMM1010 The Rhetorical Tradition (Fall/Spring: 3)

Offered Annually

Required course for all Communication majors

This is an introductory course that is designed to examine the classical

COMM2218 From the Maori to Middle Earth: Communicating Colonization through Contemporary Work in New Zealand (Summer: 3)

Offered Periodically

Celeste Wells

COMM2221 Digital Media Field Production (Fall/Spring: 3)

Offered Annually

COMM2221 was formerly numbered COMM2223. Students who have taken COMM2223 TV Field Production should not take COMM2221.

Satisfies one of three elective courses required within the Communication major

With the ubiquitous nature of video streaming on desktops, mobile phones and tablets, the influence of video storytelling has never been greater or more pervasive—and the demand for skilled digital storytellers to fill those increasingly ubiquitous screens is stronger than ever. This course offers professional guidance and hands-on experience to develop the skills, techniques and disciplines necessary for the creation of digital media produced in the field. Students will write and produce their own video programs, becoming familiar with all aspects of production and post production, including producing, performing, directing, single-camera shooting, sound recording, and location lighting, as well as editing, digital effects, and graphics. In the process, students will develop a discerning eye for what makes an effective, professional, aesthetically pleasing video production, while they build a portfolio that can be used during job or graduate program interviews.

The Department

COMM2222 Studio Television Production (Fall/Spring: 3)

Offered Annually

Lab fee required. Satisfies one of three elective courses required within the Communication major

This course is designed to introduce students to the theories, tools, and techniques of television production. The focus of this class is on developing the production skills necessary for creating effective television communication. To pursue this goal, students will combine

COMM3335 Communication Methods: Honors (Spring: 3)

Offered Annually

Open to students in departmental honors

This course is an honors introduction to research methods used in communication research. Students will learn how to ethically conduct research; develop a working knowledge of the IRB and associated requirements; learn the process of creating a compelling research question/hypothesis; acquire the skills necessary to gather and analyze data; and write initial scholarship regarding their potential thesis project. Overall, this course will create a strong foundation for students who will conduct their own research. Students will demonstrate their understanding of the material as well as their ability to apply the material through exams, a research project, an oral presentation, and daily participation.

Brett Ingram

COMM3340 Communication Methods: Critical/Cultural

(Fall/Spring: 3)

Offered Annually

One of COMM3330 or COMM3340 is required for the Communication major.

ARTS AND SCIENCES

an assessment of the major issues and events that have helped form broadcast media. Topics will be examined within the context of their relationship to society and culture.

Michael Keith

COMM4429 Globalization and the Media (Fall: 3)

Cross listed with INTL4429

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism; the role of the United Nations in regulating cultural products; the latest transnational media mergers; the strategies of global television programmers such as CNN, MTV, or Discovery; the increasing commercialization of media systems around the world; and the role of media in relation to war and

understand popular music as a meaning-making cultural practice.

Celeste Wells

Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

The Department

COMM4449 Crisis Communication (Fall/Spring: 3)

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

Donald Fishman

COMM4451 Gender Roles and Communication (Fall/Spring: 3)

Offered Annually

Satisfies one of two writing intensive course requirements within the Communication major. Restricted to juniors and seniors.

This course is both a writing-intensive seminar and a Women's and Gender Studies minor course. Focus is on the social construction of gender through communication. The early section of the course compares historical and theoretical approaches to representations of gender in communication texts. Then, building on these comparisons, students read about, examine, and analyze texts, focusing particularly on television programming and advertising.

Lisa Cuklanz

COMM4452 News Media/Democracy (Fall: 3)

Cross listed with JOUR2252

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major

The press plays an essential role in America and the world. This course aims to equip students to become critical news consumers with both a skilled understanding of how journalism works and political literacy about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry examples, we will tackle the news media critically across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; studying and practicing the craft of opinion writing and social advocacy; and evaluating and critiquing the performance of the press across these fronts.

Michael Serazio

COMM4462 Popular Music and Identity (Fall: 3)

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major. Restricted to juniors and seniors.

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will examine historical and contemporary popular music along with theory and research in the area of popular music studies in communication in order to understand popular music as a meaning-making cultural practice.

Celeste Wells

Departmental Honors

Junior and senior Computer Science majors with at least a 3.3 GPA in CSCI courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CSCI courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CSCI4961 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CSCI4961 Honors Thesis. One section of CSCI4961 Honors Thesis may count as a CSCI elective.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Eighteen credits are required for completion of the minor which are completed with the following courses:

- CSCI110 Computer Science I
- CSCI1102 Computer Science II
- CSCI4961 Honors Thesis

job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

trees, etc.). Both their abstract properties and their implementations in computer programs and the study of the fundamental algorithms for manipulating these structures. Students will use Java for programming.
Ziyuan Meng

CSCI1103 Computer Science I Honors (Fall/Spring: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful. The class consists of a lecture and a discussion group. When you register for the lecture you are required to register for one of the corresponding discussion groups.

Offered Annually

Students will be well prepared for the following course CSCI1102 Computer Science II. Students who are unsure about the fit should consult with Professor Muller.

This is the honors introductory computer science course. The course is organized around three themes: (1) computation, as a subject of study, (2) coding, as a skill and (3) computer science, as an introduction to the field. The first half of the course explores computation from a simple mathematical perspective. From this point of view, computing can be understood as a natural extension of basic algebra. Midway through, the course turns to a machine-oriented view, considering storage and processor architecture, mutation and mutation-based repetition idioms. The course explores a number of fundamental algorithms with applications in various disciplines. Good program design methodology is stressed throughout. The course is taught using the OCaml programming language. (OCaml is closely related to the F# and Swift programming languages.)

Robert Muller

CSCI2243 Logic and Computation (Fall: 3)

Prerequisite: CSCI1101.

Offered Annually

A course in the mathematical foundations of Computer Science,

main memory), and simple processors including data paths, instruction formats, and control units. CSCI2272 includes laboratory-based computer hardware activities in which the students design and build digital circuits related to the topics of the course.

The Department

CSCI3344 Mobile Application Development (Fall: 3)

Prerequisite: CSCI1102.

Offered Annually

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently

taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. They are usually offered as two-course pairs, with one course meeting for the first half of the semester and another course meeting for the second half of the semester, in the same time slot. Students are welcome to take one or both of the courses in each of these pairs in any given semester. In general, 2–4 Environmental Systems courses are offered each semester. Environmental Geoscience majors are required to take 12 credits toward this requirement. Students have the option to take our introductory geology course, Exploring the Earth (EESC1132–1133), to fulfill 4 credits.

Students in this major must complete the following course requirements:

(A) 12 credits from EESC2201–2209 (2 credits each, plus laboratories EESC2211–2219) and/or EESC1132–1133 (4 credits)

- Environmental Systems: The Human Footprint (EESC2201)
- Environmental Systems: Ecosystems (EESC2202)
- Environmental Systems: Water Resources (EESC2203)
- Environmental Systems: The Critical Zone (EESC2204)
- Environmental Systems: Climate Change (EESC2205)
- Environmental Systems: Oceans (EESC2206)
- Environmental Systems: Earthquakes (EESC2207)
- Environmental Systems: Quantitative Methods (EESC2208)
- Exploring the Earth (EESC1132/1133)

Note: 23)

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)
- Two semesters of Calculus (MATH1102–1103)
- Two semesters of Chemistry (CHEM1109–1110) with labs (CHEM1111–1112)

Minor in Geological Sciences

In addition to the two major programs, a student may choose to minor in Geological Sciences. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the Earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department should contact the Director of Undergraduate Studies (Prof. Jeremy Shakun) to ensure they receive advising about course selections.

A minor in the Department of Earth and Environmental Sciences consists of a minimum of six courses in the department structured as follows:

(A) Two required courses (8 credits):

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)

(B) At least 7 additional credits from departmental courses numbered 1000 or higher

(C) At least 3 additional credits from a departmental course numbered 2000 or higher

(D) At least 3 additional credits from a departmental course numbered 3000 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geoscience, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Earth and Environmental Sciences.

Senior Thesis and the Department Honors Program

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a two-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for Senior Thesis (EESC5595) each semester of the senior year. To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and be declared as departmental honors students by the end of the senior year.

EESC1132 Exploring the Earth (Fall: 4)

Corequisite: EESC1133.

Satisfies Natural Science Core Requirement

Offered Annually

The Earth is a dynamic planet that our species is clearly changing. A

water use by humans, and threats to water supply. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience majors.

The Department

EESC2204 Environmental Systems: The Critical Zone (Spring: 2)

Corequisite: EESC2214.

Offered Annually

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2209) for Environmental Geoscience majors.

Rudolph Hon

EESC2206 Environmental Systems: Oceans (Spring: 2)

Corequisite: EESC2216.

Offered Periodically

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO₂. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated, and vulnerable regions

the field or in thin section. We will also discuss some inter- and intra-granular deformation mechanisms. The 3-hour laboratory consists of in-class problems and some field-based problems.

Seth Kruckenberg

EESC4455 Exploration Seismology (Fall/Spring: 4)

Prerequisites: MATH1102–1103, PHYS2211–2212.

Corequisite: EESC4456.

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

EESC4464 Environmental Data Exploration and Analysis

(Spring: 3)

Offered Annually

The emphasis of the course will be on learning to think statistically and computationally, and to write computer programs to analyze Earth science data sets. The students will learn how to use Matlab to perform exploratory data analysis, critically assess datasets, write and call functions, visualize their data, and perform numerical and statistical analyses (e.g., linear regression, clustering). In addie

EESC5583 Senior Research Seminar II (Spring: 3)

Offered Annually

EESC5583 is the second semester of a two-course sequence that introduces students to the process of conducting original scientific research.

Gail Kineke

EESC5586 Advanced Environmental Oceanography (Spring: 3)

Prerequisite: EESC1132.

Offered Biennially

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

Gail Kineke

EESC5595 Senior Thesis Seminar (Fall/Spring: 3)

Prerequisite: Permission of a faculty member.

Offered Annually

Independent study in Geological Sciences or the Environmental Geosciences under the direction of a faculty member for undergraduate students. Normally runs for two semesters of the senior year. See

economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (ECON1131 and ECON1132) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may be taken first, if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

A minimum of 35 credits, consisting of six required courses and five electives, are required for the economics major. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and Econometrics (ECON2228). At least three of the five electives must be upper-level courses, i.e., 3000-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (ECON2201 or 2203) and Macroeconomic Theory (ECON2202 or 2204) must be completed by the end of the junior year (exceptions to this requirement may be granted by the department).

of the Morrissey College of Arts and Sciences major. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

households and business firms in a modern Western economy. The appro-

Students are then **required** to spend their spring break working in El Salvador and attending lectures at the University of Central America. The final weeks focus on remittances and microfinance.

Richard McGowan, S.J.

ECON2277 Environmental Economics and Policy (Fall: 3)

Prerequisite: ECON1131.

Offered Annually

This course provides an introduction to the economics of environmental policy. We begin by examining market failures from externalities and public goods. We then discuss public policy options to correct these failures and develop tools to assess the costs and benefits of each approach. With this framework in place, the remainder of the course is spent evaluating past efforts to conserve land and improve air and water quality, before concluding with an extensive discussion about global climate change policy.

Richard Sweeney

ECON2278 Environmental Economics (Fall/Spring: 3)

Prerequisite: ECON1131.

Offered Annually

supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policy and macroeconomic performance.

Hossein Kazemi

ECON3363 Micro Public Policy Analysis (Spring: 3)

Prerequisite: ECON2201 or ECON2203.

Offered Annually

Enrollment limited; significant writing/research component.

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.

Joseph Quinn

ECON3365 Public Finance (Fall/Spring: 3)

Prerequisite: ECON2201 or ECON2203, may be taken concurrently.

Offered Annually

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

Richard Tresch

ECON3367 American Economic Policy (Fall: 3)

Prerequisites: Must have successfully completed micro and macro theory, ECON2201 and ECON2202.

Offered Annually

This course allows students the opportunity to apply macroeconomic and microeconomic techniques and models to issues of current importance. Although the choice of topics is based on the interests of the students present, typically the course covers the economic effects of immigration, changes in the minimum wage, negative interest rate policies, fiscal challenges of the federal government, Social Security reform, income inequality, and trade.

Although the choice of topics is based on the interests of the students present, typically the course covers the economic effects of immigration, changes in the minimum wage, negative interest rate policies, fiscal challenges of the federal government, Social Security reform, income inequality, and trade.

Prerequisites: Must have successfully completed micro and macro theory, ECON2201 and ECON2202.

ECON3371 International Trade (Spring: 3)

Prerequisite:

ECON2201, ECON2202 or ECON2204, and ECON2228.

Offered Annually

ECON3375 Economic Growth and Development (Spring: 3)

Prerequisites: ECON2201, ECON2202 or ECON2204, and

ECON2228.

Offered Annually

This course introduces students to Economic Growth. Our starting point is the question of why societies did not experience economic growth for most of human history. Indeed, growth is a very recent economic concept dating back to the nineteenth century. We will then study what drives growth. Examples include the introduction of electricity, telephones, and airplanes. In general, we will study how technology, capital accumulation, human capital, and innovation helped humanity to increase its well being. Finally, we will cover the impact of growth on our lives. For example, how life expectancy has changed over the past century.

Pablo Guerron

ECON3379 Financial Economics (Fall/Spring: 3)

Prerequisites: MATH1100, MATH1102, or MATH1105; ECON2201 or ECON2203; ECON1151 and ECON2228.

Offered Annually

This undergraduate elective focuses on financial economics, with specific emphasis on asset pricing and the valuation of risky cash flows. After developing and studying the details of consumer decision-making under uncertainty, it uses that general framework as a basis for understanding both equilibrium and no-arbitrage theories of securities pricing, including the capital asset pricing model (CAPM), the consumption capital asset pricing model (CCAPM), Arrow-Debreu theories, martingale pricing methods, and the arbitrage pricing theory (APT).

Peter Ireland

ECON3382 Introduction to Computational Investing (Fall: 4)

Corequisite: Mandatory 2-hour lab requirement, ECON3282, meets Mondays 6–8.

Offered Annually

Mandatory two-hour lab required with course, which meets T 7–9.

In this course, students develop the skills to automate an investment strategy. The first third of the course covers programming skills (Python), market structure, and portfolio evaluation. The second third covers optimization and commonly used strategies. In the final third, we cross-evaluate student projects and discuss theory behind applications. Students work on a group project after the first third of the course. By the end of the course, successful students are able to write and evaluate fully functional programs on an online trading platform. This is not a course that promotes quantitative investing. It is an immersion to acquire the universally useful skills required to automate investments. The lab session is mandatory. Course offered in the Fall only. Sophomores and juniors are highly encouraged to take this course. If the course is full, simply show up in class and the instructor will sort things out. There are no formal requirements.

Tzuo Law

ECON3384 (Economic) Principles and Theory of Medical and Health Care (Fall: 3)

Prerequisites: Must have completed ECON2201 and ECON1151.

Offered Annually

Not open to students who have completed ECON3385.

The course is designed to teach students how to use basic principles and theories of microeconomics and statistics when thinking about medical and health care issues. In the course, we will use these concepts to understand the demand for health care, the supply of health care, the health insurance market, and the role of the government in health policy.

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

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

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

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

Christopher Boucher, *Associate Professor of the Practice of English*; B.A., Brandeis University; M.F.A., Syracuse University

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

Lori Harrison-Kahan, *Associate Professor of the Practice of English*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Thomas Kaplan-Maxfield, *Associate Professor of the Practice of English*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

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

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

Susan Roberts, *Associate Professor of the Practice of English*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Associate Professor of the Practice of English*; B.A., Rutgers University; M.A., Boston College

Contacts

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- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- Administrative Assistant: Linda Michel, 617-552-3701, michelli@bc.edu

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature offers a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies to a range of transnational literatures written in English.

in Poetry (3 credits) and ENGL2133 Studies in Narrative (3 credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Because it is important for students to understand the foundations of literary traditions, English majors are also required to take 9 credits in British or American literature, pre-1900, to be distributed in the following manner:

- 3 credits in medieval or early-modern literature (before 1700)
- 3 credits in eighteenth or nineteenth-century literature (between 1700–1900)
- 3 additional credits in either category (e.g., pre-1900)

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such

National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University Belfast.

Women's and Gender Studies

Please contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- The creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least 9 of these credits must be writing workshops in any genre, selected with the help of the student's concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wish

Irish language. You can look forward to reading contemporary texts, poetry, and drama, and to enlarging your understanding of the cultural heritage out of which the language emerged. Completion of this and Continuing Modern Irish I and II will fulfill the Morrissey College of Arts and Sciences language proficiency requirement.

Matthew Holmberg

ENGL1709 Living in the Material World (Spring: 3)

Satisfies Literature Core Requirement

Offered Annually

Core Renewal Course: Enduring Questions. For freshmen only.

What are the humanistic principles that ground our understanding of the relationship of the human to the material world? Three units—human-matter, human-animal, human-machine—will introduce students to “New Materialisms,” that is, a range of disciplinary attempts to understand human embodiment in a world of matter. Students might read excerpts from philosophy, as well selections from the history of science. Literary texts will include novels like *Robinson Crusoe* and excerpts from poetry. Less familiar genres like the “It narrative” may also be included to help students think about the objects they use daily. We may also watch recent movies like *Wall-e* and *Her*.

Elizabeth Kowaleski Wallace

ENGL1712 Roots and Routes: Reading Identity, Migration, and Culture (Spring: 3)

Prerequisite: With permission of the Instructor.

Corequisite: ENGL1713.

Satisfies Literature Core Requirement

Offered Periodically

Core Renewal Course: Enduring Questions. For freshmen only.

This course welcomes students from diverse cultural and linguistic backgrounds. Advanced English-language learners and OTE students are especially encouraged to register. Interested students should contact core@bc.edu for permission to enroll.

We will read texts by twenty-first-century writers who have emigrated to the U.S. as children or young adults, as well as portraits of immigrant communities. We will encounter recurrent themes around diaspora, exile, choice, national, and transnational identities. Looking closely at language itself, we will think about multilingualism in the twinned contexts of our texts and the students’ own linguistic experiences. Students will perform literary analysis through informal and formal writing assignments. They will make a vodcast that arises out of the field research they do in the Writing Seminar and go on several field trips into immigrant communities.

Elizabeth Graver

ENGL1713 Roots and Routes: Writing Identity, Migration, and Culture (Fall: 3)

Prerequisite: With permission of the Instructor.

Corequisite: Must be concurrently enrolled in ENGL1712.

Satisfies Writing Core Requirement

Offered Periodically

Core Renewal Course: Enduring Questions. For freshmen only.

This course welcomes students from diverse cultural and linguistic backgrounds. Advanced English-language learners and OTE students are especially encouraged to register. Interested students should contact core@bc.edu for permission to enroll.

Building on the themes of culture and identity explored in the

ENGL1723 Feeling Like Ourselves: How and Why Literature Moves Us (Fall: 3)

Corequisite: PSYC1091.

Satisfies Literature Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

Ever since Aristotle questioned why we enjoy tragedy, thinkers have puzzled over why literature moves us. Why do we care about King Oedipus or Jane Eyre? Why do we laugh, cry, or shiver with pleasurable fear at stories we know aren't real? How do writers manipulate our emotions? More broadly, what can literature teach us about emotion's role in our own lives? By the course's end, students will have a richer understanding of literature's role in shaping and reflecting our emotions, together with a set of useful reading strategies that can be applied beyond literary studies.

Andrew Sofer

ENGL1724 Nature and Power: Reading the American Place (Spring: 3)

Corequisite: HIST1710.

Satisfies Literature Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

Writers since Meriwether Lewis have tried to know the great diversity of American landscape through acts of language. In this course

policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

Margaret Thomas

ENGL2125 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with SOCY2225, COMM2225 and HIST2502

Offered

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Margaret Thomas

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ENGL2171 Introduction to British Literature and Culture II

(Spring: 3)

Offered Annually

Fulfills the pre-1900 requirement.

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which they were written.

Beth Wallace

ENGL2220 Classical Mythology (Fall: 3)

Cross listed with CLAS2230

Offered Annually

This course explores the mythology of ancient Greece, Rome, and

sickness and health. In addition to exploring questions of illness and the body, we will address topics including disability, aging, pregnancy, pain, medical space, illness and culture, and care giving. Through the analysis of novels, poems, short stories and non-fiction, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health.

The Department

ENGL2221 Introduction to Creative Writing (Fall/Spring: 3)

Offered Annually

An introductory course in which students will write both poetry and short fiction and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.

The Department

ENGL2227 Classics of Russian Literature (in Translation) (Fall: 3)

Cross listed with SLAV2162

Satisfies Literature Core Requirement

Offered Annually

All readings and lectures in English. Undergraduate major elective. Russian major requirement

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Maxim D. Shroyer

Cynthia Simmons

ENGL2228 Twentieth-Century Russian Literature (in Translation)

(Spring: 3)

Cross listed with SLAV2173

Offered Periodically

Readings and lectures in English. Undergraduate major elective.

Russian major requirement.

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

Maxim D. Shroyer

ENGL2237 Studies in Children's Literature: Disney and the

Wondertale (Fall: 3)

Offered Annually

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King*, *Aladdin*, *Prince of Egypt*, and *Pocahontas*. To do this, we will read source material (*The Arabian Nights*, *Hamlet*, tales about Pocahontas, Bible stories about Moses, Exodus, etc.) and secondary studies.

Bonnie Rudner

ENGL2241 Playwriting I (Fall: 3)

Cross listed with THTR3362

Offered Annually

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and

opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene. Exemplary plays by established playwrights will be studied as appropriate, but the overwhelming emphasis is on student writing.

Scott T. Cummings

ENGL2248 Playwriting II (Spring: 3)

Prerequisite: THTR3362 or permission of instructor.

Cross listed with THTR4462

Offered Biennially

Attendance at local productions of new plays is expected.

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.

Scott T. Cummings

ENGL2249 Contemporary Theater and Drama (Spring: 4)

Offered Annually

Please see course description THTR3382 in Theater Dept.

Scott T. Cummings

ENGL2277 Introduction to American Studies (Fall/Spring: 3)

Offered Annually

This course offers an introduction to the interdisciplinary study of American culture. We concentrate on assembling a toolbox of critical skills for making interpretive arguments about aspects of culture in their historical moment, including examples from literature, film, music, photography, painting, and landscape, among others. Each week will be organized around a question that shapes our inquiry and method of approach—anything from “What have Indians meant?” to “Why do we enjoy imagining the destruction of New York?” We will also have guest lectures from faculty in American Studies representing a range of interests and disciplines.

Carlo Rotella

ENGL2280 Imagining the City: Why Writers Love Venice (Fall: 3)

Offered Annually

The Department

ENGL2282 Knights, Castles, and Dragons (Spring: 3)

Cross listed with GERM2239

Offered Biennially

Conducted in English with all texts in English translation. No knowledge of German is required. Counts toward German major, German minor, and German Studies minor.

A study of the masterpieces of the first great blossoming in German literature including *The Nibelungenlied*, *Tristan*, and Hartmann von Aue's *Erec*. Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.

Michael Resler

to write weekly critical reading responses, and should be prepared for the course's non-traditional structure: weekly meetings will sometimes be canceled in lieu of weekend on-site meetings in Brighton and Boston.

Christopher Boucher

ENGL3005 Pop Culture Genres and the Turn to History

(Spring: 1)

Offered Periodically

Popular Culture genres relied on the historical imagination from the beginning of the phenomenon: the Gothic novel in English had a "take" on British history from its first appearance in 1764. This course will study the interaction of historical consciousness and mass readership in the growth not just of the historical novel itself but in other popular genres. We'll consider first Dickens's *A Tale of Two Cities*, then one of Georgette Heyer's *Battle of Waterloo Regency Romances*, Walter Miller's Sci-fi novel *A Canticle for Leibowitz*, and Lindsey Davis's hardboiled detective novel *Silver Pigs*, set in Rome, 70 A.D.

Judith Wilt

ENGL3006 The Golden Age of the American Musical: From Oklahoma to Hamilton (Spring: 1)

Offered Periodically

In this class, we will work backwards from the smash Broadway hit *Hamilton* to explore significant moments in musical theater leading to its appearance. Beginning with the major mid twentieth century musicals of Oscar and Hammerstein and Lerner and Lowe (among others), we will move on to discuss the influence of Stephen Sondheim on Lin-Manuel Miranda. We will also consider how political and social events have shaped the American musical and have led to what is arguably its apotheosis in *Hamilton*.

Elizabeth Wallace

ENGL3201 Epic Modernism (Fall: 3)

Offered Periodically

An "epic," the modernist poet Ezra Pound once claimed, "is a poem that includes history." This course will consider the ways in

followed mainly by discussions of the stories and books, within the terms set out above. We will read stories from Wells and Verne and novels from Asimov to Butler to see what scifi tells us about ourselves and where we are going. Three papers required plus a midterm and final.

Tom Kaplan-Maxfield

ENGL3402 Discontinuous Histories in American Literature

(Spring: 3)

Offered Periodically

While our understanding of American literature is deeply influenced by a certain historical determinism, this class takes as its starting point the notion that history is as yet an unfinished project. This class will consider early American writers such as Melville and Hawthorne alongside philosophers such as Marx and Foucault to see how history is in fact a living force that, as Marx writes, “weighs like a nightmare on the brains of the living.” Because the writers under consideration all envisioned a better society, at the core of our class will be their political importance for us today.

Alex Moskowitz

ENGL3527 General Linguistics (Fall: 3)

Cross listed with LING3101

Offered Annually

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

ENGL3528 Historical Linguistics (Spring: 3)

Prerequisite: LING3101 or equivalent and familiarity with an inflected language.

Cross listed with LING3325

Offered Annually

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OffeWaus0.5 (guistses)0.5 Pom s (Fall: 3)

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works in the shadow of Gothic. Concentrating on works by Walpole, Lewis, Godwin, Wollstonecraft, Hogg, Edgeworth, Scott, Austen, Shelley, and Emily Brontë, we will consider the novel from historical, ideological, feminist, psychological, and formal and stylistic perspectives.
Alan Richardson

braided essay; an integrated sequence of status updates or tweets; an appropriated form essay; a letter-as-essay; and a persona piece. Assigned writing includes a new flash nonfiction piece almost every week, along with a revision of the previous week's piece. Students will get feedback on work-in-progress in a workshop or individual conference almost every single week.

Lad Tobin

ENGL4434 Advanced Creative Non Fiction: Writing Mental Health (Fall: 3)

ENGL4588 Business Writing (Fall/Spring: 3)
Offered Annually

memoirs, and films. Readings may include texts by Daniel Defoe, Albert Camus, Bram Stoker, Abraham Verghese, Randy Shilts, and Emily St John Mandel. Topics will include epidemic and the rise of public health; quarantine, immigration, and xenophobia; contagion outbreaks and accounts of “patient zero”; and science fictions of earth after pandemic. Assignments will likely include a critical paper, short writing exercises, and final (collaborative) presentations. (This course counts as an advanced elective for Medical Humanities minors.)

Amy Boesky

ENGL4802 Race and Gender in Visual Culture (Fall: 3)

Offered Periodically

This course introduces students to the field of visual culture, with a particular emphasis on representations of race, class, gender and sexuality. Our readings will include critical analyses of photographers using image and text to expose the complexities of identity and power (Barbara Kruger and Lorna Simpson); artists challenging racial, sexual and class identity (Robert Mapplethorpe’s *Black Book*, a documentary film about Harlem drag balls, *Paris is Burning*, and Alfred Hitchcock’s film *Rear Window*). A central focus of the course will be on the exhibition at BC’s McMullen Museum of the photography of the African American artist Carrie Mae Weems, which explores the role of art in generating conversation around the impact of violence and the possible ways to resist its dehumanizing effects.

Robin Lydenberg

ENGL4803 Wandering in the City: from Baudelaire to Banksy

(Spring: 3)

Offered Periodically

This course will trace the figure of the *flâneur* or street wanderer from the mid-nineteenth century urban poetry of Baudelaire to contemporary street artists marking their paths through the city. The *flâneur’s* critical consciousness and active creativity distinguish him from the passivity of the tourist and the materialism of the shopper. We will follow Benjamin in Berlin, Teju Cole in New York, and the Surrealists in Paris. Whether a native or a stranger (like Hemingway or Baldwin in Paris), the *flâneur* is always anonymous and detached. Guided by these and other models, students will perform their own attentive analytical wanderings in the Boston area.

Robin Lydenberg

ENGL4804 Digital Literature (Spring: 3)

Offered Periodically

Technology is changing the way we read and write literature. Browse the iOS or Android app store and you’ll see that countless writers and artists are now using digital-specific tools—from hyperlinks to geolocation to augmented reality—to create cutting-edge electronic

ENGL4915 Advanced Fiction Writing Workshop (Spring: 3)

Offered Annually

Grad/Undergrad course.

This workshop, for students who have had some fiction writing experience and are ready to grow further, will focus on intensive writing, group and instructor feedback, revision, and development of craft strategies through discussion of models and use of prompts and exercises. Enrollment in the course commits you to continuous writing and revision outside of class and full participation in the workshop editing process. I will meet with each of you for revision conferences after your workshops, and will provide written and oral feedback in lieu of grades as you work toward a polished 20 pages of fiction in your final portfolio. Rolling admission by application: Send, by the first day of spring registration, an 8-page sample of your fiction to suzanne.matson@bc.edu.

Suzanne Matson

ENGL4917 Advanced Poetry Workshop (Spring: 3)

Offered Annually

No application process or prerequisite is required, but previous workshop experience is advised.

This is a workshop for those who already have some experience writing poetry and who wish to work intensively on matters of craft and revision. Students will produce roughly two poems a week, responding to each other’s drafts in workshop discussion. Though the bulk of class discussion will be about student writing, some class time will be devoted to a discussion of useful models and what they can teach us about strategy and craft. Short in-class exercises will be given weekly as prompts to begin the writing process. In ongoing consultation with the instructor about which poets might interest them most, students will devise their own reading list of contemporary poets and keep a response journal. In at least two conferences over the semester, each student will be given individual feedback on a packet of revisions. The final project will be a chapbook of revised poems produced over the semester, culled from drafts produced in and out of class.

Allison Adair

ENGL4990 From Page to Pod: Making Literature Public (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Cross listed with JOUR2290

Offered Periodically

In this practical, collaborative, and project-driven course, we’ll celebrate the Irish comic novelist, journalist, playwright, and television-scriptwriter, Flann O’Brien. Exploring O’Brien’s archives, we’ll research, document, and curate those works for a spring 2019 exhibition in the Burns Library—but more: scripting and recording our own podcasts, we’ll carry O’Brien’s satirical bite to a broader American public. O’Brien is as contemporary as *The Onion*, as absurd as Beckett, as smart as...well...you. Along the way, we’ll map out the future of literary studies (and your own role in the Public Humanities). The seminar will be challenging—but fun. All disciplines made welcome.

Joe Nugent

ENGL5005 Advanced Topic Seminar: Theater and Globalization: Contemporary Irish Drama (Spring: 3)

Offered Periodically

This advanced topic seminar will be taught by the Burns Visiting Scholar, Prof. Patrick Lonergan from NUI Galway.

Patrick Lonergan

ENGL5513 American Studies Senior Seminar (Fall: 3)
Offered Periodically

postcolonial critics wanted to see nineteenth-century Ireland as a fractured a society incapable of fiction. In this class students will read novels that raise issues relevant to Irish Victorian fiction: the possession of land and relations between landlords and tenants; the dynamics of rural society; Gothic and allegory in writing; realism in fiction; social satire and urban fiction; women novelists and the New-Woman Novel.

James Murphy

ENGL6013 Dickens and his World (Spring: 3)

Offered Periodically

Fulfills the pre-1900 requirement for undergraduates.

Charles Dickens was one of the most beloved authors of the Victorian period, and his novels can still make us laugh and cry. This course provides an opportunity to survey Dickens's astonishing career: raging against social injustice, wallowing in sentimental deathbed scenes, and cackling at ridiculous caricatures. Novels will likely include *Oliver Twist*, *David Copperfield*, *Bleak House*, and *Little Dorrit*. Topics will include: the power and danger of sentimentality and melodrama; characterization and narrative structure; satire and comedy; journalism and fiction; and Dickens's pioneering development of serialized novels, which laid the groundwork for today's serial television.

Maia McAleavey

ENGL6600 Honors Thesis (Fall: 3)

Offered Annually

Amy Boesky

ENGL6647 Irish Gothic (Spring: 3)

Offered Periodically

Fulfills the pre-1900 requirement.

Vampires, demons, madness, imprisonment, and murder: this course investigates why, during the turbulent nineteenth century, Irish writers turned again and again to the macabre themes and unconventional narrative modes of the Gothic. Writers to be studied include Maria Edgeworth, Joseph Sheridan LeFanu, Charles Maturin, Bram Stoker, and Oscar Wilde.

Marjorie Howes

ENGL6699 Seminar: Old English (Spring: 3)

Offered Annually

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*.

Offered Annually

Fulfills the pre-1900

with a foundation for further interdisciplinary study of environmental issues. Students can take one or more of these courses in any given semester. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC1174 or EESC1505 for EESC2205, and EESC1157 for EESC2206.

- 2000
- ECON2277 Environmental Economics and Policy or
ECON2278 Environmental Economics
 - HIST2406 This Land is Your Land: U.S. Environmental History
 - HIST4703 Environmental Histories of Water
 - INTL2260 International Environmental Science and Policy
 - SOCY1031 Society and Environmental Transformations
 - SOCY2200 Statistics (or a different statistics course)
 - SOCY5563 Environmental Sociology I
 - ENVS/UNAS2256 Environmental Law and Policy
 - PHIL5534 Environmental Ethics
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THEO2231 The Bible and Ecology

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Equator)POLI3521, POLI2522 or POLI2525

History

- HIST1511 Science and Technology in American Society (for freshmen only)
 - HIST1704 The Worlds of Moby-Dick
 - HIST1708 Nature on Exhibit: From Sea Monsters to Sea World
 - HIST2044 Chinese Environmental History
 - HIST2045 A Material and Cultural History of Food in China
 - HIST2406 This Land is Your Land: U.S. Environmental History (in addition to the C requirement above)
 - HIST2411 Civil War and Reconstruction
 - HIST2431 Leeches to Lasers: Medicine and Health in the U.S.
 - HIST2505 Feast or Famine, a History of Food and the Environment
 - Several other environmental history courses TBA
- Four of:
 - HIST4043 Environment, Economy, and Politics in Medieval China
 - HIST4090 Modern South Asia
 - HIST4222 Animals
 - HIST4254 Century of Famine: Nineteenth Century Social Crisis
 - HIST4423 The Plains Indians
 - HIST4701 Ecological History of the Atlantic World
 - HIST4703 Environmental Histories of Water (in addition to the C requirement above)
 - HIST4875 New England: Winthrop to Walden
 - HIST4891 Science and Religion in American History

Political Science

- One of fundamentals:
 - POLI1042 Introduction to Modern Politics
 - POLI1061 Introduction to American Politics
 - POLI1091 Introduction to Comparative Politics
- Two of American politics:
 - POLI2301 Policy and Politics in the U.S., One of POLI2305, POLI2309, POLI2317, POLI2322, POLI2334, POLI2338
- One of Comparative politics:
 - POLI2415
 - POLI2422
 - POLI2460
- Two of International politics:
 - POLI2531 Energy Politics in U.S., Comparative and Global Perspectives
 - One of POLI3521, POLI2522 or POLI2525

Sociology

- Four of fundamentals:
 - SOCY5562 Environmental Sociology I (counts towards requirement C)
 - SOCY1001 Introductory Sociology
 - SOCY2200 Statistics (in addition to the C requirement above)
 - SOCY2210 Research Methods
- Three of:
 - SOCY1509 Planet in Peril (in addition to requirement C)

during their junior year at a German-speaking university. Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement.

Director of the minor, Prof. Daniel Bowles, Lyons Hall 201F, bowlesd@bc.edu.

Minor in German Studies

The German Studies minor promotes the interdisciplinary study of German culture beyond the language.

The German Studies minor requires 18 credits or six courses:

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readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.

Michael Resler

GERM1051 Intermediate German II (Spring: 3)

Prerequisite: GERM1050 or admission by placement test.

Offered Annually

Conducted primarily in German. Counts toward German minor.

Satisfies Foreign Language Proficiency core requirement.

This course is a continuation of GERM1050 (Intermediate German I) and provides further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction; German culture and society; grammar review; and discussion and composition.

Michael Resler

GERM1061 Intensive Reading in German (Summer: 3)

Offered Annually

No previous knowledge of German is required. This is a 3 credit course, but students in GSMCAS have the option of taking this course for 1 credit.

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

Ursula Mangoubi

**GERM1063 Triumphs and Failings of Modern Man
(Fall/Spring: 3)**

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.

In this seminar students are invited to explore the variety and complexity of modernism through German literature, film, and art. Our aim is to understand how such works gave voice to the triumphs and failings of humankind at a time of dislocation, upheaval, radical change, and seemingly limitless possibility. Readings include works by Nietzsche, Rilke, Kafka, Mann, Freud, and Keun and screenings include films by Lang, Murnau, Wiene, and Sagan.

Daniel Bowles

GERM1175 Business German (Fall/Spring: 3)

Prerequisite: GERM1051.

Offered Annually

Conducted in German. Counts toward German major, German minor, and German Studies minor.

An introduction to the language and structure of business in the

GERM6699 Honors Thesis (Fall/Spring: 3)

Prerequisite: Permission of the chairperson.

Offered Annually

By arrangement

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students may begin a 6-credit research project that will lead to a 60 to 80 page honors thesis completed during the fall and spring of their senior year. The thesis is a major scholarly enterprise entailing independent research and writing; the final product is an essay embodying the results of original research and substantiating a specific view of the subject matter. Interested students should initiate the preparatory planning during junior year.

The Department

History

David A. Northrup, Professor Emeritus; Prof6.895 Emeritus; Prof6.257 Emeritus

Yajun Mo, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz

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

Karen Miller, *Assistant Professor of the Practice*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- History Department website: www.bc.edu/history

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin

of History, must be taken at Boston College during the regular academic year. History minors may take as many as two courses (6 credits) abroad for minor credit (including one upper-division course worth 3 credits).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete

HIST1028 Modern History II (Summer: 3)

Satisfies History II Core Requirement

Offered Annually

This course is Part II of the History Core. Hybrid Course.

This course is taught in a hybrid format. This course covers several centuries of time (1800 and after) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Michael Franczak

HIST1041 Europe in the World I (Fall: 3)

Satisfies History I Core Requirement

Offered Periodically

Followed in spring semester by HIST1042.

No Discussion Sections for this Core course.

The purpose of this course is two-fold. First, as an essential part of

HIST1077 Globalization I (Fall: 3)

**Satisfies Cultural Diversity and History I Core Requirements
Offered Annually**

The course explores the connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world's expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

HIST1078 Globalization II (Spring: 3)

**Satisfies History II and Cultural Diversity Core Requirements
Offered Annually**

Continuation of HIST1077.

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HIST1083 Globalization I (Fall: 3)

**Satisfies History I and Cultural Diversity Core Requirements
Offered Annually**

HIST1094 Modern History II (Fall: 3)

**Satisfies History II Core Requirement
Offered Annually**

This course is the second half of the History core. Offered in the Fall semester of the academic year. Fulfills History II Core Only

This course covers several centuries of time (1800 and after) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

The Department

HIST1511 Science and Technology in American Society (Fall: 6)

Cross listed with BIOL1503

**Satisfies Natural Science and History II Core Requirements
Offered Periodically**

Core Renewal Course: Complex Problems. For freshmen only. Students must also register for a lab section (HIST1512 or BIOL1502). Satisfies History Core II requirement only.

What roles do science, technology, engineering, and mathematics (STEM) play in advanced, knowledge-dependent societies? This course examines our institutional and cultural relationship to innovation: hopes and fears about STEM, views of science and religion, conceptions of democracy's cultural requirements, the emergence of DIY and geek culture, and more. And it explores ethical questions around STEM, including debates over biotechnology, pharmaceuticals, climate change, and mass extinction. The course gives students the basic technical background to address these questions and an opportunity to imagine a technological application of their own for addressing the complex problems of the twenty-first century.

Christopher Kenaley

HIST1513 Powering America: The Past and Future of Energy, Technology, and the Environment (Spring: 6)

Cross listed with EESC1507

**Satisfies History II and Natural Science Core Requirements
Offered Periodically**

Core Renewal: Complex Problems. For freshmen only.

This course explores U.S. energy. From the perspectives of history, culture, technology, engineering, and foreign policy, we ask how we have created and distributed energy in the past, how energy systems function in the present, and how they may evolve. We investigate energy production, distribution, and use—coal, oil, nuclear power, hydropower, wind and solar power—along with cables, pipelines, and transmission systems. Through hands-on exercises and field trips, students learn how past technological and economic choices shaped current U.S. energy systems, how energy systems affect the environment, and how sustainable energy systems will be in the future.

John Ebel

HIST1701 Truth-telling in History (Fall: 3)

Corequisite: ENGL1701.

**Satisfies History I Core Requirement
Offered Annually**

Core Renewal Course: Enduring Questions. For freshmen only.

This course examines both the difficulties of finding "truth" in historical documents and the challenges of writing truth about the past.

Do any primary sources tell the truth? Does the work of interpretation always result in distortion? Does history, however it may be built on fact, become a form of fictionalizing? We will consider the dilemmas posed by oral history, the expectations of popular and scholarly histories, and the contrasting expectations for works of historical fiction. The final project will be a piece of historical fiction, a memoir, a popular history, or a similar creative project that wrestles with these issues.

Sylvia Sellers-Garcia

HIST1709 From Weevils to Wolves: How Animals Made the World (Fall: 3)

Corequisite: ENGL1721.

Satisfies History I Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

Of all animal species, only one, *homo sapiens*, categorizes and defines all others, pushing the overwhelming majority of sentient life to the margins of “human” history. This course explores what history looks like when we consider the activities and agencies of non-human animals instead. Focusing on history before the advent of modernity, we will consider animals not only as food, labor, and “raw material” (wool, skin, ivory, etc.), but also as shapers of biomes, landscapes, and even human populations. From parasites and pests to meat and manure, history is not just about humans.

Zachary Matus

HIST1710 Nature and Power: Making the Modern World (Spring: 3)

Corequisite: ENGL1724.

Satisfies History II Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

How have we humans changed the environment by clearing forests, farming crops, damming rivers, inventing railways, building bombs, and other transformative activities? How have our aesthetics, values, ideologies, and knowledge shaped the ways we interact with the natural world? By comparing historical cases from Asia, Europe, and America during the past four hundred years, this course takes students onto a journey across historical space and time to observe how human relations with the environment gave birth to our modern world.

Ling Zhang

HIST1711 Human Rights in History (Spring: 3)

Corequisite: POLI1025.

Satisfies History II Core Requirement

Offered Periodically

Core Renewal: Enduring Questions For freshmen only

Do human rights have a history? Human rights claim to be rights we have simply because we are human. This suggests that they have always existed and thus have no real history. However, the notion of human rights is historically specific and a recent invention. This course examines the historical birth and development of human rights. When and where did human rights originate? How have they evolved over time? How do they differ across political contexts? Are they a specifically Western idea that doesn't apply to non-Western societies? How have human rights been used politically to frame and win arguments? When and where do human rights claims matter?

Devin Pendas

HIST1712 Sic Semper Tyrannis: The History of Empire and War (Spring: 3)

Satisfies History II Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

The historical component of this course will examine the development of empires, many of which metastasized from failed republican democracies. Students will learn to use historical methods and primary sources to ask deeper conceptual questions about politics and war. The course will examine why empire is history's most common form of government and investigate moments of “imperial peace” like the *Pax Romana*, *Pax Britannica*, and *Pax Americana*. It will explore not just whether empires are war-like but what type of warfare they have waged, and whether imperial conditions of war persist beyond imperial collapse into the present day.

Jesse Tumblin

HIST1831 Core Topics: Colonial Latin America (Spring: 3)

Satisfies History I and Cultural Diversity Core Requirements

Offered Periodically

Fulfills the requirement for the first half of the History Core, or History Core I.

Anchored in close readings of primary sources, particularly the first-person accounts of contemporaries, this course considers the history of Latin America from the pre-contact period to roughly 1800. It follows the individual, communal, institutional, and national stories of transformation in order to understand how people in this region became “Latin American.”

Sylvia Sellers-Garcia

HIST2045 A Material and Cultural History of Food in China (Spring: 3)

Offered Periodically

Fulfills the Non-Western Requirement for History majors

This course studies historical continuity and changes of dietary traditions and culinary practices in China. We will examine how certain foods gave possibilities to and conditioned China's cultural formation and, in return, how food and ways of eating are culturally, socially, and politically constructed. The course's themes include food and religion in early China, food and Chinese medicine in the early medieval, food exchanges with central Asia, food and urbanization during the “Medieval Economic Revolution,” the New World food in late imperial China, regional culinary and cultural diversities, and eating in globalized, modern China.

Ling Zhang

HIST2051 Modern China (Fall: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Fulfills the Non-Western Requirement for History majors

This course will trace the history of China from roughly the year 1800 to the present, including the collapse of the imperial system, the rise of nationalism and new political ideologies, the forging of Chinese identity through war and revolution, and the gradual consolidation of the nation-state. The focus will be on the daily life of ordinary people, and their relationship to the family, the village/city, the environment, and the State; their connections with local, regional, and global economic and cultural networks; and their ethnic identity, religious practice, and gender relations.

The Department

of developing, decolonizing, and predominantly nonwhite areas in Africa, Asia, and Latin America. This course examines America's campaign to win the third world to its side, and the often tragic consequences of that effort, as U.S. policymakers frequently wound up simplifying local and regional developments, equating nationalism with communism, aligning America with unstable and unrepresentative regimes, and wedding American interests to the status quo in places experiencing massive social, political, and economic upheaval.

Seth Jacobs

HIST2481 African American History I (Fall: 3)

Cross listed with AADS1104

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This two-semester survey examines the history and culture of African Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, and civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

HIST2482 African American History II (Spring: 3)

Cross listed with AADS1105

Satisfies Cultural Diversity Core Requirement

Offered Periodically

The two-semester survey examines the history and culture of African Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, development of Black institutions, and emergence of the protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

HIST2485 Foodways and Folkways in African American History (Spring: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Food provides a lens through which to explore and compare the impact of this dispersal on a people as they moved, adapted long-held practices to new places, new times, and new concerns. This course focuses on several themes such as evolving food customs and traditions, how those traditions reflect the common bonds as well as the limitations of diaspora, the politics, economics, and health implications of food availability and scarcity, and the presence of food as a dynamic element in cultural production and representation in art, literature, film, and history. Students will examine and share their own familial food traditions and histories.

HIST2502 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with ENGL2125, COMM2225, and SOCY2225
Offered Annually

HIST2829 American Political Thought from the Constitution to Trump (Spring: 3)
Offered Periodically

This course explores the shifting categories and frameworks through which Americans have understood their shared political world since the founding period. Topics include the influence on the Constitution of republicanism, Enlightenment thought, and Christianity; the nineteenth-century emergence of liberalism and socialism; the contours of pro-slavery and anti-slavery arguments; the effects of the Civil War and Reconstruction; the political battles of the Gilded Age and Progressive Era; the rise of New Deal liberalism; the influence of the Cold War; the upheavals of the 1960s; and the recent ascendance of conservatism.

Andrew Jewett

HIST2830 Boston Neighborhoods (Summer: 3)
Offered Periodically

An historical look at Boston explores parts of its “neighborhoods,” including the old West End, the South End, the North End, South Boston, East Boston, Charlestown, Dorchester, Roxbury, Jamaica Plain, Mattapan, Hyde Park, and West Roxbury. Walking and bus tours are planned during the regular class meetings.

The Department

HIST2837 Multiculturalism in the Roman Empire (Spring: 3)
Cross listed with CLAS2250

Offered Annually

From its beginnings as a small city-state in central Italy, Rome built a vast multicultural empire stretching across the entire Mediterranean and much of Europe. We will travel through this empire, visiting such different peoples and provinces as the Germans and the Jews, Britain, and Greece. How did those people remain loyal to their origins while also becoming Roman? How did the different cultures included within the empire transform who “the Romans” were and what it meant to be Roman? How did the emperors—those larger-than-life figures like Augustus and Nero—use the diversity of the empire to craft their public images as conquerors or as Greek actors? We’ll use a combination of written sources, archaeological evidence, and even visual art to investigate these questions and to explore the ever-expanding melting pot of the Roman world.

Mark Thatcher

HIST2840 World War I (Spring: 3)
Offered Periodically

A century on from a war that ravaged populations across the globe, radically altered international politics, and changed the landscape of philosophy and culture, nations and historians are still trying to make sense of what happened. In this course we will explore some of the classic historical problems of the First World War, such as how it started and what its aftermath wrought, but we will also examine the war’s deeper impact—how did the memory of the war shape subsequent generations? How has its legacy complicated the development of the Middle East and Asia through the twentieth century? Finally, we will investigate the efforts of the belligerent nations to commemorate the war’s 100th anniversary from 2014–2018 as an example of how World War I, then and even now, shapes national identities.

Jesse Tumblin

HIST2845 Women in U.S. Medicine (Spring: 3)
Offered Periodically

This course surveys the history of women in U.S. medicine from the colonial period to the present. We will consider both the changing

HIST3262 Study and Writing of History: Social and Political Violence in Ireland in the Twentieth Century (Fall: 3)

Prerequisites: History Core, Parts I and II; History major standing.

Offered Periodically

Not open to graduate students.

The aim of this course is to enable students to pursue an in-depth study of the history of Ireland's violent past in its twentieth century manifestation. This will initially take the form of a general survey of the revolutionary generation 1913–23 and how this set the pattern for violent encounter with both the British and Irish states for the rest of the century. Students will then opt to look at one aspect of social and political violence and write a 25-page paper exploring these themes.

Oliver Rafferty

HIST3280 Study and Writing of History: Life and Death in the Bloodlands of the Eastern Front (Spring: 3)

Prerequisites: The History Core, Parts I and II; History major status.

Offered Periodically

This course introduces students to the practice of history through intensive reading, research, and writing about the lives of ordinary people living in “the Bloodlands,” the areas of Eastern and Central Europe caught in cycles of violence during Hitler's and Stalin's rules. Through reading historians' interpretations and primary source documents of soldiers, civilians, perpetrators, victims, and bystanders, students will develop an independent research project and produce a 25-page paper

invented in the period: relics, asceticism, military brotherhoods, elaborate burial, and ethnogenesis. The course will emphasize archaeological

HIST4278 Ireland Before the Famine (Fall: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

Not open to students who have taken HIST2450

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution, the struggle for Catholic Emancipation, and the mid-century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.

Kevin O'Neill

HIST4284 Big Houses and Rough Cottages: Irish Culture and Politics, 1798–1921 (Spring: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

This course explores Irish culture and history during the long nineteenth century of turbulent social and political change. It will explore the contesting visions of national identity as well as evidence about Ireland's material culture and political evolution. It will also explore the role of art and literature in the development of Irish national identity.

Offered Periodically

problems, and conflicts would beset it? Would the institutions and values embodied in the post-Cold War framework prove applicable to the more global world in which they would have to operate? The course will begin by looking closely at the post-Cold War order and then examine its functioning in the contemporary world.

James Cronin

HIST4297 Russia to 1917: Autocracy and Empire (Fall: 3)

Prerequisites: The History Core, Parts I and II.

Offered Periodically

In 1721, Peter the Great declared that Russia would be an Empire. That empire survived for almost two hundred years. This course will survey central issues in imperial Russian history, focusing on how the rulers of the Romanov dynasty solidified their rule and incorporated peoples of diverse cultures. Although Peter's dream collapsed in 1917, the key question to be asked in this course is: given all the forces threatening to tear the Russian Empire apart for so long, how was it that it survived—and even expanded—for so long?

Nicole Eaton

HIST4371 The Inquisition in Spain and Spanish America (Spring: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

Fulfills the Non-Western Requirement for History majors

This lecture and discussion course for advanced students will consider the development of the Spanish Inquisition from its medieval roots to its early nineteenth-century demise. Divided roughly between Spain and the Americas, we will consider the following topics: the medieval co-existence of Jews, Muslims, and Christians in Spain; the "re-conquest" of the Iberian peninsula in the fifteenth century and the formation of the inquisition; and the theological debates of the sixteenth century that determined the scope of heresy. Our focus will be on using the Inquisition as an insight into early modern culture in both Spain and the Americas.

Sylvia Sellers-Garcia

HIST4403 Persecution and Toleration in the Atlantic World (Spring: 3)

Prerequisites: The History Core, Parts I and II.

Offered Periodically

Owen Stanwood

HIST4407 The Old South from Colonial Times to 1860 (Spring: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.

Cynthia Lyerly

HIST4422 Race, Riots, and Rodeos: U.S., 1865–1900 (Spring: 3)

Prerequisites: History Core, Parts I and II.

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.

HIST4496 U.S. Foreign Policy II, 1945–Present (Spring: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

The continuation of HIST4495.

Seth Jacobs

HIST4508 The Vatican and International Politics from the French Revolution to the Collapse of Communism (Spring: 3)

Prerequisites: History Core, Parts I and II.

Offered Periodically

The aim is to explore how the Vatican wielded such influence on modern history despite its territorial insignificance. We will look at

structuralism (Althusser, Levi-Strauss, Lacan) and post-structuralism (Barthes, Kristeva, Foucault). The main critical questions discussed include the relationship between freedom and determinism, imagination and language, self and society, desire and culture, art and politics. The course is participatory and interdisciplinary and will include interaction with students in history and studio art.

The Department

HIST4844 After World War I: Spirit Recov/Fascism/Personalism

(Fall: 3)

Cross listed with PHIL4447

Offered Periodically

We shall investigate the birth and development of fascism as political cultures.

James W. Bernauer, S.J.

HIST4846 The Holocaust: A Moral History (Spring: 3)

Cross listed with PHIL4456 and THEO4456

Offered Periodically

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated

**HIST5290 Senior Colloquium: Reagan and Thatcher: Together
Against the World (Fall: 3)**

Prerequisite: Senior History major standing.

Offered Periodically

Margaret Thatcher came to office in May, 1979; Ronald Reagan in January 1981. They each confronted serious crises at home and abroad. The two leaders shared a similar vision of the world: a strong belief in the market and an equally intense anti-communism. On both counts they represented a break with the prevailing consensus and had to fight hard for their ideas. Their alliance and friendship was a major resource in winning or losing the battles they chose. The course will provide an opportunity for students to examine the context in which these two leaders came to office, their ideas, and their relationship.

James Cronin

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they complete the freshman, sophomore, and junior courses, a senior thesis and/or two of the advanced seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad. Depending on the student's situation, the Honors Program will defer part or all of the junior year Twentieth Century and Tradition sequence to senior year. In certain cases (a full year abroad, and a senior thesis in the offing) the Honors Program will drop the requirement altogether.

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

HONR1201 Western Cultural Tradition V (Fall: 3)

Corequisite: HONR1202.

Offered Annually

All students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in

to maintain law, and to face the limits of law; bad laws, individual lawlessness, political rebellion, and war are ever-present possibilities in human life. We will explore the problem of law in these three contexts with the help of works of fiction (literature, film), philosophy, and social science.

Alice Behnegar

HONR4961 Senior Honors Thesis (Fall/Spring: 3)

Offered Annually

Alice Behnegar

International Studies

Contacts

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- Associate Director: Assistant Professor of the Practice Hiroshi Nakazato, Carney 247, 617-552-4892, nakazato@bc.edu
-

groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures and the consequences for global conflict and cooperation.

The Department

INTL2531 Politics of Energy and Climate in the U.S. and International Perspective (Spring: 3)

Cross listed with POLI2531

Offered Periodically

Why is energy and climate policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy, including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; evaluate the implications of climate disruption and the solutions across the sixty largest greenhouse gas emitting states; and analyze how energy and climate politics shapes global security and sustainability. Class members will also conduct a global climate negotiation and study in depth the regional security and political economy of the (Persian) Gulf states.

David A. Deese

INTL2533 Global Climate Politics (Spring: 3)

Offered Annually

This course addresses the main pillars of climate governance: mitigation (reducing greenhouse gas emissions), adaptation (coping with the impacts of climate change), and the emerging pillar—loss and damage regulation. It examines how responsibilities, burdens, benefits, and risks for addressing climate change should be divided between countries and people. We will discuss issues like: what is the role of justice in UN climate negotiations? How to balance fairness with political effectiveness? Is it possible to sue major emitters (states or businesses) for climate change? What are the responsibilities of rising powers for addressing their emissions? Who should pay for adaptation to climate change? Who are climate refugees and where can they go? This course looks for answers to such questions by examining various conceptual and empirical approaches to climate governance from a justice perspective and linking them to practical solutions, illustrated in case studies from around the world.

democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

Paul Christensen

INTL3540 Research Methods in International Studies (Fall: 3)

Offered Annually

This course is designed specifically for students in the Political Science and the History, Culture, and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here. This course complements and supplements INTL4951 Senior Thesis, but the two courses are independent.

Hiroshi Nakazato

INTL3930 Seminar: Selected Topics in International Studies

(Spring: 3)

Offered Annually

This course content will vary depending on which faculty member will teach the course.

The Political Economy of Global Climate Change: Global climate change is one of this century's most pressing challenges and affects virtually all countries. Responding to it effectively will require both government action and properly aligned market incentives. Thus, understanding international political economy is crucial to understanding the collective response to this threat. Moreover, societies' responses to that challenge are, and will continue to be, shaped by economic and political dynamics. This course examines those dynamics and addresses how civil society activists and businesses influence states' environmental policies and how states' climate change policies interact with each other. It also investigates states' different policy options and what the political economy implications of those policies are.

Gary Winslett

INTL4022 Human Rights and Democratic Transitions in South Korea (Spring: 3)

Cross listed with HIST4022

Offered Annually

This course introduces students to the historical evolution of human rights talk, activism, norms, and their impact on democratic transitions in South Korea.

Offered Annually

This course introduces students to the historical evolution of human rights talk, activism, norms, and their impact on democratic transitions in South Korea.

Choose a Disciplinary Base in History, Political Science, Theology, Art, Art History, and Film, or Near Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at www.bc.edu/ics for the list of approved courses.

- Political Science: POLI1041/1042 Fundamentals of Politics I and II
- Art, Art History, and Film: ARTH1101/1102 Art from Prehistoric Times to High Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HIST1001–1094 sequence: HIST1059 Islam and Global Modernities preferred
- Theology: Any of the two-semester University Core requirements: THEO1161 Religious Quest preferred
- Near Eastern Languages and Literatures: Any two of the following: NELC2061 Language and Identity in the Middle East, NELC2062 States and Minorities in the Middle East, NELC2161 Modern Middle Eastern and Arabic Literature, NELC2063 Near Eastern Civilization

Political Science:

- POLI2363 Muslims in U.S. Society and Politics
- POLI2403 Rise and Rule of Islamic States
- POLI2414 Politics and Society in Central Eurasia
- POLI3444 Intellectuals and Politics in the Middle East
- POLI/INTL2475 Kuwait: Politics and Oil in the Gulf
- POLI2502 U.S.-Iran Relations since World War II
- POLI3527 Terrorism and Political Violence
- POLI2528 International Relations of The Middle East
- POLI2615 Islam and Liberal Democracy
- POLI2638 Islamic Political Philosophy
- POLI7700 Muslims and American Institutions
- POLI7806 Political Cultures of the Middle East
- POLI7812 State-Church Relations in Modern Europe
- POLI7813 Islam in Europe

History:

- HIST4140 Middle East in the Twentieth Century
- HIST4150 Modern Iran
- HIST4370 Byzantium and Islam
- HIST4131 Rise and Fall of the Ottoman Empire
- HIST4135 History and Historiography of Arab Israeli Conflict
- HIST4122 Odysseys in the Western and Islamic Traditions
- HIST4090 Modern South Asia
- HIST4497 Terror and the American Century

Theology:

- THEO3116 Medieval Religions and Thought
- THEO1225/ICSP2225 Exploring the Religious Worlds of Istanbul and Anatolia
- THEO5351 Faith Elements in Conflict
- THEO5352 Israelis and Palestinians
- THEO5441 Ibn 'Arabi and The Islamic Humanities: Islamic Philosophy and Theology

Art, Art History, and Film:

- ARTH2213 Introduction to Islamic Architecture
- ARTH2226 Islamic Spain/al-Andalus: Word, Monument, and Image
- ARTH2280 Masterpieces of Islamic Art
- ARTH3350 The Art of the Object/Islamic Art
- ARTH4409 The Art of the Islamic Book
- ARTH4412 Cairo: City of 1001 Nights
- FILM3314 Cinema of the Greater Middle East
- Near Eastern Languages and Literatures:**
- NELC1211/1212 Modern Hebrew I and II
- NELC1251/THEO5582 Biblical Hebrew
- NELC1431/1432 Turkish for Scholars I and II
- SLAV2069 Literature of the Other Europe in Translation
- SLAV2067 Gender and War in Eastern Europe
- SLAV2066 Conversion, Islam, and Politics in the Balkans
- NELC4121/4122 Advanced Arabic I and II
- SLAV2071 War and Peace in Yugoslavia
- SLAV2065/SOCY2280 Society/National Identity in the Balkans
- SLAV2062 Exile and Literature
- NELC2063 Near Eastern Civilizations
- NELC2331 Advanced Readings in Persian Texts
- LING3359 The Structure of Biblical Hebrew
- NELC3162 Business Arabic
- NELC4190 Advanced Tutorial Arabic

Majors choose three elective courses from an approved list found on our website at www.bc.edu/ics. Electives must be distributed among at least two other departments in addition to the disciplinary base.

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Egypt, Jordan, and at the School of Oriental and African Studies at the University of London (SOAS) during the regular academic year and in the summer. Our students have also studied during the summer months at Middlebury,

ICSP1660 Middle East Music Ensemble (Fall/Spring: 0)

Cross listed with MUSP1660

Offered Biennially

This course is an ensemble dedicated to learning how to play music from cultures of the Middle East: the Arab World, Iran, Turkey, as well as parts of Central Asia. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Permission of instructor required for enrollment.

Nizar Ballout

Ann Lucas

ICSP2309 Music and Culture in the Middle East (Spring: 3)

Offered Annually

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.

Ann Lucas

ICSP2450 Kuwait: Intercultural Dialogue and Diplomacy

(Spring: 1)

Offered Annually

Course acceptance by approved application only. See web page:

<https://www.bc.edu/schools/cas/ics/kuwait.html>

Students will travel to Kuwait to improve their understanding of Middle Eastern cultures through face-to-face dialogue, an essential tool for bridge-building between people who inhabit different social and cultural environments and realities. Planned activities and conversations will attempt to address the challenges faced by each side in dealing with issues of citizenship, religion in public life, pluralism, peace, poverty, protection of the natural environment, and security. Selection is by competitive application to travel to Kuwait (March 3-13) to engage with counterparts at Kuwait University and American University of Kuwait. Site visits

ARTS AND SCIENCES

Dubi Kelmer, *Associate Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

David Treumann, *Associate Professor*; B.S., University of Minnesota; Ph.D., Princeton University

Qile Chen, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University

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

Xin Jin, *Assistant Professor*; B.S. Peking University, Ph.D. University of California at Berkeley

Juliana V. Belding, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland

Marie Clote, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII

Ellen J. Goldstein, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University

Robert C. Reed, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Jamison Wolf, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- www.bc.edu/math

The Mathematics Department offers two undergraduate degree programs, leading to the Bachelor of Science and to the Bachelor of Arts.

Bachelor of Arts (B.A.)

The Bachelor of Arts program in Mathematics is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Students who succeed in the program make excellent candidates for law school and other professional schools.

The Mathematics B.A. major requires completion of at least 33 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3310 Introduction to Abstract Algebra
- MATH3320 Introduction to Analysis
- 18 elective credits chosen from MATH courses numbered 4000 or higher

No more than 3 credits may be accumulated toward the major in courses granting fewer than 3 credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting 3 credits in MATH courses numbered 4000 or higher for each.

Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics is designed to give students a rigorous and thorough mathematical experience, one

that includes connection to another area of scholarship in which mathematics is an essential tool. In particular, the program is strongly recommended for those who wish to pursue graduate study in mathematics.

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3311–3312 Algebra I, II
- MATH3321–3322 Analysis I, II
- MATH4460 Complex Variables
- 12 elective credits in mathematics numbered 4000 or above
- 12 credits in natural science, computer science, or economics courses (listed below).

No more than 3 credits may be accumulated toward the major in courses granting fewer than 3 credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting 3 credits in MATH courses numbered 4000 or higher for each.

- BIOL2000 Molecules and Cells
- BIOL2010 Ecology and Evolution
- BIOL2020 Organisms and Populations
- BIOL3040 Cell Biology
- BIOL3190 Genetics and Genomics
- BIOL4200 Introduction to Bioinformatics
- CHEM1109 (1117)–1110 (1118) General (Modern) Chemistry I, II
- CHEM3351 Analytical Chemistry
- CHEM4475–4476 Physical Chemistry I, II
- CSC11101–1102 Computer Science I, II
- Any upper division course for majors in Computer Science
- ECON2228 Econometric Methods
- ECON2229 Forecasting Techniques
- ECON3308 Game Theory in Economics
- ECON3311 Mathematics for Economists
- EESC1132–1134 Exploring the Earth I, II
- EESC3391 Introduction to Geophysics
- EESC4424 Environmental Geophysics
- EESC4455 Exploration Seismology
- PHYS2100/2110–2101/2111 Introduction to Physics (Calculus I and II)
- Any upper division course for majors in Physics

Additional Major Requirement (All Students)

A grade point average of at least 1.67 in the MATH courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MATH1102 Calculus I (Mathematics/Science majors) and Calculus II (Mathematics/Science majors), (numbered MATH1105 in the fall and MATH1103 in the spring) to prepare for the major. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section MATH2203, and should

contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at www.bc.edu/mathadvise.

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

Departmental Honors

Candidates for either the Bachelor of Arts or the Bachelor of Science who meet the following requirements will be awarded Departmental Honors in Mathematics:

- Completion of the mathematics requirements for the B.S. degree.
- A grade point average of at least 3.3 in all mathematics courses numbered 3000 and above.
- Completion, as one of the required electives, of an honors thesis course MATH4961; or an independent study course MATH4901 under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 8000 level.

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

The Minor in Mathematics

The Mathematics Department also offers a program for majors in other disciplines leading to the minor in Mathematics.

Requirements for the minor in Mathematics:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- 12 elective credits, chosen from:
 - MATH2216 Introduction to Abstract Mathematics
 - MATH3310 Introduction to Abstract Algebra
 - MATH3311–3312 Algebra I, II
 - MATH3320 Introduction to Analysis
 - MATH3321–3322 Analysis I, II
 - MATH major courses numbered 4000 or higher

No more than 3 credits may be accumulated toward the minor in courses granting fewer than 3 credits.

Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs and the Assistant Chair for Graduate Programs.

Information for Study Abroad

Normally, Mathematics majors should have completed MATH2202/3, MATH2210/1, and MATH2216 before going abroad. For students abroad in the second semester of junior year only, you should also complete at least one of MATH3310/MATH3311 or MATH3320/MATH3321 before leaving.

Students usually may take **no more than two** mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required 3000-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

For course approval, contact the Assistant Chair for Undergraduate Programs.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Enroll in your first semester of freshman year in one of the Calculus courses MATH1102 (Calculus I/Math and Science), MATH1105 (Calculus II-AP/Math and Science), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus, MATH1105 is usually the most appropriate choice. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section of MATH2202, and should contact the Assistant Chair for Undergraduate Programs.

Enroll in your first semester of freshman year in one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed

MATH1034 Pre-Calculus for OTE (Fall: 3)

Offered Annually

MATH1035 Intro to Probability and Statistics for OTE

(Fall/Summer: 3)

Offered Annually

MATH1036 Intro to Calculus for OTE (Fall: 3)

Offered Annually

MATH1100 Calculus I (Fall/Spring: 4)

Prerequisite: Trigonometry.

Corequisite: MATH1121, MATH1122, etc., depending on which section of MATH1100 taken.

Satisfies Mathematics Core Requirement

Offered Annually

MATH1103 Calculus II (Mathematics/Science Majors) (Spring: 4)

Prerequisite: MATH1102.

Satisfies Mathematics Core Requirement

Offered Annually

Not open to students who has completed MATH1105.

MATH1103 is a continuation of MATH1102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MATH1105 Calculus II—AP (Mathematics/Science Majors)

MATH2202 Multivariable Calculus (Fall/Spring: 4)

Prerequisite: MATH1101, MATH1103, MATH1105, or permission of instructor.

Satisfies Mathematics Core Requirement

Offered Annually

This course is for students majoring in Chemistry, Computer Science/B.S., Environmental Geoscience, Geological Sciences, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include two- and three dimensional systems in Cartesian coordinates. Topics covered include double and triple integrals, the line and surface integrals, and applications of the line and surface integrals. The course also covers integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

MATH2203 Multivariable Calculus (Honors) (Fall: 4)

Offered Annually

MATH2210 Linear Algebra (Fall/Spring: 3)

Offered Annually

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors but is also suitable for students in the social sciences, natural sciences, and management.

MATH2211 Linear Algebra (Honors) (Fall: 3)

Prerequisite: MATH2203.

Offered Annually

This honors course in Linear Algebra is intended for students with strong preparation and high motivation. Topics covered include matrices, linear equations, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations, inner products, and canonical forms. The course will include significant work with proofs.

MATH2216 Introduction to Abstract Mathematics (Fall/Spring: 3)

Offered Annually

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MATH2290 Number Theory for Teachers (Spring: 3)

Prerequisites: MATH1190–1191.

Cross listed with EDUC2290

Offered Biennially

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MATH3310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisites: MATH2210 and MATH2216.

Offered Annually

Students may not take both MATH3310 and MATH3311.

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups, and Lagrange's Theorem; rings, including sub-rings, integral domains,

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and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MATH3311 Algebra I (Fall: 3)

Prerequisites: MATH2210 and MATH2216.

Offered Annually

Students may not take both MATH3310 and MATH3311.

This course, with MATH3312, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MATH3312 Algebra II (Spring: 3)

Prerequisite: MATH3311. With the permission of the Assistant Chair for Undergraduates, students who have taken MATH3310 may be allowed to take MATH3312. However, they may need to do additional work on their own in order to make that transition.

Offered Annually

This course, with MATH3311, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MATH3320 Introduction to Analysis (Fall/Spring: 3)

Prerequisites: MATH2202 and MATH2216.

Offered Annually

Students may not take both MATH3320 and MATH3321.

The purpose of this course is to give students the theoretical foundations for the topics taught in MATH1102–1103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MATH3321 Analysis I (Fall: 3)

Prerequisites: MATH2202 and MATH2216.

Offered Annually

Students may not take both MATH3320 and MATH3321.

This course, with MATH3322, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MATH3322 Analysis II (Spring: 3)

Prerequisite: MATH3321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MATH3320 may be allowed to take MATH3322. However, they may need to do additional work on their own in order to make that transition.

Offered Annually

This course, with MATH3321, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the

Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MATH3353 Statistics (Fall: 4)

Offered Annually

MATH4410 Differential Equations (Fall/Spring: 3)

Prerequisites: MATH2202 and MATH2210.

Offered Annually

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MATH4412 Partial Differential Equations (Spring: 3)

Prerequisite: MATH4410.

Offered Annually

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.

MATH4414 Numerical Analysis (Spring: 3)

Prerequisites: MATH2202, MATH2210, and familiarity with using a computer.

Offered Annually

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, and approximation theory.

MATH4426 Probability (Fall/Spring: 3)

Prerequisites: MATH2202, familiarity with using a computer.

Offered Annually

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MATH4427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MATH4426 and familiarity with using a computer.

Offered Annually

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MATH4430 Introduction to Number Theory (Fall: 3)

Prerequisite: MATH2216.

Offered Annually

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MATH4435 Mathematical Programming (Fall: 3)

Prerequisite: MATH2210.

Offered Annually

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

MATH4440 Dynamical Systems (Spring: 3)

Prerequisites: MATH2202 and MATH4410 or permission of the instructor.

Offered Annually

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

MATH4445 Combinatorics (Spring: 3)

Prerequisite: MATH2216.

Corequisite: MATH2210 (can also be taken concurrently).

Offered Periodically

Not open to students who have completed MATH2245 or MATH2248 or CSCI2245

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles, extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

MATH4451 Euclidean and Non-Euclidean Geometry (Fall: 3)

Prerequisite: MATH2216.

Offered Annually

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, and geometry and the study of physical space.

MATH4453 Euclid's *Elements* (Spring: 3)**Offered Annually**

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.

MATH4455 Mathematical Problem Solving (Fall: 3)

Prerequisites: MATH2202, MATH2210, MATH2216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

Offered Periodically

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.

MATH4460 Complex Variables (Spring: 3)

Prerequisites: MATH2202 and MATH2210.

Offered Annually

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, and the residue theorem and applications to definite integrals.

MATH4462 Topology (Fall: 3)**Offered Annually**

This course is an introduction to point-set topology. Topics include topological spaces, continuous functions, connectedness, compactness, metric spaces, the Urysohn Metrization Theorem, manifolds, the fundamental group, and the classification of surfaces. We will also discuss applications of these concepts to problems in science and engineering.

MATH4470 Mathematical Modeling (Spring: 3)

Prerequisites: MATH2202, MATH2210, and familiarity with using a computer.

Offered Periodically

This course introduces students to methods of mathematical modeling. The emphasis is on ways to analytically represent and study today's complex modeling problems, with cases from the natural and social sciences. Topics include the model building process, mathematical models of systems, and modeling data to discover properties and hidden characteristics. The calculus of finite differences and solutions to classes of difference equations will serve as the core mathematical theory taught in this course. The dynamics of certain linear and non-linear models will be explored from various domains (e.g., population models, economic models, Markov models). The course will conclude with an introduction to mathematical graph theory and its application to modeling interacting and interdependent systems and networks.

The Department

MATH4475 History of Mathematics (Fall: 3)

Prerequisites: MATH3310 and MATH3320, one of which may be taken concurrently.

Offered Biennially

This course studies the development of mathematical thought, from ancient times to the twentieth century. Naturally, the subject

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All students, regardless

- *Cumulative Listening Competency*

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony, and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little previous formal background in music.

Music Academic

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

MUSA1080 Keyboard Skills (Fall/Spring: 0)

Offered Annually

Theory corequisite

Keyboard Skills is a corequisite for each of the following theory courses: MUSA1100 Fundamentals of Music Theory, MUSA2100 Harmony, and MUSA3100 Chromatic Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions, and the ability to play short compositions on the keyboard. Times to be determined once class begins. Students must be enrolled in MUSA1100, MUSA2100, or MUSA3100 to participate.

The Department

MUSA1090 Ear Training/Sight-Singing Lab (Fall/Spring: 1)

Offered Annually

For music majors.

In meetings twice a week students learn to sing melodies by sight through a solfege system of drilling scales and intervals (sight-singing) and learn to notate melodic, rhythmic, and harmonic patterns (ear-training). The course principally helps students pass the Ear Training/Sight Singing requirement for the major but can benefit individuals in singing groups or those who wish to improve their practical musical skills. Preference given to majors and minors. Usually taken concurrently with MUSA2100 Harmony or MUSA3100 Chromatic Harmony.

Michael Burgo

MUSA1100 Fundamentals of Music Theory (Fall/Spring: 3)

Corequisite: MUSA1080.

Satisfies Fine Arts Core Requirement

Offered Annually

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations

MUSA1200 Introduction to Music (Fall/Spring: 3)**Satisfies Fine Arts Core Requirement****Offered Annually**

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music, but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

*Daniel M. Callahan***MUSA1300 History of Popular Music (Fall/Spring: 3)****Satisfies Fine Arts Core Requirement****Offered Annually**

From the blues to country, jazz to rock, our nation's political, social, and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America, with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music and acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts and as autonomous works of art.

*Donald James***MUSA1320 Introduction to Musics of the World (Fall/Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Annually****Cross-cultural course within the major/minor.**

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; Western, Central, and Southern African; Arabic; Persian; Hindusthani; Karnatak; Javanese; and Japanese musics. Musical training and background are not required and are not presumed.

*Douglas Dineen***MUSA2080 Keyboard Skills: Harmony (Fall/Spring: 0)***Corequisite:* MUSA2100.**Offered Annually**

Keyboard Skills: Harmony is a corequisite for MUSA2100 Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA2100 to participate.

*Lindsay Albert***MUSA2085 Keyboard Skills: Chromatic Harmony (Fall/Spring: 0)***Corequisite:* MUSA3100.**Offered Annually**

Keyboard Skills: Chromatic Harmony is a corequisite for MUSA3100 Chromatic Harmony. In weekly 30-minute lessons,

students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA3100 to participate.

*Leah Kosch***MUSA2090 Advanced Ear Training/Sight-Singing Lab****(Fall/Spring: 1)****Offered Annually****For music majors.**

A continuation of MUSA1090. See description for MUSA1090.

*Michael Burgo***MUSA2100 Harmony (Fall/Spring: 3)****Offered Annually****Theory course. It is recommended that music majors take****MUSA1090 Ear Training/Sight-Singing Lab.**

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords and continue to develop skills in analysis, keyboard harmony, and ear-training. It is recommended that music majors sign up for MUSA1090 Ear Training/Sight-Singing Lab.

*Sandra Hebert***MUSA2130 Education Through Music (Spring: 3)****Offered Periodically**

This is a course in general education, especially appropriate for majors and minors in education and music. The objectives of this course are to equip prospective teachers with strategies and methods of teaching and integrating music within the PreK–12 curriculum and to develop basic music competencies and understanding to engage a student's artistic, emotional, cognitive, physical, and psychological faculties. These objectives will be addressed through a variety of experiences: assigned readings, writings and research projects on topics of music philosophy and aesthetics, theories of children's musical development/learning, teaching methodologies and materials, hands-on activities, and in-class teaching opportunities.

*Barbara Gawlick***MUSA2201 Medieval/Renaissance (Spring: 3)****Offered Periodically****Historical Period**

A study of the development of Western music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

*Michael Noone***MUSA2203 Music of the Baroque (Fall: 3)****Offered Periodically****Historical period**

This course includes music in the seventeenth and first half of the eighteenth centuries from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, and fugue.

T. Frank Kennedy, S.J.

of Bach chorales, the concept of modulation using modal exchange, and the introduction of Neapolitan sixth and augmented sixth chords. We will study via harmonic and form analysis the works of great

Offered Spring: C1.222

Readings: articles, reviews, sites:

performance and/or improvisation, the performance of power and of identity (race, gender, sexuality, class), spectacle and the gaze, audiovisual synchronicity, film, modernism and the avant-garde, and popular culture. Case studies will be drawn from Baroque dance, ballet, tap, modern dance, hip-hop, and the contemporary music video. Students will share weekly responses with their peers, write a paper on a live performance they attend together, and complete a final research paper and presentation.

Daniel M. Callahan

MUSA3270 Beethoven (Spring: 3)

Offered Annually

Composer course

An introduction to Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiah W. McGrann

MUSA3342 Music and Ecstasy (Fall: 3)

Offered Annually

Cross-cultural course

This course examines the many different contexts where music is used to attain an altered state of consciousness. Throughout the world, music is actively used to drastically alter the emotions, perceptions and actions of listeners in order to transport them into another state of being. This class deals with music's relationship with specific practices of mysticism, shamanism, and magic; it also explores the specific musical structures associated with altered states of consciousness and analyzes general questions of music versus other factors in achieving an altered state of consciousness.

Ann Lucas

MUSA3350 The Beatles: From “Yesterday” to “Tomorrow Never Knows” (Spring: 3)

Offered Periodically

Restricted to Music majors and minors only.

Everyone loves the Beatles. In this class, we explore why that is the case. We will chart the rapidly changing idiom of popular music in the 1960s and outline its interaction with various social, political, and cultural movements, such as “Beatlemania” and psychedelia. The primary source material for this class is the established canon of Beatles songs, albums, and films, which we will supplement with secondary articles, reviews and interviews. This course will challenge you to listen critically to, and think deeply about, one of the most influential bands in the twentieth century.

Alexander Ludwig

MUSA4600 Senior Recital Preparation (Spring: 3)

Offered Annually

Restricted for music majors. A course preparing for a 40-minute concert with research paper required.

The Department

MUSA4900 Readings and Research (Fall/Spring: 3)

Offered Annually

Ralf Gawlick

**MUSP1760 Introduction to Improvisation (Fall/Spring: 1)
Offered Annually
Performance course.**

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues, and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class perfor-

MUSP1900 Individual Vocal/Instrumental Instruction
(Fall/Spring: 0)
Offered Annually

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1910 Individual Vocal/Instrumental Instruction
(Fall/Spring: 0)
Offered Annually

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1920 Individual Instrumental/Vocal Instruction
(Fall/Spring: 0)
Offered Annually

Performance Course. Fee required.

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP1925 Individual Instrumental/Vocal Instruction
(Fall/Spring: 1)
Offered Annually

Performance Course. Fee required.

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. A maximum of 3 credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period.

Sandra Hebert

MUSP2600 Irish Fiddle/Intermediate (Fall/Spring: 0)
Prerequisite: MUSP1615.
Offered Annually
Performance course.

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MUSP1615) and who the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing, and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Violin rentals are possible. A small portable recorder is required.

Sheila Falls-Keohane

MUSP2710 Advanced Improvisation (Fall/Spring: 1)
Prerequisite: With permission of the Instructor.
Offered Annually
Performance course

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvi-

MUSP2720 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)
Offered Annually
Performance course. Audition required.

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion, and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's and appeals to a wide range of musical tastes.

The Department

MUSP2750 Musical Theater Performance (Fall/Spring: 0)
Cross listed with THTR2214
Offered Annually

Performance Course.

Sandra Hebert

MUSP2800 University Wind Ensemble (Fall/Spring: 0)
Offered Annually
Performance Course. Audition required

The University Wind Ensemble is a select ensemble of 46 woodwind, brass, and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.

The Department

MUSP2820 Chamber Music Ensembles (Fall/Spring: 0)
Offered Annually
Performance course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.

Lindsay Albert

MUSP2840 The Boston College Symphony Orchestra
(Fall/Spring: 0)
Prerequisite: Audition required.

Offered Annually

Performance course.

The orchestra gives three full concerts each year plus the annual Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99*, Tchaikovsky's *Symphony No. 5*, and Copland's *Appalachian Spring*. The orchestra sponsors the annual Concerto/Aria Competition. Membership is by audition only.

John Finney

MUSP2850 Boston College Opera Workshop (Fall/Spring: 0)
Cross listed with THTR2215
Offered Annually

Performance Course. OpShop presents performances in both Gasson Hall and as a part of the Arts Festival.

Opera Workshop is open by audition to all Boston College students seeking vocal and stage experience in opera, operetta, and

Jean-Luc Solère, *Associate Professor*; M.A., University of Paris-Sorbonne; Ph.D., University of Poitiers

Marius Stan, *Associate Professor*; M.A., University of Manchester; Ph.D., Johns Hopkins University

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Richard Kenneth Atkins, *Assistant Professor*; B.A., Wheaton College (IL); M.A., Graduate Theological Union; Ph.D., Fordham University

David Johnson, *Assistant Professor*; B.A., Emory University; Ph.D., Pennsylvania State University

Brian J. Braman, *Professor of the Practice; Director, Perspectives Program*; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamin, *Associate Professor of the Practice*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

Deborah DeChiara-Quenzer, *Assistant Professor of the Practice*; B.A., State University of New York at Stony Brook; M.A., Ph.D., Boston College

Cherie McGill, *Assistant Professor of the Practice*; Ph.D., Johns Hopkins University

David E. Storey, *Assistant Professor of the Practice*; B.A., Boston College; Ph.D., Fordham University

Mary Troxell, *Assistant Professor of the Practice*; B.A., Amherst College; Ph.D., Boston University

Holly Vande Wall, *Assistant Professor of the Practice*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar*; B.A., Westmont College; Ph.D., Notre Dame

Contacts

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- www.bc.edu/philosophy

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about humanity and our world.

Both as a Core requirement and as a major, philosophy is foundational in helping us appropriate our intellectual and spiritual heritage and develop self-understanding anew. Pierre Hadot reminds us, in *Philosophy as a Way of Life*, that philosophy was originally understood as a spiritual exercise. It had as its goal the transformation of the whole of one's life, intellectually, morally, and spiritually.

Philosophy has been central to the educational mission of Boston College since its founding. The prominence of philosophy in the curriculum reflects the Jesuit heritage of this university. From the beginning, Jesuit colleges placed heavy emphasis on the values of authentic Christian humanism, chief among which was respect for the power

Perspectives Program I–IV (Open to Both Honors and Non-Honors Students)

The Perspectives Program at Boston College is a four-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for 12 credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at any time while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

The Honors Program in Philosophy

Students will be nominated for membership in the Honors Programs in fall of the junior year. Ordinarily, students in the top 15% of Philosophy GPA's will be nominated. In addition, members of the Philosophy faculty may nominate students whom they deem to be especially worthy. Invitations to the Perspectives Honors track will be extended by the Director of the Perspectives Program and to the History of Philosophy Honors track by the Director of Undergraduate Studies, both in consultation with the Philosophy Department's Undergraduate Program Committee. The two honors programs are as follows:

Honors Program

Honors students will participate in the Senior Philosophy Honors seminar in the fall semester of senior year, and register for a Philosophy Honors Thesis course with an advisor in the spring semester. Students will be expected to complete a thesis of approximately 50–75 pages by the end of the senior year. Seminar meetings and social events also provide intellectual community for honors program participants.

Perspectives Honors Program

Students in the Perspectives Honors major track are drawn from Perspectives majors who complete all four of the two-semester Perspectives courses:

- Perspectives I Perspectives on Western Culture
- Perspectives II Modernism and the Arts
- Perspectives III Horizons of the Social Sciences
- Perspectives IV New Scientific Visions

In addition, Perspectives Honors students will participate in the Senior Perspectives Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with an advisor in the spring semester of the senior year. Such a senior thesis will ordinarily consist of original research in the field, in close work with a faculty advisor, culminating in the production of a 50–70 page senior thesis.

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a five-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

PHIL1089 Person and Social Responsibility II (Spring: 3)

Corequisite: THEO1089.

Cross listed with THEO1089

Satisfies Philosophy and Theology Core Requirements

Offered Annually

Enrollment limited to freshmen, sophomores, and juniors

See description under PHIL1088.

The Department

**PHIL1090 Perspectives on Western Culture I/Perspectives I
(Fall: 3)**

Corequisite: THEO1090.

Cross listed with THEO1090

Satisfies Philosophy and Theology Core Requirements

Offered Annually

Freshmen only

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

**PHIL1091 Perspectives on Western Culture II/Perspectives II
(Spring: 3)**

Corequisite: THEO1091.

Cross listed with THEO1091

Satisfies Theology and Philosophy Core Requirements

Offered Annually

Freshmen only

See description under PHIL1090.

The Department

PHIL1252 Practical Logic (Summer: 3)

Offered Annually

A course not in the “new logic” (symbolic, or mathematical, logic) but in the “old logic” (ordinary language logic) invented by Aristotle and used for 2300 years in

complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Problems discussed may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

Meghan Sweeney

PHIL1510 Introduction to Ethics (Summer: 3)

Offered Annually

What does it mean to be good, virtuous, or just? To what extent are we responsible or not responsible for our actions? How have our ethical values been established by society in the past? On what basis should our ethical values be established in the future? What are reasonable moral expectations we can have of other people? These are a few of the issues that will be discussed as students are introduced to some of the main schools of ethical thought in the Western philosophical tradition. We will examine works by Plato, Aristotle, Augustine, Kant, Nietzsche, Rawls, and Martin Luther King, Jr. We will also use a few works of literature to reflect further on ethical ideas raised in the course.

Deborah DeChiara-Quenzer

PHIL1707 Seeking Justice/Taking Power: The Philosophy of Radical Social Change (Fall: 3)

Corequisite: POLI1026.

Satisfies Philosophy Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

This course examines the philosophical justifications of social change in a wide variety of sources. We will consider the nature of these political philosophies as critique of unjust societies, accounts of just political orders, arguments for change (including the appropriate methods of change), and as actually helping to bring about social change. This course will address a series of questions: What justifies rebellion and civil disobedience? What are the arguments for and against the use of violence? When and how do revolutionary/social change movements contradict their principles and how does that impact their success? Finally, we will consider how philosophies advocating radical social change might spark further revolutionary upheavals in the twenty-first century.

Eileen Sweeney

PHIL1708 Seeking Justice/Taking Power II: The Philosophy of Radical Social Change (Spring: 3)

Satisfies Philosophy Core Requirement

Offered Periodically

Second part of PHIL1707.

Eileen Sweeney

PHIL1709 The Art of Creativity: Crisis and Transformation (Spring: 3)

Corequisite: ARTS1701.

Satisfies Philosophy Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

The course begins with three stories of creation in the biblical account of Genesis, Greek myths of art-making and the classic philosophies of imagination in Aristotle and Plato. It then explores the

revolutions of the third millennium, asking: What is the human imagination in our postmodern culture of social media and virtual simulation? How do we move from crisis to transformation?

Richard Kearney

PHIL2215 Telling Truths III: The Narratives that Shape Our Lives (Fall/Spring: 3)

Offered Periodically

As we encounter injustice, conflicting visions of “the good,” and different moral scales of behavior, rights and responsibilities, it is essential that we become aware of our own foundational narratives. What “wisdom stories” shape the way you think about yourself in relation to others? What narratives do you carry into encounters with conditions, attitudes and beliefs that are different from yours? In this course, students will have a rare opportunity to bring their weekly experience of service into a time of reflection, and into relation to some of the core narratives of the great spiritual traditions. We will read modern mystics, parables, and creative theologians, including: Anne Lamott, Etty Hillesum, Kendrick Lamar, and Parker Palmer. The conversation will continue as we write in and read from our journals, sharing stories and questions. Several short writing assignments will occur through the course of the term; a final, longer piece of substantive “spiritual reflection” will give students the chance to synthesize the fruits of observation, reading and reflection. The aim of the course is to expand students’ familiarity with the great narratives of grace and forgiveness, suffering and hope, as they engage in service, and to provide a setting in which they can become intentional about adopting narratives that will shape their lives.

Kathleen Hirsch

PHIL2216 Boston: An Urban Analysis (Spring: 3)

Offered Annually

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston’s neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

David Manzo

PHIL2217 Telling Truths IV: Justice and the Illuminations of Literature (Fall/Spring: 3)

Offered Periodically

It is said that fiction can tell the truth more ably than non-fiction, and that poetry can speak where rhetoric has no tongue. This course will open the vast treasury of literature to explore the depiction of character caught in the maze of moral struggles we all face as we take up our paths. Themes of faithfulness and betrayal, desire and sacrifice, will and grace, are among those we will consider. We will read works of fiction (Flannery O’Connor, Andre Dubus and others), poetry (Kendrick Lamar, Martin Espada, Audre Lourde), and view several contemporary films. At least one class will be a field trip to a museum. Students will try their own stories and poems based on material they have gathered from their service placement work.

Kathleen Hirsch

PHIL2233 Values in Social Services and Health Care (Fall: 3)

Offered Annually

Through readings, lectures, discussions, field placements, and written work, we will attempt the following: to communicate an understanding of

PHIL4100 The Problem of Suffering (Fall: 3)

Offered Periodically

This course will examine the experience of suffering and its resistance to interpretation. We will begin with a reading of the book of Job, in order to generate some guiding questions. We will move next to clinical experience of physical and mental suffering, and then explore the consequences for the sufferer's relation to self, world and others. The final portion of the course will examine philosophical and religious practices meant to give meaning to suffering.

Jeffrey Bloechl

**PHIL4380 True Fiction: From Philosophy to Literature
(Fall/Spring: 3)**

Cross listed with ENGL4380

Offered Periodically

Beginning with Plato's allegory of the cave, this course will examine the question of truth and the way it has been addressed in several key texts, at several key moments, in the history of philosophy and of literature. What is the relation between the philosophical concept of truth and the literary modes of fiction in which that concept is often articulated? Readings will include Plato, Descartes, Kant, Kleist, Kierkegaard, Nietzsche, Kafka and Heidegger, among others.

Kevin Newmark

PHIL4403 Does God Exist? (Fall: 3)

Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.

Ronald K. Tacelli, S.J.

PHIL4405 Greek Philosophy (Fall: 3)

Prerequisites: Philosophy of the Person I and II or Perspectives I and II.

Offered Annually

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle,

PHIL4407 Medieval Philosophy (Spring: 3)

Prerequisite: Ancient Philosophy.

Offered Annually

Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were proposed to make sense of the world and of human life. The legacy of Antiquity, the philosophic and scientific knowledge of the time, and religious views were combined in original syntheses. The aim of the course is to provide a precise picture of this diversity, through a study of the main problems that a wide range of authors (Christian thinkers from St. Augustine to Ockham, but also Islamic and Jewish philosophers) faced.

Jean-Luc Solere

PHIL4408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)

Prerequisite: Some background in Kant, although not mandatory, is strongly recommended.

Offered Annually

This class will be devoted to some of the most important issues in philosophy in the past two centuries. In particular, we will study the development of Kantian transcendental philosophy in German Idealism, Neo-Kantianism, and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

Peter J. Kreeft

PHIL4429 Freud and Philosophy (Fall: 3)

Prerequisite: Philosophy Core.

Offered Annually

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology; and the implications of the ongoing revisions in Freud's classification of the drives.

Vanessa P. Rumble

PHIL4430 Classical and Contemporary Asian Philosophy (Spring: 3)

Offered Periodically

This course will begin with a survey of some of the central texts in the classical Confucian and Buddhist canons. We will then look at the ways in which modern thinkers in Japan (especially figures associated with the Kyoto School such as Nishida Kitaro, Watsuji Tetsuro, and Yuasa Yasuo) and the United States (especially New Confucians such as Tu Wei-Ming and Robert Neville) have appropriated and transformed this intellectual heritage by articulating classical metaphysical and ontological positions in novel ways and by developing creative responses to questions about the nature of the self and of ethical life.

David W. Johnson

PHIL4444 Moral Concepts (Fall/Spring: 3)

Offered Periodically

Approaching its topics through consideration of language, this course

virtuous, correct, right, or obligatory, or what ought to be, or what must be done. Principal texts: *Normativity* by J.J. Thomson; additional chapters and articles to be assigned. Assignments: 3 blue-book examinations.

Jorge Garcia

PHIL4445 The Greeks and Their Gods (Fall/Spring: 3)

Offered Periodically

How did the Greeks view their gods? In this course, we will use Greek literature and philosophy to answer that question. We will read some of the more traditional mythological accounts in Greek literature presented in Hesiod's *Theogony*, Homer's *Iliad* and *Odyssey*, Euripides' *Bacchae*, and Aeschylus' *Eumenides*. We will then turn to the distinctive philosophical accounts of the gods given by Plato in works such as *Republic* II, the Myth of the Charioteer in the *Phaedrus*, the Demiurge in the *Timaeus*, and by Aristotle on their nature and contemplation in *Metaphysics* XII and *Nicomachean Ethics* X.

Deborah DeChiara-Quenzer

PHIL4447 After World War I: Spirit Recov/Fascism/Personalism (Fall: 3)

Cross listed with HIST4844

Offered Periodically

We shall investigate the birth and development of fascism as political cultures.

James W. Bernauer, S.J.

PHIL4456 The Holocaust: A Moral History (Spring: 3)

Cross listed with THEO4456 and HIST4846

Offered Periodically

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

James W. Bernauer, S.J.

PHIL4470 Philosophy of World Religions (Fall: 3)

Prerequisite: Philosophy Core.

Satisfies Cultural Diversity Core Requirement

Offered Annually

The purpose of this course is as follows: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature of core of religion, if possible.

Peter J. Kreeft

PHIL4472 Buddhist Ethics in Theory and Practice (Fall: 3)

Prerequisites: For undergrads, at least two prior courses in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with THEO4472 and TMCE4472

Offered Periodically

We first study classical Buddhist ethical principles and practices in ancient India, Southeast Asia and Tibet. We then discuss some leading

global justice. We will apply the previous themes of the course to issues such as global poverty, the environment, global peace, human rights, gender, immigration, global health, and forms of global governance.

Stephen Hudson

PHIL5290 Liberalism and its Critics (Fall/Spring: 3)

Offered Periodically

into the conceptions of what is good, what is better, and what is right that are internal to utilitarianism. Readings include selections from classic works by J. Bentham, Charles Dickens, J.S. Mill, and from more recent writers.

Jorge Garcia

PHIL5549 Selected Readings in Phenomenology (Spring: 3)

Prerequisite: Students must have completed their Core requirement in Philosophy in order to register.

Offered Periodically

This course offers a critical introduction to phenomenology, one of the most important movements of twentieth-century European philosophy, including its French existentialist development, and its critics. The major themes and movements in phenomenology and existentialism will be studied through several key thinkers: Franz Brentano, Edmund Husserl, Martin Heidegger, Edith Stein, Maurice Merleau-Ponty, Jean-Paul Sartre, Emmanuel Levinas. Themes that will be critically consid-

religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

The Department

PHIL5576 Existentialism (Fall: 3)

Offered Periodically

An exploration of the writings of eight Existentialists: Pascal, Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel, Buber, and Clarke (the Thomist-existentialist-personalist). Existentialists do not share a set of conclusions (they include Protestants, Catholics, Jews, humanists, atheists, and agnostics) but a set of questions about human existence, meaning, and subjectivity.

Peter J. Kreeft

PHIL5577 Symbolic Logic: Theory and Practices (Fall: 3)

Offered Annually

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

PHIL5582 Truth and Pragmatism (Spring: 3)

Prerequisite: Students must have completed their Core requirement in Philosophy in order to register.

Offered Periodically

"What is truth?" Pontius Pilate asks Jesus. If Jesus were a pragmatist, he would have replied that truth is the fated end of inquiry... or what would be believed after a sufficiently long and rigorous process of inquiry...or maybe he would reply that truth is what your colleagues will let you get away with. This course examines classical and contemporary versions of the pragmatic theory of truth, beginning with Charles S. Peirce and William James and then moving to Richard Rorty, Cheryl Misak, and Huw Price, among others.

Richard K. Atkins

PHIL5593 Philosophy of Science (Fall: 3)

Offered Annually

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

Daniel McKaughan

PHIL5601 Phenomenology and Existentialism (Summer: 3)
Prerequisite: Some background in Philosophy is recommended.
Offered Periodically

This course will offer a close reading of some of the main texts in the tradition of phenomenology and existentialism, including works by Husserl, Heidegger, Stein, Merleau-Ponty, and Sartre. An effort will be made to explore both historical and systematic connections among the thinkers under scrutiny, as well as with other traditions of contemporary philosophy.

Andrea Staiti

PHIL6604 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

PHIL6605 Augustine (Spring: 3)

Offered Annually

In this course we examine questions in epistemology, ethics and metaphysics using major works of Augustine (354–430 A.D./C.E.), supplemented by works of contemporary philosophers on related themes (Kretzmann, Matthews, MacDonald, VanInwagen). We will aim at depth

PHIL6670 Technology and Culture (Fall/Spring: 3)
Cross listed with CSCI2267, ISYS2267, and SOCY6670
Offered Annually

Satisfies Computer Science Requirement. Satisfies CSOM Computer Science Concentration Requirement and CSOM Information Systems Concentration Requirement.

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms “citizen” and “ethics” in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

Physics

Kevin Bedell, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Michael J. Naughton, *Evelyn J. and Robert A. Ferris Professor*; *Chairperson of the Department*; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Kenneth S. Burch, *Associate Professor*; B.S., Ph.D., University of California, San Diego

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Cyril P. Opeil, S.J., *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union: Jesuit School of Theology; Ph.D., Boston College

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, *Research Professor*; *Laboratory Director*; M.S., Warsaw University; M.S., Ph.D., Lehigh University

Ying Ran, *Associate Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Fazel Tafti, *Assistant Professor*; B.S., University of Tehran; M.S., Ph.D., University of Toronto

Ilija Zeljkovic, *Assistant Professor*; B.S., Washington University in St. Louis; Ph.D., Harvard University

***Students will need prior agreement from a physics faculty supervisor to enroll in this course.

- At least 6 credits of an advanced (at or above the 4000 level) elective course. Courses vary from year-to-year, but recent offerings include:
PHYS4505 Nuclear and Particle Physics (3 credits)
PHYS4515 The Physics of Conventional and Alternative Energy (3 credits)
PHYS4525 Foundations of Plasmonics (3 credits)
PHYS4535 Nanoscale Integrated Science (3 credits)
PHYS4545 Introduction to Condensed Matter Physics (3 credits)
PHYS4555 Optics (3 credits)
PHYS4565 Cosmology and Astrophysics (3 credits)
MATH4440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult with the Undergraduate Program Director regarding current elective offerings.

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Students are also required to take the following mathematics courses:

- MATH2202 Multivariable Calculus (4 credits)
- MATH2210 Linear Algebra
- MATH4410 Differential Equations

Students without advanced math placement will need to take introductory calculus courses, such as MATH1103 or MATH1105, which are prerequisites for MATH2202.

Physics majors are also required to take 8 credits of CHEM1109–1110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior departmental approval.

Advanced undergraduate Physics majors may, with departmental approval enroll in first-year graduate courses, such as PHYS7711, 7732, or 7741.

Minor Requirements

The minimum requirements for a minor in Physics include 24 credits in PHYS 4505, 4515, 4525, 4535, 4545, 4555, 4565, 4575, 4585, 4595, 4605, 4615, 4625, 4635, 4645, 4655, 4665, 4675, 4685, 4695, 4705, 4715, 4725, 4735, 4745, 4755, 4765, 4775, 4785, 4795, 4805, 4815, 4825, 4835, 4845, 4855, 4865, 4875, 4885, 4895, 4905, 4915, 4925, 4935, 4945, 4955, 4965, 4975, 4985, 4995, 5005, 5015, 5025, 5035, 5045, 5055, 5065, 5075, 5085, 5095, 5105, 5115, 5125, 5135, 5145, 5155, 5165, 5175, 5185, 5195, 5205, 5215, 5225, 5235, 5245, 5255, 5265, 5275, 5285, 5295, 5305, 5315, 5325, 5335, 5345, 5355, 5365, 5375, 5385, 5395, 5405, 5415, 5425, 5435, 5445, 5455, 5465, 5475, 5485, 5495, 5505, 5515, 5525, 5535, 5545, 5555, 5565, 5575, 5585, 5595, 5605, 5615, 5625, 5635, 5645, 5655, 5665, 5675, 5685, 5695, 5705, 5715, 5725, 5735, 5745, 5755, 5765, 5775, 5785, 5795, 5805, 5815, 5825, 5835, 5845, 5855, 5865, 5875, 5885, 5895, 5905, 5915, 5925, 5935, 5945, 5955, 5965, 5975, 5985, 5995, 6005, 6015, 6025, 6035, 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7705, 7715, 7725, 7735, 7745, 7755, 7765, 7775, 7785, 7795, 7805, 7815, 7825, 7835, 7845, 7855, 7865, 7875, 7885, 7895, 7905, 7915, 7925, 7935, 7945, 7955, 7965, 7975, 7985, 7995, 8005, 8015, 8025, 8035, 8045, 8055, 8065, 8075, 8085, 8095, 8105, 8115, 8125, 8135, 8145, 8155, 8165, 8175, 8185, 8195, 8205, 8215, 8225, 8235, 8245, 8255, 8265, 8275, 8285, 8295, 8305, 8315, 8325, 8335, 8345, 8355, 8365, 8375, 8385, 8395, 8405, 8415, 8425, 8435, 8445, 8455, 8465, 8475, 8485, 8495, 8505, 8515, 8525, 8535, 8545, 8555, 8565, 8575, 8585, 8595, 8605, 8615, 8625, 8635, 8645, 8655, 8665, 8675, 8685, 8695, 8705, 8715, 8725, 8735, 8745, 8755, 8765, 8775, 8785, 8795, 8805, 8815, 8825, 8835, 8845, 8855, 8865, 8875, 8885, 8895, 8905, 8915, 8925, 8935, 8945, 8955, 8965, 8975, 8985, 8995, 9005, 9015, 9025, 9035, 9045, 9055, 9065, 9075, 9085, 9095, 9105, 9115, 9125, 9135, 9145, 9155, 9165, 9175, 9185, 9195, 9205, 9215, 9225, 9235, 9245, 9255, 9265, 9275, 9285, 9295, 9305, 9315, 9325, 9335, 9345, 9355, 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10885, 10895, 10905, 10915, 10925, 10935, 10945, 10955, 10965, 10975, 10985, 10995, 11005, 11015, 11025, 11035, 11045, 11055, 11065, 11075, 11085, 11095, 11105, 11115, 11125, 11135, 11145, 11155, 11165, 11175, 11185, 11195, 11205, 11215, 11225, 11235, 11245, 11255, 11265, 11275, 11285, 11295, 11305, 11315, 11325, 11335, 11345, 11355, 11365, 11375, 11385, 11395, 11405, 11415, 11425, 11435, 11445, 11455, 11465, 11475, 11485, 11495, 11505, 11515, 11525, 11535, 11545, 11555, 11565, 11575, 11585, 11595, 11605, 11615, 11625, 11635, 11645, 11655, 11665, 11675, 11685, 11695, 11705, 11715, 11725, 11735, 11745, 11755, 11765, 11775, 11785, 11795, 11805, 11815, 11825, 11835, 11845, 11855, 11865, 11875, 11885, 11895, 11905, 11915, 11925, 11935, 11945, 11955, 11965, 11975, 11985, 11995, 12005, 12015, 12025, 12035, 12045, 12055, 12065, 12075, 12085, 12095, 12105, 12115, 12125, 12135, 12145, 12155, 12165, 12175, 12185, 12195, 12205, 12215, 12225, 12235, 12245, 12255, 12265, 12275, 12285, 12295, 12305, 12315, 12325, 12335, 12345, 12355, 12365, 12375, 12385, 12395, 12405, 12415, 12425, 12435, 12445, 12455, 12465, 12475, 12485, 12495, 12505, 12515, 12525, 12535, 12545, 12555, 12565, 12575, 12585, 12595, 12605, 12615, 12625, 12635, 12645, 12655, 12665, 12675, 12685, 12695, 12705, 12715, 12725, 12735, 12745, 12755, 12765, 12775, 12785, 12795, 12805, 12815, 12825, 12835, 12845, 12855, 12865, 12875, 12885, 12895, 12905, 12915, 12925, 12935, 12945, 12955, 12965, 12975, 12985, 12995, 13005, 13015, 13025, 13035, 13045, 13055, 13065, 13075, 13085, 13095, 13105, 13115, 13125, 13135, 13145, 13155, 13165, 13175, 13185, 13195, 13205, 13215, 13225, 13235, 13245, 13255, 13265, 13275, 13285, 13295, 13305, 13315, 13325, 13335, 13345, 13355, 13365, 13375, 13385, 13395, 13405, 13415, 13425, 13435, 13445, 13455, 13465, 13475, 13485, 13495, 13505, 13515, 13525, 13535, 13545, 13555, 13565, 13575, 13585, 13595, 13605, 13615, 13625, 13635, 13645, 13655, 13665, 13675, 13685, 13695, 13705, 13715, 13725, 13735, 13745, 13755, 13765, 13775, 13785, 13795, 13805, 13815, 13825, 13835, 13845, 13855, 13865, 13875, 13885, 13895, 13905, 13915, 13925, 13935, 13945, 13955, 13965, 13975, 13985, 13995, 14005, 14015, 14025, 14035, 14045, 14055, 14065, 14075, 14085, 14095, 14105, 14115, 14125, 14135, 14145, 14155, 14165, 14175, 14185, 14195, 14205, 14215, 14225, 14235, 14245, 14255, 14265, 14275, 14285, 14295, 14305, 14315, 14325, 14335, 14345, 14355, 14365, 14375, 14385, 14395, 14405, 14415, 14425, 14435, 14445, 14455, 14465, 14475, 14485, 14495, 14505, 14515, 14525, 14535, 14545, 14555, 14565, 14575, 14585, 14595, 14605, 14615, 14625, 14635, 14645, 14655, 14665, 14675, 14685, 14695, 14705, 14715, 14725, 14735, 14745, 14755, 14765, 14775, 14785, 14795, 14805, 14815, 14825, 14835, 14845, 14855, 14865, 14875, 14885, 14895, 14905, 14915, 14925, 14935, 14945, 14955, 14965, 14975, 14985, 14995, 15005, 15015, 15025, 15035, 15045, 15055, 15065, 15075, 15085, 15095, 15105, 15115, 15125, 15135, 15145, 15155, 15165, 15175, 15185, 15195, 15205, 15215, 15225, 15235, 15245, 15255, 15265, 15275, 15285, 15295, 15305, 15315, 15325, 15335, 15345, 15355, 15365, 15375, 15385, 15395, 15405, 15415, 15425, 15435, 15445, 15455, 15465, 15475, 15485, 15495, 15505, 15515, 15525, 15535, 15545, 15555, 15565, 15575, 15585, 15595, 15605, 15615, 15625, 15635, 15645, 15655, 15665, 15675, 15685, 15695, 15705, 15715, 15725, 15735, 15745, 15755, 15765, 15775, 15785, 15795, 15805, 15815, 15825, 15835, 15845, 15855, 15865, 15875, 15885, 15895, 15905, 15915, 15925, 15935, 15945, 15955, 15965, 15975, 15985, 15995, 16005, 16015, 16025, 16035, 16045, 16055, 16065, 16075, 16085, 16095, 16105, 16115, 16125, 16135, 16145, 16155, 16165, 16175, 16185, 16195, 16205, 16215, 16225, 16235, 16245, 16255, 16265, 16275, 16285, 16295, 16305, 16315, 16325, 16335, 16345, 16355, 16365, 16375, 16385, 16395, 16405, 16415, 16425, 16435, 16445, 16455, 16465, 16475, 16485, 16495, 16505, 16515, 16525, 16535, 16545, 16555, 16565, 16575, 16585, 16595, 16605, 16615, 16625, 16635, 16645, 16655, 16665, 16675, 16685, 16695, 16705, 16715, 16725, 16735, 16745, 16755, 16765, 16775, 16785, 16795, 16805, 16815, 16825, 16835, 16845, 16855, 16865, 16875, 16885, 16895, 16905, 16915, 16925, 16935, 16945, 16955, 16965, 16975, 16985, 16995, 17005, 17015, 17025, 17035, 17045, 17055, 17065, 17075, 17085, 17095, 17105, 17115, 17125, 17135, 17145, 17155, 17165, 17175, 17185, 17195, 17205, 17215, 17225, 17235, 17245, 17255, 17265, 17275, 17285, 17295, 17305, 17315, 17325, 17335, 17345, 17355, 17365, 17375, 17385, 17395, 17405, 17415, 17425, 17435, 17445, 17455, 17465, 17475, 17485, 17495, 17505, 17515, 17525, 17535, 17545, 17555, 17565, 17575, 17585, 17595, 17605, 17615, 17625, 17635, 17645, 17655, 17665, 17675, 17685, 17695, 17705, 17715, 17725, 17735, 17745, 17755, 17765, 17775, 17785, 17795, 17805, 17815, 17825, 17835, 17845, 17855, 17865, 17875, 17885, 17895, 17905, 17915, 17925, 17935, 17945, 17955, 17965, 17975, 17985, 17995, 18005, 18015, 18025, 18035, 18045, 18055, 18065, 18075, 18085, 18095, 18105, 18115, 18125, 18135, 18145, 18155, 18165, 18175, 18185, 18195, 18205, 18215, 18225, 18235, 18245, 18255, 18265, 18275, 18285, 18295, 18305, 18315, 18325, 18335, 18345, 18355, 18365, 18375, 18385, 18395, 18405, 18415, 18425, 18435, 18445, 18455, 18465, 18475, 18485, 18495, 18505, 18515, 18525, 18535, 18545, 18555, 18565, 18575, 18585, 18595, 18605, 18615, 18625, 18635, 18645, 18655, 18665, 18675, 18685, 18695, 18705, 18715, 18725, 18735, 18745, 18755, 18765, 18775, 18785, 18795, 18805, 18815, 18825, 18835, 18845, 18855, 18865, 18875, 18885, 18895, 18905, 18915, 18925, 18935, 18945, 18955, 18965, 18975, 18985, 18995, 19005, 19015, 19025, 19035, 19045, 19055, 19065, 19075, 19085, 19095, 19105, 19115, 19125, 19135, 19145, 19155, 19165, 19175, 19185, 19195, 19205, 19215, 19225, 19235, 19245, 19255, 19265, 19275, 19285, 19295, 19305, 19315, 19325, 19335, 19345, 19355, 19365, 19375, 19385, 19395, 19405, 19415, 19425, 19435, 19445, 19455, 19465, 19475, 19485, 19495, 19505, 19515, 19525, 19535, 19545, 19555, 19565, 19575, 19585, 19595, 19605, 19615, 19625, 19635, 19645, 19655, 19665, 19675, 19685, 19695, 19705, 19715, 19725, 19735, 19745, 19755, 19765, 19775, 19785, 19795, 19805, 19815, 19825, 19835, 19845, 19855, 19865, 19875, 19885, 19895, 19905, 19915, 19925, 19935, 19945, 19955, 19965, 19975, 19985, 19995, 20005, 20015, 20025, 20035, 20045, 20055, 20065, 20075, 20085, 20095, 20105, 20115, 20125, 20135, 20145, 20155, 20165, 20175, 20185, 20195, 20205, 20215, 20225, 20235, 20245, 20255, 20265, 20275, 20285, 20295, 20305, 20315, 20325, 20335, 20345, 20355, 20365, 20375, 20385, 20395, 20405, 20415, 20425, 20435, 20445, 20455, 20465, 20475, 20485, 20495, 20505, 20515, 20525, 20535, 20545, 20555, 20565, 20575, 20585, 20595, 20605, 20615, 20625, 20635, 20645, 20655, 20665, 20675, 20685, 20695, 20705, 20715, 20725, 20735, 20745, 20755, 20765, 20775, 20785, 20795, 20805, 20815, 20825, 20835, 20845, 20855, 20865, 20875, 20885, 20895, 20905, 20915, 20925, 20935, 20945, 20955, 20965, 20975, 20985, 20995, 21005, 21015, 21025, 21035, 21045, 21055, 21065, 21075, 21085, 21095, 21105, 21115, 21125, 21135, 21145, 21155, 21165, 21175, 21185, 21195, 21205, 21215, 21225, 21235, 21245, 21255, 21265, 21275, 21285, 21295, 21305, 21315, 21325, 21335, 21345, 21355, 21365, 21375, 21385, 21395, 21405, 21415, 21425, 21435, 21445, 21455, 21465, 21475, 21485, 21495, 21505, 21515, 21525, 21535, 21545, 21555, 21565, 21575, 21585, 21595, 21605, 21615, 21625, 21635, 21645, 21655, 21665, 21675, 21685, 21695, 21705, 21715, 21725, 21735, 21745, 21755, 21765, 21775, 21785, 21795, 21805

take either the Calculus I–II sequence MATH1102–1103, or calculus II–AP MATH1105, or start with Multivariable Calculus MATH2202. Note that MATH1100–1101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics majors.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PHYS2200, PHYS2201 (or PHYS2100, 2101) with labs, PHYS3100, PHYS3300 (also with labs), and the corequisite math courses MATH1102, MATH1103 and MATH2202. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics.

Students who are interested in studying abroad are strongly encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students should inquire early at the Office of International Programs, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 2000 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Natural Science Core requirement are noted in the individual course descriptions. PHYS2100–2101 Introductory Physics I, II (Calculus) or PHYS2200–2201 Introduction to Physics I, II (Calculus) and PHYS2050–2051 Introductory Physics Laboratory I and II are required of all Chemistry and Physics majors; Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 3000 are advanced offerings primarily for Physics majors.

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

PHYS1400 The Art of Physics (Summer: 3)

Satisfies Natural Science Core Requirement

Offered Annually

This four week summer course is a contemporary prologue to classical physics themes for students seeking to gain an appreciation of the scope, methods, and tools of physics, and to reflect on its place among liberal arts. The course will present major physics ideas in a broader cultural context, providing historical perspectives and taking advantage of science museums in Fper06 Tc 0.058 Tw 0 -1.22,oulisa host o089r JTJto v99

but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation.

The Department

PHYS1501 Foundations of Physics II (Spring: 3)

Satisfies Natural Science Core Requirement

Offered Annually

Recommended laboratory (optional): PHYS2050–2051.

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PHYS2101 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism, electromagnetic oscillations and waves, physical optics, and, if time allows, basic concepts and applications of special relativity and quantum physics.

The Department

PHYS1600 Special Projects (Fall/Spring: 3)

Offered Annually

Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

The Department

PHYS1701 Inspiration in Imagination (Spring: 3)

Corequisite: ENGL1726.

Satisfies Natural Science Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

In many ways, physics is like poetry: every word matters. But from where did Yeats' words, or Maxwell's equations, come? What inspirations led the greatest physicists to their theories and discoveries, and the writers to their poetry and prose? How does imagination contribute to each realm, and how do the realms of science and literature intersect and influence each other? We will explore those intersections, the underlying role of human imagination in each, and what the scientists and humanists can learn from each other.

Michael Naughton

PHYS2100 Introduction to Physics I (Calculus) (Fall: 4)

Prerequisite: MATH1100 (may be taken concurrently).

Corequisite: PHYS2110.

Satisfies Natural Science Core Requirement

Offered Annually

PHYS2050 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

The Department

PHYS3100 Vibrations and Waves (Fall: 4)

Offered Annually

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.

The Department

Maxwell equations and the consequences of these equations, e.g., energy and momentum conservation, Plane waves, reflection and refraction. Time permitting, we will discuss radiation from moving charges.

The Department

PHYS4350 Experiments in Physics I (Fall: 3)

Offered Annually

Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray, and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

Zhifeng Ren

PHYS4400 Quantum Physics I (Fall: 3)

Offered Annually

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.

The Department

PHYS4401 Quantum Physics II (Spring: 3)

Offered Annually

Second semester of the PHYS4407–4408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate per-

superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called “soft condensed matter.”

The Department

PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4)

Offered Annually

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistic.

The Department

PHYS4951 Senior Thesis (Fall/Spring: 3)

Offered Annually

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PHYS4961 Senior Honors Thesis (Fall: 3)

Offered Annually

The Department

PHYS5000 Readings and Research in Physics (Fall/Spring: 3)

Offered Annually

Credits by arrangement

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

The Department

Political Science

Christopher J. Bruell, *Professor Emeritus*; A.B., Cornell University; A.M., Ph.D., University of Chicago

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

Alan Wolfe, *Professor Emeritus*; B.S., Temple University; Ph.D., University of Pennsylvania

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor*; B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *Research Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Dennis Hale, *Professor*; A.B., Oberlin College; Ph.D., City University

Christopher J. Kelly, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

- Study Abroad Program Advisors: Kenji Hayao, 617-552-4096, kenji.hayao@bc.edu and Jennie Purnell, 617-552-4177, jennie.purnell@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Staff and Graduate Program Assistant: TBA
- Phone: 617-552-4160
- Fax: 617-552-2435
- www.bc.edu/polisci

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses: two introductory courses; at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields. Please note that *courses, not credits* are the fundamental building block of our major. In order to complete the major, students must complete 10 political science courses that are each worth at least 3 credits. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not equivalent to four 3-credit courses). The larger number of credits for a single course from another institution may count toward the aggregate credits required for BC graduation, but that course will still count as a single course toward the major's ten course requirement. (A "double course" transferred from abroad, however, that spans two semesters, and carries 6–8 credits, will be counted as two elective courses for the major).

The Introductory Sequence

With some exceptions as noted below under **Qualifications, Exceptions, and Special Rules**, all majors should take one of the following introductory courses: Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021). In addition, students should take a second introductory course, selected from the following: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081); or Introduction to Comparative Politics (POLI1091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses in the major. You will need to have a "Degree Audit Course Substitution and Waiver Form" signed by the Director of Undergraduate Studies in order for this waiver to be reflected on your Degree Audit.

The introductory curriculum in political science is not like that in other majors, such as economics or the natural sciences. Ours does not present a single curriculum that all students are expected to know before

is designed to expose students to the study of politics in a variety of ways. For example, each faculty member who teaches POLI1041 Fundamental Concepts has his or her own particular style of doing so.

There is, however, some common ground. POLI1041 Fundamental Concepts of Politics and POLI1021 How to Rule the World, are devoted principally to a study of some of the classic texts in political theory. POLI1042 Introduction to Modern Politics, POLI1061 Introduction to American Politics, POLI1081 Introduction to International Politics, and POLI1091 Introduction to Comparative Politics, all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom and in some cases, in discussion sections—is central to the way these introductory courses are taught.

To summarize: Students are normally required to take two introductory courses: either Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021); and one additional course from the introductory list: Introduction to Modern Politics (POLI1042); Introduction to American Government (POLI1061); Introduction to International Politics (POLI1081); and (POLI1091) Introduction to Comparative Politics.

- POLI1021, POLI1061 and POLI1091 satisfy the Social Science core and are open to majors and non-majors.
- POLI1041, POLI1042, and POLI1081 satisfy the Social Science core and are major restricted only.

Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order. The second digit of course numbers indicate their subfield. Courses with a “3” in that location (e.g., 2300) are in American Politics; courses with a “4” in that location (e.g., 2400) are in Comparative Politics; courses with a “5” in that location (e.g., 2500) are in International Politics; and courses with a “6” in that location (e.g., 2600) are in Political Theory. Students must take eight courses **beyond** the introductory courses, and at least one course must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements *must be satisfied by courses taken in the department*; courses taken abroad or transferred from other institutions may only be used to fulfill introductory or elective requirements. To fulfill the major, at least six courses of the ten courses required must be taken in the Boston College Political Science Department. No more than four courses in total, then, can be transferred from other U.S. institutions, study abroad, or Woods College of Advancing Studies (WCAS).

There is a considerable variety in our elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 15–19 members so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills.

In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

- Two introductory courses including Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021) and one course from the list of other introductory offerings: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081), or Introduction to Comparative Politics (POLI1091).
- At least one course in each of the four subfields of Political Science: American Politics (POLIX300–X398), Comparative Politics (POLIX400–X499), International Politics (POLIX500–X599), and Political Theory (POLIX600–X699), for a total of four subfield courses.
- Four electives from among any courses offered by the department that are not introductory courses. **NB:** POLI1021 (How to Rule the World) may also satisfy the subfield requirement in Political Theory; and POLI1081 (Introduction to International Politics) may also satisfy the subfield requirement in International Politics. They may not, however, satisfy the Introductory requirement and the subfield requirement at the same time.

Note: Courses designated as POLIX200–X299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered POLI7700 and above are graduate courses.

- Introductory courses do not have to be taken in any particular sequence: thus, students may take one of the “second” Introductory courses before Fundamental Concepts or How to Rule the World.
- Students who join the major *after their sophomore year* are not required to take Introductory courses. With department permission, they may substitute other elective courses for the standard introductory. Students who have scored at least a 4 on the American Government or Comparative Government AP exams may waive the second introductory course. *In either of these cases, students will still need to take ten courses and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their Degree Audits.*
- The courses in Political Science offered in the Woods College are separate from the courses offered in the Department and cannot generally be used towards the major. Students who believe they have a compelling reason to use a Woods course for the major must petition the Department’s Director of Undergraduate Studies prior to the start of the class to see whether an exception can be made.
- Students may transfer up to four courses from other institutions, including study abroad programs. But in no case may a student earn a degree in Political Science without taking at least six courses (**18 credits**) in the Department. Transfer credits and study abroad credits may not be used to satisfy the four subfield distributional requirements.

Please Note: Even after the University has accepted a transfer or a study abroad course for your MCAS requirements, you will still need to

themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the one of Department's two study abroad advisors, Professor Kenji Hayao and Professor Jennie Purnell. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific study abroad opportunities can be obtained from the Office of International Programs in Hovey House and by speaking with Professor Hayao or Professor Purnell.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student should have at least a 3.2 GPA generally and in the Political Science major before departing. Students with GPAs below this should contact one of the department's study abroad advisors about the possibility of being granted a waiver to this requirement.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with one of the department's study abroad advisors or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad advisor can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad advisor before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), e-mail the study abroad advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses per semester from an institution abroad or four courses for an entire year. These courses will count as major electives only. As noted above, the four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Again, bear in mind that *courses, not credits* are the building blocks of our major. Single courses taken abroad that carry 3 *or more* credits will be counted as single courses in the major. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not, in other words, treated as

receive academic credit for these fellowships. Their value lies in the close

all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.

The Department

modern state, the Great Depression/New Deal, and new forms of rights and liberties. Topics include the growth of Supreme Court power, the Court's relation to the states and the other federal branches, and the influence on constitutional understandings of economic developments, reform movements, wars, party competition, and legal and political thought.

Ken I. Kersch

**POLI2330 Immigration: Processes, Politics, and Policies (Fall: 3)
Offered Periodically**

This course is restricted to sophomores, juniors, and seniors.

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants

liberalism, civil rights, the Beat Generation, Black Power, the student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.

Ken I. Kersch

**POLI2360 Seminar: Rights in Conflict (Fall: 3)
Offered Annually**

This seminar is primarily for sophomores. Juniors admitted with departmental permission, provided there is an open seat in the course.

This course examines disputes over the meaning of liberty and equality in the American context. Topics include freedom of speech and religion; school desegregation and affirmative action; and constitutionalism and emergency powers. Readings include *The Federalists*, Mill, Tocqueville, and court opinions. The course stresses class discussion and writing short papers.

R. Shep Melnick

**POLI2386 Civil Liberties (Spring: 3)
Offered Periodically**

Restricted to sophomores, juniors, and seniors only.

A political, historical, normative, and legal consideration of the development of individual liberties in the United States. Topics include the freedom of speech, religious liberty and non-Establishment, criminal process, property rights, privacy, and sexual and bodily autonomy.

Ken I. Kersch

**POLI2402 Comparative Revolutions (Spring: 3)
Offered Periodically**

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case studies of revolutions from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.

Paul Christensen

**POLI2405 Comparative Politics of the Middle East (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically**

The course explores origins of Muslim majority societies and political systems in the Middle East. It covers the formative era of Islamic civilization, and traces the diffusion of the Middle Eastern Islamic paradigm, culminating in the Ottoman system, and explores the social and political disruptions caused by the breakup of Muslim empires and establishment of European economic, political and cultural domination. It addresses how these forces led to the creation of national states and changes in class structure, and explores how the failure of Western forms of modernization and political organization led to demands for the formation of new political communities based on the revival of Islamic principles. Discussions will center Islam's compatibility with liberalism, secularization, modernity, democracy, and terrorism. Recent developments surrounding the "Arab Spring" and its aftermath will be explored. The course includes a crisis simulation exercise.

Kathleen Bailey

**POLI2410 Latin American Politics (Fall: 3)
Offered Periodically**

Class restricted to sophomores, juniors, and seniors.

This course is an introduction to politics in Latin America. We'll look at efforts of Latin Americans to create more inclusive, equitable, and rights-respecting democracies in a region long characterized by political instability, authoritarianism, and great inequalities in the distribution of wealth and power. While we'll examine the region as a whole, our focus

will be on Argentina, Bolivia, Brazil, Chile, and El Salvador, with a brief excursion to Mexico. No prior knowledge of Latin America is required for the course, which is open to sophomores, juniors, and seniors.

Jennie Purnell

POLI2415 Models of Politics (Spring: 3)

Offered Periodically

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political

POLI2441 Comparative Politics of Development (Fall: 3)

Offered Periodically

This is a course about power, politics, and global development. Why are some countries rich and others poor? Why do some communities have few resources while their neighbors have plenty? How does inequality affect politics and vice versa? To answer these questions, we will start by critically examining what development is and how it can be measured. Then we will move on to examine theories linking politics to development. We will explore the effects of colonialism, geography, conflict, natural resource wealth, and foreign aid, among others. The readings from this course draw from political science, economics, anthropology, and history. The course engages with active policy debates about development while examining the deep roots of global inequality.

Lauren Honig

POLI2442 African Politics (Spring: 3)

Cross listed with AADS2442

Offered Periodically

This course provides an introduction to contemporary African politics. The course engages important debates related to the state, economic development, democracy, natural resources, political institutions, identity politics, and conflict. We will examine this dynamic and diverse region from a comparative perspective, focusing on both comparison of states within Africa and between Africa and the rest of the world.

Lauren Honig

POLI2445 Political Development of Western Europe (Fall: 3)

Offered Periodically

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

Jonathan Laurence

POLI2446 Natural Resource Politics (Fall: 3)

Offered Periodically

This course examines the relationship between natural resources and politics, with an emphasis on developing countries. We will study the effects of resource wealth on a variety of outcomes related to democracy, development, and conflict. Does oil wealth hinder democracy? Why do diamonds generate economic growth in some contexts but foment civil war in others? How does the scarcity of resources such as arable land and water exacerbate ethnic cleavages? In examining these questions, we will seek to understand how these issues are conditioned by policies and political institutions.

Lauren Honig

POLI2451 France and the Muslim World (Spring: 3)

Offered Periodically

Colonies, migrations, wars, world cups and terrorism... For over two centuries, the French Republic (and Empire) has had a complex and occasionally tormented relationship with Islam and the Muslim world. The exchange of ideas, politics—and populations—has transformed all parties involved. At times serving as a beacon of freedom and enlightenment, at other times France's relationship with its citizens of

money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

David A. Deese

POLI2531 Politics of Energy and Climate in the U.S. and International Perspective (Spring: 3)

Cross listed with INTL2531

Offered Periodically

Why is energy and climate policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy; including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; evaluate the implications of climate disruption and the solutions across the sixty largest greenhouse gas emitting states; and analyze how energy and climate politics shapes global security and sustainability. Class members will also conduct a global climate negotiation and study in depth the regional security and political economy of the (Persian) Gulf states.

David A. Deese

POLI2541 Global Governance (Fall: 3)

Offered Periodically

How do states and other actors in the international community manage global challenges? What are the sources of order in international politics? In the absence of world government, questions about how international rules are made, monitored, and enforced are important and widespread. This course provides an overview of the concept and theories of global governance, with a focus on power, institutions, and norms in contemporary international relations. It then examines the processes, actors, and outcomes of global governance in the context of policy areas such as human rights, fragile states, the global economy, and the environment.

Jennifer L. Erickson

POLI2548 The World Wars: Causes, Conduct and Unintended Consequences (Spring: 3)

Offered Periodically

This course examines the origins, military conduct, and societal consequences of World War I and World War II. We will look at each war from the perspective of state leaders designing their state's military strategy and the soldiers fighting for them. What caused the outbreak of each war? What was each state's military strategy and how did it interact with the strategies of other states? Why were so many soldiers willing to risk their lives and kill others on an unprecedented scale of destructiveness? Topics covered include: the social, political, and technological developments necessary to fight wars of this scale; domestic, accidental and interstate explanations for World War I; the military strategies of the major combatants in both wars; the Versailles Treaty and Post-World War I order; individual, economic, and interstate explanations for World War II; the European

the origins of the Cold War; the strategies of containment, engagement, and rollback; U.S. policy in the Western Hemisphere; the evolution of U.S. nuclear doctrine; détente; U.S. interventions in Korea, Iran, Guatemala, Vietnam, the Persian Gulf, Iraq, and Afghanistan; the collapse of the Soviet Union and rise of American unipolarity; as well as the Bush and Obama and Trump presidencies.

Lindsey A. O'Rourke

POLI2602 Politics and Comedy (Fall: 3)

Offered Periodically

A close reading of the eleven plays of the ancient Greek playwright Aristophanes, who combines bawdy humor with political wisdom.

Robert C. Bartlett

POLI2615 Islam and Liberal Democracy (Fall: 3)

Cross listed with ICSP2615

Offered Annually

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

David DiPasquale

POLI2616 Realism and Idealism in Political Thought (Fall: 3)

Offered Periodically

This course will examine Niccolo Machiavelli's revolution toward a realistic political science by comparing his work to the thought of two great proponents of idealism or utopianism, Immanuel Kant and Thomas More.

Nasser Behnegar

POLI2626 Shakespeare's Politics (Spring: 3)

Offered Periodically

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays.

Nasser Behnegar

POLI2638 Islamic Political Philosophy (Spring: 3)

Cross listed with ICSP2638

Offered Periodically

This course is restricted to sophomores, juniors, and seniors, only.

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and related questions by focusing on

POLI2626 Shakespeare's Politics

arisen from environmentalists, communitarians, multiculturalists, and post-modernists. The course examines the foundations of our liberal democratic way of life and leading challenges to it.

Matthew Berry

POLI2665 The Question of Justice (Spring: 3)

Offered Annually

This seminar is primarily for sophomores. Juniors are admitted with departmental permission, provided there is an open seat in the course, after the sophomore registration period.

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

Nasser Behnegar

POLI3303 The Federal Judiciary: Its Role in American Government (Fall: 3)

Offered Periodically

This course is class restricted to juniors and seniors.

This course will combine a detailed examination of the history, structure and operation of U.S. federal courts (district and circuit courts as well as the Supreme Court) with exploration of the guiding principles and methods of judicial decision-making. Readings will include key court opinions, historical and political science studies, and legal commentaries.

George A. O'Toole, Jr.

POLI3340 Seminar: Democracy and Our Schools (Fall: 3)

Offered Periodically

This seminar is restricted to juniors and seniors only.

This course examines K-12 education policy through the lens of American politics. On the one hand, schools influence American democracy by cultivating norms of civic and political engagement among youth. Yet public schools are also agencies of government, which means that education policy is established through democratic political processes. This interplay between democracy and education raises fundamental questions about the consequences of living in a nation that relies on elected officials to govern its schools. We begin by examining contestation over the very purposes of public education. We then assess the formal institutions, groups, and ideas that shape education policymaking. Along the way we will be guided by questions such as: Does democracy compromise educational equity? How much say should the public have in determining education policy? Should schools be organized primarily by politics or by markets?

Michael Hartney

POLI3704 Seminar: Antonin Scalia's Legacy (Fall: 3)

Offered Periodically

For Political Science majors only.

This course examines the conditions that give rise to authoritarian regimes; policies and strategies of authoritarian leaders; the different types of authoritarianism; leadership succession and stability; and consequences and outcomes of dictatorship. We will use a variety of sources to explore the politics of authoritarianism such as theoretical approaches, in-depth case studies, biographies, novels and film.

Kathleen Bailey

POLI4961 Honors Thesis in Political Science I (Fall: 3)

Offered Annually

By arrangement; by permission of the instructor.

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year. Students are encouraged to start thinking about their Honors Thesis topic during the second semester of their junior year, and they should start contacting individual faculty member to discuss their topic of interest.

The Department

POLI4962 Honors Thesis in Political Science II (Spring: 3)

Offered Annually

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year.

The Department

Psychology

Hiram H. Brownell, *Professor*; B.A., Stanford University; M.A.,

behavior and mental functioning. Students will take courses from the Psychology, Biology, and Chemistry Departments that are related to evolution, genetics, physiology, neurobiology, and the neural basis of higher cognitive and emotional processes in humans. Together these courses will provide students with a strong foundation in the neurobiological processes that underlie behavior, motivation, and cognition. Premed students who are interested in majoring in Psychology are advised to pursue the Psychology B.S. major.

Requirements for B.A. Majors

Students must take a minimum of **33 credits** in the Department, including the following required courses:

- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order (3 credits each).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Eible.wilal7h.cum (3 credits). This oning. Students wcourse should be taken
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The Department also accepts a score of four or five on the A.P. exam for the natural science and math courses associated with the Psychology B.S. major. Students are not required to take any additional upper-level courses to replace these natural science and math substitutions.

Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PSYC4490 in the fall and/or PSYC4491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I (PSYC1120) and either PSYC1121 or a Research Practicum before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program and obtain licensure to practice in a clinical field.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration, along with a listing of the additional required courses, is available at www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html. Students should contact the concentration adviser, Karen Rosen, for additional information, if necessary.

This concentration is normally not open to Psychology B.S. majors. We are concerned that the heavier load of the B.S. requirements along with the added requirements of the Clinical Concentration will interfere with students becoming involved in research early in their studies and their undertaking an independent research project in their senior year. However, B.S. majors may petition the Department for permission to pursue the Clinical Concentration by contacting Dr. Michael Moore, the Department's Director of Undergraduate Studies as early as possible.

Honors Program

The Psychology Honors Program offers students in both the Psychology B.A. major and the Psychology B.S. major an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. Students who meet or exceed the GPA requirement, in Psychology and overall, will be invited to join the Honors Program. The Honors Program requires a GPA of 3.6. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application

by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 15 of their junior year, students need to submit a Thesis Proposal Approval Form to the Psychology Department. Students then begin the process of executing the research plan and continue to work on the research project (including data collection and analysis and completing the final written thesis) throughout the senior year.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PSYC4495–4496 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (5000-level or above). One semester of the Senior Honors Thesis course (PSYC4495) may count toward the major requirements for both B.A. and B.S. Psychology majors. The second semester of the Senior Honors Thesis course (PSYC4496) and the 5000-level course are taken in addition to the courses required for the majors. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

A copy of the thesis, accompanied by an Honors Thesis Approval Form, needs to be submitted to the Department by May 1 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their required GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the MCAS Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Associate Chair for permission to apply courses taken abroad towards meeting major requirements. These decisions about international study are made on a case-by case basis. Approval should be obtained before the start of the study abroad program.

Fifth Year Program: B.A.-B.S./M.A.

The B.A.-B.S./M.A. program is limited to students who are majoring in Psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Departments areas of concentration are:

- Behavioral Neuroscience
- Cognitive Psychology and Cognitive Neuroscience

- Social Psychology
- Developmental Psychology
- Quantitative Psychology

Visit the Department's website at www.bc.edu/psychology for additional information on these areas.

Fifth Year Program: B.A./M.S.W.

Please note: This program is available only to Psychology B.A. majors.

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology B.A. major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year. Contact faculty advisor Michael Moore in the Psychology Department for more information.

Faculty Advisement

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty members provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor. Students who desire to change advisors should contact the associate chair.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 1010 and 1111 (e.g., PSYC1011, PSYC1021, PSYC1029, PSYC1032, PSYC1072, PSYC1110, and PSYC1111).

Students receiving a four or five on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none is listed, the course has no prerequisites.

Guide to Psychology Course Numbering

PSYC1000–PSYC1009: Courses that do not satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.

PSYC1010–PSYC1099: Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but do not provide credit toward completion of the Psychology major.

PSYC1110–PSYC1111: Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.

PSYC1120–PSYC1999: Introductory, statistical, and methodological courses that are required for Psychology majors.

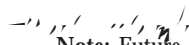
PSYC2000–PSYC2999: Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.

PSYC3000–PSYC3999: More advanced and/or specialized courses, requiring one or more 2000-level courses as prerequisites.

PSYC4000–PSYC4999: Research practica and advanced seminars in various areas of psychology limited to Psychology majors.

PSYC5000–PSYC5999: Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.

PSYC6000 and above: Graduate-level courses.



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

PSYC1011 Psychobiology of Mental Disorders (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

Does not provide credit toward completion of the Psychology major.

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and lifestyle.

Joseph Tecce

PSYC1032 Science of Emotion (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

Does not provide credit toward completion of the Psychology major.

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include such questions as: What are the functions of emotion, interpersonally and intrapersonally? What are some ways that emotions can be dysfunctional? Are emotions the same across cultures? How do we know what someone else is feeling? How does emotion interact with decision-making? In addressing these questions, we will incorporate discussions of how psychological experiments are constructed, performed, and interpreted.

Andrea Heberlein

PSYC1091 Thinking about Feelings: The Psychology of Emotion (Fall: 3)

Corequisite: ENGL1723.

Satisfies Social Science Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

How does the language that we speak shape our emotional concepts? Is our emotional experience different than that of someone from a different culture? How do we recognize others' emotions? Does emotion get in the way of making good decisions, or does it help? We will discuss these and other questions from the perspective of psychological science, focusing on the ways that questions are formulated into experiments and answered using scientific methods. Through this course, students will learn about both classic and current research on emotion, gain experience with designing an experiment, and develop skills in reading scientific research articles.

Andrea Heberlein

PSYC2241 Social Psychology (Fall/Spring: 3)

Prerequisite: PSYC1111.

Offered Annually

This course explores the scientific study of social thought and behavior. How do we understand, interact with, and influence other minds—and our own? How might we apply psychology to social problems? Topics include mind perception, emotion, persuasion, stereotyping, and moral psychology.

Andrea Heberlein

PSYC2242 Personality Theories (Fall/Spring: 3)

Prerequisite: PSYC1111.

Offered Annually

Does personality make us who we are? Whether selecting a mate, voting for a president, or understanding ourselves, we want and need to know about personality. In this course we consider how personality can be measured, how well it predicts behavior, what shapes our personality, and whether personality can be changed.

James Russell

PSYC2260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PSYC1111.

Offered Annually

This course is an introduction to developmental psychology. The

over the life cycle, the economic and social expectations and their implications for psychological development. Discusses issues addressed by sport psychologists including those relating to performance, stress and self esteem.

Kristy Moore

PSYC2285 Behavioral Neuroscience (Fall/Spring: 3)

Prerequisites: PSYC1110, or BIOL1100–1102, or BIOL2000–2010.

Offered Annually

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented, and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

Marilee Ogren

PSYC2289 Comparative Psychology: Study of Animal Behavior (Fall/Spring: 3)

Prerequisite: PSYC1110 is suggested but not required.

Offered Annually

This course is a survey of animal behavior from the psychologist's perspective. The methods and aims of comparative psychology are presented as we consider how and why psychologists should study animal behavior. All species are faced with fundamental problems such as navigating in their environment, finding food and water, defending against predators, communicating with conspecifics, attracting a mate, and learning and remembering information. The course will examine the very different strategies that various species, including humans, have evolved for solving these problems, and discuss reasons why these different kinds of strategies have evolved.

Jeffrey Lamoureux

PSYC3331 Developmental Psychopathology (Fall/Spring: 3)

Prerequisite: PSYC2260.

Offered Annually

This course will provide an introduction to the field of developmental psychopathology, an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

Amy Tishelman

PSYC3334 Interpersonal Violence (Fall/Spring: 3)

Offered Annually

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

Amy Tishelman

its shape. Then we will explore the numerous factors that influence the nature of an individual action potential: neuronal morphology, ion channel composition, and intracellular signaling cascades. We will conclude by considering how circuits of diverse neuronal phenotypes integrate synaptic signals, which give rise to sophisticated information processing, learning and memory, and psychiatric disease. Student projects will explore how ion channel abnormalities, so-called “channelopathies,” influence cognition and behavior.

John Christianson

PSYC3386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall/Spring: 3)

Prerequisite: PSYC2285 or an equivalent neuroscience course.

Offered Annually

This course explores psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry as associated with a number of specific mechanisms of drug action and outline brain circuits

ARTS AND SCIENCES

courtroom, to treatment of experimental subjects. Rather than determining the “right” answers, this course explores the scientific, political, social, moral, and religious values these debates involve. Readings include works by scientists, philosophers, historians, theologians, and ethicists. Students enact the roles of stakeholders in in-class debates.

Nadine Weidman

PSYC4431 Positive Psychology (Fall/Spring: 3)

Prerequisites: PSYC1121 and either PSYC2241 or PSYC2242.

Offered Annually

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people’s positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love, and gratitude. Growth, healing, relatedness, and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.

Donnah Canavan

PSYC4433 Addiction, Choice, and Motivation (Fall/Spring: 3)

Prerequisites: PSYC1110. Introductory course in statistics.

Offered Annually

Course provides a selective survey of drug use and abuse. Students will have the opportunity to explore the social and economic correlates of drug overdoses, using published but often difficult to access data from health services, judicial agencies, and behavioral science researchers. Class discussion and short writing assignments are an essential feature of the course. Goals include practice writing brief reports, critical analysis of claims about addiction, and practice analyzing and synthesizing quantitative data on features of drug use and its correlates. Familiarity with Excel is helpful but not essential.

Gene Heyman

PSYC4435 Images of Mental Illness in Film and Literature

(Fall/Spring: 3)

Prerequisite: PSYC2234.

Offered Annually

This course is devoted to the representations of mental illness in film and literature, which are often more complex and more personal than the descriptions of psychological disorders in scientific writings. Students deepen their understanding of abnormal psychology as they criticize material from selected books and films containing depictions of disorders. These creative works will be examined in terms of the possible motivation of the authors and filmmakers and the potential for the creative works to decrease or increase stigma. The messages conveyed about the nature of abnormality are emphasized throughout the course. The course concludes with consideration of the ways in which psychologists and other mental-health professionals are depicted in these media.

Barry Schneider

PSYC4436 Clinical Fieldwork in Psychology (Fall/Spring: 3)

Prerequisite: PSYC3336.

Offered Annually

Seniors only. Priority will be given to students who are in the Clinical Concentration.

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison).

Students’ work in the field will involve at least eight hours per week with weekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.

Karen Rosen

PSYC4439 Research Practicum in Child and Adolescent Clinical Psychology (Fall/Spring: 3)

Prerequisite: PSYC1120.

Offered Annually

This practicum focuses on research inspired by the assumption that faulty interpersonal interactions are at the core of psychological disorders of children and adolescents. Research methods for studying both peer and family relationships are considered as well as standard tools for the identification of participants for clinical research. Students will participate in the analysis of data on interpersonal relationships and adjustment. They will learn to interpret the data and write a manuscript in APA style.

Barry Schneider

PSYC4441 Research Practicum in Sport and Exercise Psychology (Fall/Spring: 3)

Offered Annually

This course introduces students to research in sport and exercise psychology. Course content will focus on the various methods used to study psychosocial aspects of sport, exercise, and physical activity. Students will become familiar with quantitative and qualitative methods by examining current research in the field and participating in hands-on, collaborative research assignments. Students will also choose a topic related to course content, conduct a literature review, design a study, collect and analyze data, write a scientific paper in APA style, and present their findings.

Kristina Moore

PSYC4443 Research Practicum in Social and Cognitive Methods (Fall/Spring: 3)

Prerequisite: PSYC1120.

Offered Annually

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations. We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.

Andrea Heberlein

PSYC4447 Individual Differences and Social Behavior (Fall/Spring: 3)

Prerequisites: PSYC1111, PSYC1120, PSYC1121, and either PSYC2241 or PSYC2242.

Offered Annually

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the Big Five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

Donnah Canavan

PSYC4465 Research Practicum in Developmental Psychology

(Fall/Spring: 3)

Prerequisites: PSYC1120 and PSYC2260.

Offered Annually

Stacey Topper

PSYC4466 Current Issues in Developmental Psychology

(Fall/Spring: 3)

Prerequisite: PSYC2260.

Offered Annually

Recommended for juniors and seniors

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.

Michael Moore

PSYC4470 Research Practicum in Cognitive Psychology

(Fall/Spring: 3)

Offered Annually

This course introduces students to the research process in cognitive psychology and cognitive neuroscience. The semester starts with a review of experimental design, common paradigms, statistical analysis, critical reading of journal articles, and ethics. Then, students work individually or in small groups to carry out a research project in an area of language or cognition that relates to cognitive neuroscience. Possible research topics are discussed in class. The research project entails reviewing the psychological and neuroscientific literature, identifying an appropriate research topic, designing and carrying out an empirical study, and evaluating and communicating the results.

Hiram Brownell

PSYC4471 Research Practicum in Experimental Psychology

(Fall/Spring: 3)

Prerequisites: PSYC1110, PSYC1120.

Offered Annually

Students will conduct experiments on cognition and decision making, evaluate social and psychological aspects of opiate use as measured by mortality and social-economic measures, and learn how to write APA-style research reports. Class readings provide the conceptual background for our studies. Class discussion focuses on the readings and methods for analyzing and presenting our research results.

Gene Heyman

PSYC4474 Research Practicum in Sensation and Perception

(Fall/Spring: 3)

Offered Annually

The course will introduce students to experimental methods used to understand human perception. In a hands-on, laboratory-style course format, students will become familiar with the process of designing perceptual experiments and the collection and analysis of perceptual data. As a final project, with guidance from the instructor each student will complete a perceptual experiment and prepare a report of their work in the style of a scientific publication.

Sean MacEvoy

PSYC4477 Research Practicum in Cognitive Neuroscience

(Fall/Spring: 3)

Offered Annually

This course will provide an introduction to experimental methods used to understand how cognitive processes are implemented in the human brain. Topics will include research ethics, experimental design, appropriate

use of statistical analysis, and methods for measuring and perturbing brain function. We will read and discuss research articles highlighting recent methodological advances and debates in psychology and neuroscience. In a series of hands-on projects, students will design and implement a cognitive neuroscience-motivated behavioral experiment, as well as interact with existing functional magnetic resonance imaging (fMRI) datasets.

Maureen Ritchey

PSYC4490 Senior Thesis I (Fall: 3)

Offered Annually

Registration for this course requires additional paperwork. See the Psychology website.

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Academic Opportunities, then Honors Program and Senior Thesis.

The Department

PSYC4491 Senior Thesis II (Spring: 3)

Offered Annually

Registration for this course requires additional paperwork. See the Psychology website.

This is a continuation of PSYC4490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PSYC4490 and PSYC4491.

The Department

PSYC4495 Senior Honors Thesis I (Fall: 3)

Offered Annually

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation "Graduated with Departmental Honors" will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis. Registration requires a syllabus/contract form, which is found on the Psychology Department's website; go to Undergraduate, then Academic Opportunities, then Honors Program and Senior Thesis.

The Department

PSYC4496 Senior Honors Thesis II (Spring: 3)

Offered Annually

Registration for this course requires an invitation and additional paperwork. See the Psychology website.

Continuation of PSYC4495.

The Department

PSYC4497 Scholars Project Research (Fall/Spring: 6)

Offered Annually

This course is limited to Psychology majors who are conducting their Scholar of the College research.

The Department

**PSYC6601 Structural Equation Modeling (Fall/Spring: 3)
Offered Annually**

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

**PSYC6603 Research Workshop in Quantitative Psychology I
(Fall: 3)
Offered Annually**

**PSYC6672 Research Workshop in Cognitive Neuroscience I
(Fall: 3)
Offered Annually**

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Elizabeth Kensinger

**PSYC6673 Research Workshop in Cognitive Neuroscience II
(Spring: 3)
Offered Annually**

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Elizabeth Kensinger

**PSYC6686 Research Workshop in Behavioral Neuroscience I
(Fall: 3)
Offered Annually**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Gorica Petrovich

**PSYC6687 Research Workshop in Behavioral Neuroscience II
(Spring: 3)
Offered Annually**

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

Gorica Petrovich

**PSYC6690 Scientific Writing (Fall/Spring: 3)
Offered Annually**

Writing is an essential part of science and is a craft that can be learned. In this class, students work on their own empirical articles, posters, and literature reviews.

James Russell

**PSYC6691 Professional Development Workshop I (Fall: 0)
Offered Annually**

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

Scott Slotnick

**PSYC6692 Professional Development Workshop II (Spring: 0)
Offered Annually**

Continuation of PSYC6691.

Scott Slotnick

Romance Languages and Literatures

Matilda Tomaryn Bruckner, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

Rena A. Lamparska, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Students begin the program at the level most appropriate for their linguistic proficiency. Post-intermediate, advanced and native speakers should seek advisement from the department to determine where to enter the program.

- **12 credits (four elective courses)** to be chosen from the following:
- ITAL2213 and ITAL2214 (Italian Conversation, Composition and Reading I and I, as entry-level courses only)
- Additional courses at the 3000, 5000 or 8000 level.
- Related courses with departmental permission.

Notes and Conditions

- An Advanced Placement (AP) high school course in Italian with an exam score of 4 or 5 will count as a 3-credit elective.
- Italian Studies majors are required to enroll in at least one advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major (5000 level and above).
- 1-credit practicum courses do not count for the major.
- Maximum transfer credit from study abroad toward a major: 15 credits (five 3-credit courses) for one year of study; 9 credits (three 3-credit courses) for one semester of study. No RLL credit will be granted for courses abroad conducted in English taken during a semester or academic year program.
- Credit toward the Italian Studies major will be granted for courses taken abroad (1) conducted in Italian; (2) of a sophistication and level of expectations appropriate for our program; (3) directly related to analysis of Italian-speaking peoples' cultural production. Students taking courses in other disciplines are encouraged to seek credit for those courses in the appropriate departments.
- Students who transfer 9 credits (three 3-credit courses) or more from study abroad must take their remaining courses towards the major in the department.
- Students who (StudenA025 Tw .5 r-1 ()0s 0woining corag7ed)-1 ()JTJ0 -1.2
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- All courses for the Italian Studies minor will normally be in Italian, though one relevant course taught in English may be counted toward the minor with permission from the Italian Studies Section.
- Approval for summer courses taught by Boston College faculty, including courses abroad, will be granted on a case-by-case basis by the Director of Undergraduate Studies in consultation with the Italian Studies section.

Study Abroad Guidelines and Policies

Majors and minors in French, Hispanic Studies and Italian are encouraged to study abroad. Interested students should consult with the appropriate program director in the Office of International Programs (617-552-3827).

No RLL credit will be granted for courses taken abroad conducted in English.

In order to earn credit in an RLL major or minor, courses must be in the target language, show a direct relationship to the student's program of study in the department, and have a level of sophistication comparable to departmental offerings. Students are encouraged to seek credit for courses in other disciplines, such as (but not limited to) economics, political science, communications, and history, from appropriate Boston College departments.

Students are urged to consult with the Director of Undergraduate Studies for pre-approval of any courses they would like to transfer into a major or minor in French, Hispanic Studies or Italian. This should happen before departure or on site abroad before enrollment. Students who seek approval only after they return from abroad risk not receiving Romance Languages and Literatures credit for courses taken abroad. Upon return, students should meet with the Director of Undergraduate Studies to obtain the appropriate signed forms.

To schedule an appointment with the Director of Undergraduate Studies, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820; rll@bc.edu.

Romance Languages and Literatures majors may earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a two-semester program. Courses must be related to textual and cultural analysis and must be in the target language. Majors who transfer 9 credits or more (three 3-credit courses) from study abroad into their RL&L major must take their remaining courses in the department.

Romance Languages and Literatures minors may earn credit for up to two courses (6 credits) toward their minor in a single semester of study abroad, and credit for up to three courses (9 credits) in a year-long program. Courses must be related to textual and cultural analysis and must be in the target language.

For more detailed information about foreign study credit transfer, see our web page: <https://www.bc.edu/bc-web/schools/mcas/departments/romance-languages/undergraduate-programs/study-abroad.html>

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

Getting Started

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies to review their qualifications, establish correct placement in the program, and organize a course of study suited to their individual needs and objectives.

Information for Incoming Students and Non-majors

Students considering a major or minor in Romance Languages and Literatures are welcome to contact the Director of Undergraduate Studies to discuss how the program might relate to and enhance their career and life objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the Morrissey College of Arts and Sciences degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available.

The Department offers courses, some taught in the target languages and some in English, that satisfy University Core requirements and also earn credit in the major or minor. Students interested in advancing their major credits at the early stages of their Boston College careers are encouraged to take these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures explore the culture and literature of countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Morrissey College of Arts and Sciences Core, both Literature and Cultural Diversity, which are designed for non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, treat texts in their full linguistic, artistic, and cultural contexts. Literature Core courses offer students close exposure to great narrative arts, whether visual or written, under the guidance of a professor sensitive to their original language. Comparative literature courses introduce students to the interplay of artistic forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

For a list of courses that satisfy the Literature Core requirement, visit www.bc.edu/core.

Cultural Diversity Core

The curriculum of Romance Languages and Literatures offers students courses that treat the cultures of people around the world who speak French, Spanish and Italian, including western Europe as well as Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

For a list of courses that satisfy the Cultural Diversity Core requirement, visit www.bc.edu/core.

The Departmental Honors Program

The Honors Program offers RL&L majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. No more than 9 credits must remain for completion of the major in their senior year. Candidates must also have exhibited the maturity and self-discipline that long-term independent work requires.

Faculty members will nominate students for the Honors Program in April of their junior year. Nominated students will be invited to

meet with the Program Coordinator during the semester preceding their enrollment in the program. The final decision about acceptance into the program will be made during the first week of registration.

For complete details, please read the RLth web-based of gram

This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled with Elementary French I.

The Department

FREN1013 Intermediate French Practicum I (Fall: 1)

Offered Annually

This intensive 30-minute course is open to students enrolled concurrently in Intermediate French I (FREN1109) and need further reinforcement of structures and vocabulary studied in Intermediate French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who have struggled with foreign languages in the past.

The Department

FREN1014 Intermediate French Practicum II (Spring: 1)

Offered Annually

This intensive 50-minute course is open to students enrolled concurrently in Intermediate French II (FREN1110) and need further reinforcement of structures and vocabulary studied in Intermediate French II. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggled in Intermediate French I.

The Department

FREN1065 Intensive Reading in French (Summer: 3)

Offered Annually

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of the Morrissey College of Arts and Sciences.

The Department

FREN1109 Intermediate French I (Fall: 3)

Offered Annually

Conducted in French

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight. Classroom work will be supplemented with web-based assignments and an online audio program.

The Department

FREN1110 Intermediate French II (Spring: 3)

Offered Annually

Conducted in French. Satisfies Foreign Language Proficiency core requirement.

This course is a continuation of FREN1109 Intermediate French I and is also open to students who have placed into this course. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture

will be explored through literary excerpts by authors from France, Africa, and the Caribbean. Classroom work will be supplemented with film, web-based assignments and an online audio program.

The Department

**FREN1184 France: Intensive Intermediate French (Fall: 6)
Offered Annually**

The Department

**FREN2203 Summer Independent Study in Paris (Fall: 3)
Offered Annually**

The Department

**FREN2209 French Conversation, Composition, and Reading I
(Fall: 3)**

Offered Annually

Conducted in French. An elective towards the French minor when taken as first course in sequence. Satisfies Foreign Language Proficiency core requirement.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

The Department

**FREN2210 French Conversation, Composition, and Reading II
(Spring: 3)**

Offered Annually

Conducted in French. Counts as an elective towards the French major or minor when taken as first course in sequence. Satisfies Foreign Language Proficiency core requirement.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cul-

**FREN2276 Conversational Approach to Contemporary France
(Spring: 3)**

Offered Annually

Conducted in French. Counts as an elective towards the French major or minor. Satisfies Foreign Language Proficiency core requirement.

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers, and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions, and further their command of spoken French by engaging in structured dialogues based upon real-life situations.

The Department

**FREN3300 The French and the Peoples of America (Fall: 3)
Satisfies Cultural Diversity and Literature Core Requirements
Offered Annually**

Conducted in French. Elective for French major or minor. Fulfills MCAS Literature and Cultural Diversity Core requirements.

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians, and writers. Students will also work on topics of French grammar through guided exercises.

Jeff Flagg

**FREN3301 Boston's Francophone Connections (Spring: 3)
Offered Annually**

**Counts as an elective towards the French major.
Conducted in French.**

A crossroads where Americans and peoples of France and other Francophone regions have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, buildings, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and the French-speaking world. We will explore the development of Boston's Francophone connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works, musical compositions and historic sites.

Jeff Flagg

**FREN3305 Wordplay: From the Stage to the Page (Fall: 3)
Offered Annually**

Conducted in French. Fulfills one of the 3000 level requirements for the French major. Satisfies Foreign Language Proficiency core requirement.

This course is open to any students interested in expanding their linguistic and cultural horizons while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 4000-level courses in literature and culture.

Liesl Yamaguchi

FREN3306 Narrative and Identity: The Story You Tell Yourself (Fall/Spring: 3)
Offered Biennially

Conducted in French. Fulfills one of the 3000-level requirements for the French major. Satisfies Foreign Language Proficiency core requirement.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to readings, discussion, and written analysis of selected

FREN3393 Life at the Limit: Narratives of Transformation (Fall: 3)
Satisfies Literature Core Requirement
Offered Periodically

This course is conducted in English.

This course will consider texts that follow the path of a person making a journey from alienation, loss, or hardship through a turning point. We will read stories of people who, caught in a major life crisis, still manage to keep a deep connection with themselves and the world, people who ultimately survive to share their experience with others in writing. Students will read correspondence between Theo and Vincent Van Gogh, a short story by Fyodor Dostoevsky, excerpts from *Les Misérables*, a memoir by Primo Levi, and various texts by Albert Camus and several other authors.

Anne Bernard Kearney

FREN4403 Introduction to Linguistics for Students of French (Fall: 3)

Offered Periodically
Conducted in French

This course is designed to offer students of French literature the opportunity to investigate the basic theories and practices of modern linguistic study and to consider how these ideas have affected the development of literary and cultural criticism. We will begin by reviewing Saussure's theory of the linguistic sign and his definition of language as a system of oppositions used to create meaning. In the second part of the course, we will survey and apply the basic techniques of linguistic analysis to the study of the French language, from the level of sounds (phonology) to the level of the sentence (syntax). In the final section of the course we will see how the linguistic model has been used to explain the structure and meaning of cultural expression and literary discourse.

Stephen Bold

FREN4454 Contemporary Francophone Women Writers (Fall: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309.

Cross listed with AADS2208

Offered Periodically

Conducted in French. Elective for French major or minor

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.

Regine Jean-Charles

FREN4477 Twentieth-Century Fiction (Fall: 3)

Prerequisites: Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309.

Offered Periodically

Conducted in French

This course engages in a detailed study of some exemplary literary texts written in French during the twentieth century. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, feminism, post-modernity, and post-colonialism will also be considered in passing. Works will be

SPAN6693 Borges: an Introduction (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor.

Offered Periodically

Conducted in Spanish. Fulfills post-1900 Latin American requirement for major. Elective for Hispanic Studies major or minor.

This course will discuss Jorge Luis Borges's work and its multiple philosophical and cultural implications. We will read his prose and poetry in direct dialogue with his predecessors and followers. Looking at how Borges read other writers and other writers read him, we will map the genealogy that makes him one of the most important intellectuals of our time.

Ernesto Livon-Grosman

Italian

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

ITAL1003 Elementary Italian I (Fall: 3)

Offered Annually

Conducted in Italian. This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

The purpose of this course is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. While memorization and mechanical practice are required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.

The Department

ITAL1004 Elementary Italian II (Spring: 3)

Offered Annually

Conducted in Italian. Admitted by placement test, consent of instructor, or completion of ITAL1003.

This course is a continuation of ITAL1003 and further develops the goals of the first semester. Special attention is given to the production of more complex speech, the expression of personal opinion, and a deeper knowledge of contemporary Italian culture. More formal writing exercises and reading of authentic texts aid students in reinforcing language skills. A group final project at the end of the course attempts to bring together the themes and experiences from previous study.

The Department

ITAL1021 Elementary Italian Practicum I (Fall: 1)

Offered Annually

This intensive, 50 minute supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1003.

The Department

ITAL1022 Elementary Italian Practicum II (Spring: 1)

Offered Annually

This intensive, 50 minute supplementary course gives gives students extra conversation, listening, and reading practice they need to Annually

Slavic and Eastern Languages and Literatures

Cynthia Simmons, *Professor Emerita*; A.B., Indiana University; A.M., Ph.D., Brown University

Maxim D. Shroyer, *Professor; Acting Coordinator, Slavic/Russian*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale 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; Coordinator, Faculty Microcomputer Resource Center*; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Associate Professor; Chairperson of the Department; Coordinator, Near Eastern Languages and Literatures*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Atef N. Ghobrial, *Assistant Professor of the Practice (Arabic); Coordinator, Arabic Program*; B.A., Cairo University; M.A., Ph.D., Boston University

Fang Lu, *Assistant Professor of the Practice (Chinese); Coordinator, Chinese Program*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

Contacts

- Administrative Assistant: Korina Tazbir, 617-552-3910, tazbir@bc.edu
- www.bc.edu/sl

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic, Chinese, Linguistics, Russian, and East European Studies. Students may also participate in an interdisciplinary minor in interdisciplinary programs in Asian Studies, Jewish Studies, International Studies, and Islamic Civilization and Societies. Departmental honors require successful completion of honors requirements. For information, contact the Department.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

East Asian Languages and Civilizations

Note: Future course offerings and courses offered on a periodic

ARTS AND SCIENCES

EALC1312 Introduction to Korean II (Spring: 3)

Prerequisite: EALC1311.

Offered Biennially

The second semester of an introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression. Includes exercises in pronunciation, grammar and reading. Additional language laboratory drill available. Students who have not taken EALC1311 should not enroll in EALC1312 without the instructor's permission.

Hyang-sook Yoon

EALC2121 Intermediate Chinese I (Fall: 3)

Prerequisite: EALC1122.

Corequisite: EALC2123.

Offered Annually

Continuation of coursework in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions. This course continues in the second semester as EALC2122.

Sing-chen Lydia Chiang

EALC2122 Intermediate Chinese II (Spring: 3)

Prerequisite: EALC2121.

Corequisite: EALC2123.

Offered Annually

Satisfies Foreign Language Proficiency core requirement

The second semester of a continuation of course work in spoken and written modern Chinese (Mandarin).

Sing-chen Lydia Chiang

EALC2123 Intermediate Chinese Practicum (Fall/Spring: 3)

Corequisites: EALC2121 Intermediate Chinese I (Fall); EALC2122

Intermediate Chinese II (Spring).

Offered Annually

Additional required exercises and conversation practice for Intermediate Chinese I/II.

Te Lai

EALC2221 Intermediate Japanese I (Fall: 4)

Prerequisite: EALC1222.

Offered Annually

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in the second semester as EALC2222.

Ritsuko Sullivan

EALC2222 Intermediate Japanese II (Spring: 4)

Prerequisite: EALC2221.

Offered Annually

Satisfies Foreign Language Proficiency core requirement

The second semester of a continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

Ritsuko Sullivan

EALC2311 Continuing Korean I (Fall: 3)

Prerequisite: EALC1312.

Offered Biennially

Conducted mostly in Korean.

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as EALC2312.

Choong Nam Yoon

EALC2312 Continuing Korean II (Spring: 3)

Prerequisite: EALC2311.

Offered Biennially

Conducted mostly in Korean. Satisfies Foreign Language Proficiency core requirement.

The second semester of a continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

Choong Nam Yoon

EALC3161 Business Chinese (Spring: 3)

Prerequisite: EALC4122.

Offered Periodically

Conducted entirely in Chinese. Satisfies Foreign Language Proficiency core requirement.

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.

Fang Lu

EALC3166 Classical Chinese Literature (Fall: 3)

Satisfies Literature Core Requirement

Offered Periodically

Taught in English; no prerequisites.

The history of classical Chinese literature from the earliest times to the end of the imperial period in 1911. English translations of major literary classics such as *Book of Song*, *Encountering Sorrow*, *Zhuangzi*, *Daodejing*, *Records of History*, early and medieval records of anomalies, Tang dynasty poetry and short stories, Song dynasty song lyrics, Yuan drama, and Ming-Qing novels. Special emphasis placed on acquiring analytical skills and critical perspectives in literary criticism through close reading of texts and in their philosophical, religious, and historical contexts.

Sing-Chen Lydia Chiang

EALC3221 Third-Year Japanese I (Fall: 3)

Prerequisite: EALC2222.

Offered Annually

Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on grammar, phrases, and sentence patterns.

Jun Ono Cheung

NELC1132 Arabic for Scholars II (Spring: 3)

Prerequisite: NELC1131.

Offered Annually

This course is a continuation of NELC1131, a first-semester course. Students should not enroll in NELC1132 unless they have spoken with the instructor first.

Wallada Sarraf

NELC1331 Persian for Scholars I (Fall: 3)

Offered Periodically

Familiarity with Arabic script recommended.

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

Sassan Tabatabai

NELC1332 Persian for Scholars II (Spring: 3)

Prerequisite: NELC1331.

Offered Biennially

The second semester of a continuation of an intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

Sassan Tabatabai

NELC2062 States and Minorities in the Middle East (Fall: 3)

Cross listed with SOCY1150

Satisfies Cultural Diversity Core Requirement

Offered Periodically

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

Franck Salameh

NELC2121 Intermediate Arabic I (Fall: 3)

Prerequisite: NELC1122.

Corequisite: NELC2123.

Offered Annually

Conducted mostly in Arabic.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice. This course continues in the second semester as NELC2122.

Franck Salameh

NELC2122 Intermediate Arabic II (Spring: 3)

Prerequisite: NELC2121.

Corequisite: NELC2123.

Offered Annually

Conducted mostly in Arabic. Satisfies Foreign Language Proficiency core requirement.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice.

Franck Salameh

NELC2123 Intermediate Arabic Practicum (Fall: 3)

Corequisites: NELC2121 Intermediate Arabic I (Fall); NELC2122 Intermediate Arabic II (Spring).

Offered Annually

Required exercises and conversational practice to supplement Intermediate Arabic I/II.

Mudafer Al-Ziyadi

NELC2161 Modern Middle Eastern and Arabic Literature

(in Translation) (Spring: 3)

Cross listed with RLRL2292 and ENGL2348

Satisfies Cultural Diversity Core Requirement

Offered Annually

All works are read in English translation.

The complex, multicultural nature of the Middle East by surveying the twentieth-century literature of Arabic-speaking lands, Israel, and Turkey. Identity, culture, religion, nationalism, conflict, and minority narratives. Arabic works: the writings of Adonis, Darwish, and Qabbani. Hebrew works: the writings of Amichai and Bialik. Works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects: the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.

Franck Salameh

NELC2211 Continuing Modern Hebrew I (Fall: 3)

Prerequisite: NELC1212/THEO1038 Introduction to Modern Hebrew II.

Cross listed with THEO1081

Offered Biennially

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty. The course continues in second semester as NELC2212.

Gil Chalamish

NELC2212 Continuing Modern Hebrew II (Spring: 3)

Prerequisite: NELC2211/THEO1081 Continuing Modern Hebrew I or equivalent.

Cross listed with THEO1082

Offered Biennially

Satisfies Foreign Language Proficiency core requirement.

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty.

Gil Chalamish

NELC2331 Advanced Readings in Persian Texts (Fall/Spring: 3)

Prerequisite: NELC1332.

Offered Annually

Two semesters of this course satisfy the MCAS language-proficiency core requirement and the ICS-major language requirement.

An examination of classical and contemporary Persian texts, both prose and poetry, for advanced students of the Persian language. Emphasis on comprehension, analysis, vocabulary building, speaking, and writing.

Sassan Tabatabai

NELC4121 Advanced Arabic I (Fall: 3)

Prerequisite: NELC2122.

Offered Annually

Conducted in Arabic. Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.

Atef Ghobrial

SLAV2164 Russian Cinema (Spring: 3)
Cross listed with HONR4464 and FILM2277
Offered Periodically

Offered Annually

difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles. The course continues in second semester as SLAV2812.

SLAV2812 Continuing Bulgarian II (Spring: 3)

Prerequisite: SLAV2811.

Offered Biennially

Satisfies Foreign Language Proficiency requirement.

Advanced discussion of the complexity of Bulgarian structure, along with intensive practice in translation and communication.

Mariela Dakova

SLAV3051 Early Slavic Linguistics and Texts (Fall: 3)

Cross listed with LING3208

Offered Biennially

M. J. Connolly

SLAV3121 Third-Year Russian I (Fall: 3)

Prerequisite: SLAV2122.

Offered Annually

Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

Natalia A. Reed

SLAV3122 Third-Year Russian II (Spring: 3)

Prerequisite: SLAV3121.

Offered Annually

Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

Continuing the development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

Natalia A. Reed

SLAV3490 Advanced Tutorial: Polish (Fall/Spring: 1)

Offered Periodically

A course of directed study in the reading and analysis of Polish texts intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Barbara Gawlick

SLAV4121 Advanced Russian I (Fall: 3)

Prerequisite: SLAV3122.

Offered Annually

Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style and through careful translation of advanced texts.

Natalia A. Reed

Sara Moorman, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

Gustavo Morello, S.J., *Associate Professor*; B.A., Universidad Del Salvador, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Argentina

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

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

Wen Fan, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociology@bc.edu

The undergraduate program in Sociology is designed to satisfy the intellectual, career, and civic interests of students who are concerned about what is happening in their society and in their daily personal interactions. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc.

Many Sociology courses are part of the University Social Science Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Information about Core Courses

Course listings in Course Information and Schedule will indicate which, if any, Core requirements are satisfied by each course.

Major Requirements

Sociology majors are required to take a minimum of 30 credits (generally ten courses) in Sociology. These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- 18 credits in elective courses, at least 9 credits of which must be in upper level courses (SOCY3000 or higher).

Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals, but not both.

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The master's degree will be awarded one year later. The choice of this program should be made by Sociology majors before April of their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Sara Moorman and the School of Social Work website: www.bc.edu/schools/gssw/admission.html.

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

SOCY1001 Introductory Sociology (Fall/Spring/Summer: 3)

Satisfies Social Science Core Requirement

Offered Annually

Offered every semester. Do not take SOCY1001 if you have already taken SOCY1002. Only one of these courses will count toward the major or minor.

This course conveys a sense of the history of sociology and introduces students to the most essential concepts, ideas, theories, and methods of the discipline. Special topics may include interaction in everyday life, sociology of the family, gender roles, race and ethnic relations, and the sociology of work, among others. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history. Ordinarily, SOCY1001.01 is reserved for majors and minors. Note that Introductory Sociology is taught by different instructors; check each instructor's syllabus for a more exact description.

The Department

SOCY1002 Introduction to Sociology for Healthcare Professions

It examines the linkages between social structures/institutions, culture, and human experience. The course emphasizes theoretical research issues, especially how, and to what degree, the understanding of social problems are a direct result of the processes used to define social problems as well as the research methods and procedures used to investigate them. Students will learn to critique popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

The Department

SOCY1071 Global Inequalities (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Periodically

What is globalization and what are its consequences? This course examines the relationship between globalization and global inequality. This course is divided into four parts. First we ask: who are the beneficiaries of the outsourced economy? Second, we look at the emergence of a new global underclass. Third, we look specifically at the U.S. and ask what caused the decline of the American manufacturing base. Finally, we return to examine the movement of capital across the globe and ask: what are the new risks of globalization in the face of systemic financial crises like the banking crisis of 2008?

Julia Chuang

SOCY1072 Inequality in America (Fall/Spring: 3)

Satisfies Social Science Core Requirement

Offered Annually

May be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women and by people of color or Caucasians.

Eve Spangler

SOCY1073 States, Markets, and Bodies (Fall: 3)

Satisfies Social Science Core Requirement

Offered Periodically

An introduction to the Political Economy, this course will introduce students to theories, concepts, and tools for studying relations between states and markets that affect the structure of power relationships. Taking a global approach, we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three inter-related questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern its citizens? (3) What is the role of individuals who make up civil society?

Kimberly Hoang

SOCY1078 Sociology of Health and Illness (Fall: 3)

Satisfies Social Science Core Requirement

Offered Annually

The World Health Organization defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. This course will consider this whole-person

ships. Taking a global approach, we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three inter-related questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern its citizens? (3) What is the role of individuals who make up civil society?

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SOCY1097 Death and Dying (Fall/Spring: 3)
Satisfies Social Science Core Requirement
Offered Annually

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on

through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

Margaret Thomas

SOCY2280 Society and National Identity in the Balkans (Fall: 3)

Cross listed with SLAV2065

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.

Mariela Dakova

SOCY3303 Social Construction of Whiteness (Spring: 3)

Offered Annually

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender. Through writing and in-class group discussion, students will examine their own identities and consider how consciously or unconsciously they are affected by

SOCY3309 Restoration and Resistance: International Innovations in Criminal Justice (Fall: 3)

Offered Periodically

This course will enable students to develop sociologically informed, globally situated, and politically meaningful definitions of crime, punishment, and social justice by surveying international social movements and initiatives seeking criminal justice reform. At the conclusion of the course students will be expected to envision and articulate a criminal justice innovation of their own.

Jessica Hedges

SOCY3310 Studies in Crime and Social Justice (Fall/Spring: 3)

Cross listed with AADS3311

Offered Periodically

Crime and social justice are considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. This course allows students to analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

Jessica Hedges

SOCY3314 Mental Illness and Society (Fall: 3)

Offered Periodically

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private "personal trouble, is also a public issue. We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, labeling theory, as well as issues of gender, race, class, and sexuality in mental illness.

The Department

SOCY3316 The Sociology of W.E.B. Du Bois (Fall/Spring/Summer: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This course explores the life and theoretical works of W.E.B. Du Bois. It is also a historical sociology of the emergence of sociology as an academic discipline. The course explores why mainstream American sociology has been so slow to recognize the contributions of W.E.B. Du Bois to the founding of the discipline. The course is also a rigorous exploration of the major theories he developed with regards to racism, capitalism, imperialism, colonialism, and sexism. The course concludes by exploring the enduring influence of W.E.B. Du Bois with a particular emphasis on how his work informed and continues to inform scholars of post colonialism, race and ethnicity, inequality, and identity.

Zine Magubane

SOCY3319 Living in the Age of Big Data (Spring: 3)

Offered Periodically

We live in a world where every aspect of our lives, from our commute to shopping habits, from our circle of friends to our heart rate, is

and to complete a pilot research project on the environmental justice implications of an area of everyday consumption such as food, clothing, cleaning, transportation, or technology.

Monique Ouimette

SOCY3353 Topics: Non Profit Management (Fall: 3)

Cross listed with BSLW1150

Offered Annually

Students study a specific nonprofit and develop an analysis of important elements, strategies, and management techniques. Class discussion, simulations, and lectures provide an opportunity to understand important concepts at a number of levels. Finally, guest speakers offer an opportunity to have contact with nonprofit leaders who function in the real world. The culmination of this work is the production of a strategic plan for the nonprofit that the student has chosen. The plan and a presentation offer

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SOCY3378 Inside-Out: Perspectives on Crime, Corrections, and Justice (Fall: 3)

Prerequisite: With permission of the Instructor.

Cross listed with APSY3378

Offered Annually

SOCY5540 Internship in Sociology I (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.

John B. Williamson

SOCY5541 Internship in Sociology II (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

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

SOCY5545 Medical Sociology (Spring: 3)

Offered Periodically

In this course, we begin with the idea that we cannot understand the topics of health and illness simply by looking at biological phenomena and medical knowledge, but, instead, we must also consider a variety of social, political, economic, and cultural forces. This course uses sociological perspectives and methods to understand topics such as: social meanings of illness; patterns in the distribution of health and illness; the ways people seek help for and manage their illnesses; the ways doctors, nurses, and patients interact with each other; the cultural, organizational, and economic functioning of various healthcare institutions; and social movements surrounding health.

Wen Fan

SOCY5557 Sociology of Development (Fall/Spring: 3)

Offered Periodically

A large share of the world's population still lives under conditions of abject poverty and limited freedom. In this seminar, we begin by considering the history of twentieth century development ideas and debates, before moving on to considering contemporary sociological contributions. Over the course of the semester, we will read work on a wide variety of development topics, including industrialization, dependency, neoliberalism, social development, microcredit, international organizations, and environmental sustainability. This course is designed

ARTS AND SCIENCES

Luke Jorgensen, *Associate Professor of the Practice; Assistant Chairperson*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

Jacqueline Dalley, *Associate Professor of the Practice*; B.A., University of California at Davis; M.F.A., Carnegie-Mellon University

Patricia Riggan, *Associate Professor of the Practice*; B.A., Cornell University; M.F.A., Brandeis University

Sun Ho Kim, *Assistant Professor of the Practice*; B.A., Cho Sun University; M.F.A., Boston Conservatory

Contacts

- Undergraduate Program Information: Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu
- www.bc.edu/theatre

The Boston College Theatre Department—faculty, staff, and students—is committed to theater education that combines art with scholarship and drama study with theater practice. We seek to foster creativity, critical thinking, excellence, and professionalism through the integration of courses, productions, workshops, and other activities. We value theater as a liberal art as well as a performing art, which means that we seek to understand it not only as a means of artistic expression and a form of entertainment but as a window onto history, a method of inquiry into all things human, and a vehicle for social change. Interested students are invited to join us in this mission regardless of previous experience. Those who do will develop an intellectual frame of reference, a theatrical imagination, and practical skills that prepare them for advanced training in a wide range of disciplines and vocations.

Major Requirements

Minor Requirements

The Theatre minor is intended for students with a serious interest in theater who for one reason or another are not able to commit to fulfilling the requirements for the Theatre major. Based on the same principles and structure as the Theatre major, it aims to provide students with a broad-based theater education that balances courses in theater studies and theater practice.

A Theatre minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theater (fall and spring)
- THTR1103 Acting 1: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theater Production I (spring only)
- THTR2275 History of Theater I (fall only) **OR** THTR2285 History of Theater II (spring only)
- One upper-level Literature, Criticism, History course (see above)
- One upper-level Production/Performance course (see above)
- Three 1-credit Production Labs (including at least one Prep Lab)

Students who wish to declare a Theatre minor should contact Professor Luke Jorgensen, Assistant Chairperson, luke.jorgensen@bc.edu, with an e-mail indicating their interest and providing their Eagle ID number.

For students in the Lynch School of Education with an interest in the teaching and practice of theater in school and institutional settings, the Theatre Department offers a minor in Educational Theatre. An LSOE Educational Theatre minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theater (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring) **or** THTR1130 Elements of Theater Production I (spring only)
- THTR2258 Creative Dramatics (fall only)
- THTR2268 Theater for Youth (spring only) **or** THTR3366 Directing I (fall only) **or** THTR4469 Composition and Performance Workshop (intermittent)
- One upper-level Literature, Criticism, History course (see above) **or** THTR2275 History of Theater I (fall only) **or** THTR2285 History of Theater II (spring only)
- One upper-level Production/Performance course (see above) **or** THTR1140 Elements of Production II (fall only)
- Two 1-credit Production Labs (including at least one Prep Lab)

Lynch School of Education students who wish to declare an Educational Theatre minor should contact Professor Luke Jorgensen, Assistant Chairperson, (luke.jorgensen@bc.edu) with an e-mail indicating their interest and providing their Eagle ID number. Contact should also be made with the Assistant Dean in the Lynch School of Education.

All courses for the Morrissey College of Arts and Sciences minor in Theatre and the Lynch School of Education minor in Educational Theatre need to be chosen from the Theatre Department curriculum. Courses taken abroad, courses taken at other institutions, and Readings and Research/Independent Study courses will only count towards a Theatre minor in rare and exceptional circumstances.

practice, students will be allowed to develop their abilities in the areas of theater production related to wardrobe and makeup. In a semester, students will work on one departmental production during dress rehearsals and performances. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal. Students may do multiple labs in a semester but they must be in different areas.

Jacqueline Dalley

THTR1013 Production Lab: Acting Practicum (Fall/Spring: 1)

Prerequisites: THTR1103. Theatre majors only.

Offered Annually

Theatre majors who have been cast in a role of significant size in a faculty directed Theatre Department production may use the role for 1 credit counting towards their production lab requirement. The actor must perform all duties of the role in a professional manner. The director of the production will typically serve as the teacher of record. Selected roles counting toward credit will be determined by the Theatre Department in advance of auditions.

Patricia Riggan

THTR1014 Theater Production Lab I: Electrics Run

(Fall/Spring: 1)

Offered Annually

The Theater Production Run Labs will introduce students to the skills necessary to rehearse and perform the technical duties needed to produce a stage production. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to stage lighting control, follow-spot operation, and performance needs. Students will work on a departmental production during the semester. The work that students do on that production will vary by student and will be determined by the needs of the production and may evolve during rehearsal. Students may do multiple labs in a semester but they must be in different areas.

Russell Swift

THTR1015 Theater Production Lab I: Sound Run (Fall/Spring: 1)

Prerequisite: With permission of the Instructor.

Offered Annually

Participate in a Theatre Department production as part of the Sound Crew. Positions such as Sound Board Operator, Assistant Sound Designer, and Wireless Mic Technician are available. Great chance to learn valuable tech skills. No experience necessary.

George Cooke

THTR1016 Theater Production Lab I: Special Topics Run

(Fall/Spring: 1)

Offered Annually

The Department

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(Fall/Spring: 1)

equipment as it pertains to a theatrical production. They will assist with such activities as research, the creative development of the design idea, equipment set up, sound creation, amplification, and placement.

George Cooke

THTR1038 Theater Production Lab III: Assistant Director (Fall/Spring: 1)

Prerequisites: With permission of the Department. With permission of the Instructor.

Offered Annually

For this lab, students will assist the director with many aspects of the rehearsal process, depending on the needs of the show. Through this work they will learn about the process and become acquainted with the professional directing process. The lab will last from preproduction through opening night. This lab applies to faculty and professionally directed productions only.

The Department

THTR1039 Theater Production Lab III: Assistant Stage Manager (Fall: 1)

Prerequisites: With permission of the Instructor. Department Permission.

Offered Annually

Every department production has two or more assistant stage managers. These students help the stage manager to run rehearsals and are in charge of backstage during performances. ASMs must be at many of the regular rehearsals and at all of the technical and dress rehearsals and performances for the show that they are assigned. ASMing counts as a 1 credit lab. While it takes a little more time than other labs, you learn how all the theatrical pieces of a show fit together. This lab requires department permission; however, there are no majors only restrictions. No experience is necessary to assistant stage manage a show.

Elizabeth Bouchard

THTR1041 Advanced Production Lab: Scenic Design (Spring: 2)

Prerequisites: With permission of the Instructor. Department permission.

Offered Annually

Students who have taken Stage Design may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

Crystal Tiala

THTR1042 Advanced Project Lab: Costume Design (Spring: 2)

Prerequisite: With permission of the Instructor.

Offered Annually

Students who have taken Costume Design may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

Jacqueline Dalley

THTR1044 Advanced Project Lab: Light Design (Spring: 2)

Prerequisites: With permission of the Instructor. With permission of the Department.

Offered Annually

Students who have taken Light Design may apply with the instructor to design a Theatre Department workshop production the

following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

Jeff Adelberg

THTR1045 Advanced Production Lab: Sound Design (Fall/Spring: 2)

Prerequisites: With permission of the Department. With permission of the Instructor.

Offered Annually

Students who have taken Sound Design Basics may apply with the instructor to design a Theatre Department workshop production the following academic year. Students will work in teams of undergraduate designers and directors. All work is mentored by the Theatre faculty. This counts for 2 credits toward production labs for majors. You do not need to be a major to apply.

George Cooke

THTR1049 Advanced Production Lab: Stage Manager (Fall/Spring: 2)

Prerequisites: With permission of the Instructor. Department permission.

Offered Annually

Once students gain experience as an assistant stage manager, they may advance to the 2-credit Stage Management lab. The stage manager works alongside the director on a production and is in charge of organizing rehearsals, communicating with the production team, and running performances. Stage managers plan each rehearsal with the director, create rehearsal schedules, keep track of blocking, costume, and prop needs, and distribute rehearsal reports to theater staff and designers. Stage managers are assigned at the end of the previous academic school year to stage manage one of the six Theatre Department productions. This lab requires department permission and significant production experience. Stage managers at BC work alongside students and professionals alike and are considered leaders within the department.

Elizabeth Bouchard

THTR1051 Advanced Production Lab: Technical Director (Fall/Spring: 2)

Prerequisites: With permission of the Instructor. Department permission.

Offered Annually

The Technical Director Lab will allow students to develop the skills necessary to plan the construction, rigging, load-in, and budgeting of scenery. Through actual hands-on practice, students will be allowed to develop their abilities in the areas of theater production related to organizing the construction of scenery. Skills will be developed in planning, budgeting, construction drawings, and crew organization. Safety procedures that relate to these areas will be taught and practiced. Students will work on a specific departmental production during the semester. The work that students do on that production will vary by student and will be determined by individual abilities and interest, as well as the needs of the specific production that we are working on.

Russell Swift

THTR1103 Acting I: Fundamentals of Performance (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

Acting I trains students to acquire the essential skills of an actor: vocal and physical exercises to free the body and voice; improvisation and ensemble exercises to encourage creativity, to free one's imagination and to release emotional spontaneity; and monologue and/or scene work

lighting, and sound design. In addition, Elements II in combination with the Theater Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting, and make-up for stage productions.

Jacqueline Dalley

THTR1170 Introduction to Theater (Fall/Spring: 3)

Satisfies Fine Arts Core Requirement

Offered Annually

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theater as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theater as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be re.83vnbe re.83vnbe re.83vnbe re.83vnbe re.83vnbe re.83vnbe re.83vnbe

THTR3302 Movement and Dance for Stage and Screen Performers (Spring: 3)

Prerequisite: Acting I (THTR1103) or with permission from instructor.

Offered Annually

This course is designed for the students who are interested in performing on the stage or screen (particularly actors, dancers, singers, and musical theater performers) who use the body as an artistic instrument, to introduce and train practical skills and techniques that are required for performance such as period dance and movement, stage violence and combat, movement improvisation for scene work, partnering skills, non-verbal communication, and unitizing movement and dance for theater and film. This course also will be instructive for students who are interested in theater and dance education, healthcare (physical therapy, nursing), public speaking, and any artistic practice that requires understanding the physicality and mobility of human body.

Sun Ho Kim

THTR3303 Meisner Acting Technique (Fall/Spring: 3)

Prerequisites: THTR1103 and THTR2203.

Offered Annually

Acting III explores the essential principles of acting using the methods developed by Sanford Meisner and William Esper. Through a progression of structured improvisations, the actor's ability to work moment by moment and to truthfully live in those moments is developed. These exercises are designed to stimulate impulses, sharpen concentration and listening skills, and develop the imagination, spontaneity, and emotional skills of the actor. During the semester, students apply the expertise acquired through these exercises to scene work.

Patricia Rigg'in

THTR3323 Dance for Musicals II (Spring: 3)

Prerequisite: THTR2223 or permission of instructor.

Offered Annually

Specific dress and footwear will be required.

Students will expand on their knowledge of jazz, tap, modern/contemporary dance, ballroom, world dance, and others. Influential choreographers' styles and characteristics of past and present will be analyzed and learned through the study of their repertoire. Such repertoire might include pieces from *West Side Story*, *Fosse*, *Chicago*, and *Thoroughly Modern Mille*, among others. Continued emphasis will be placed on the individual students' exploration of dance technique, physical conditioning, and artistic expression. Audition techniques will be emphasized. Each class will consist of a body warm-up, strength and flexibility training, and choreographed combinations.

Kirsten McKinney

THTR3344 Stage Design I (Spring: 3)

Cross listed with ARTS2258

Offered Annually

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments, and create ideas through flexibof their tic ery 5 (weest5 (ques willse drafsing bilitydeTjuilhe pT1_2 1 Tf0

- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Cara Burke, 617-552-4602, cara.burke@bc.edu
- www.bc.edu/theology

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in Theology has proven to be excellent preparation for

**2 courses/6 credits from another discipline (including the first major) may also count toward the Standard Theology major, provided that they have sufficient theological relevance as determined by the Director of Undergraduate Studies.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 7,000 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements (21 hours)

The Theology minor consists of the Theology Core requirement (one 2-course core sequence) plus five 3-credit courses (only one of which can be Level 1).

Information for First Year Majors and Non-Majors

for regular Theology majors, except that all of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (2) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (8) additional graduate courses (BTI included) and fulfilling the comprehensive and research language requirements.

Lonerган Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904–1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan’s published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Associate Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at www.bc.edu/lonergan.

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

THEO1001 Biblical Heritage I (Fall: 3)

Satisfies Theology Core Requirement

Offered Annually

You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

The Department

THEO1002 Biblical Heritage II (Spring: 3)

Prerequisite: THEO1001.

Satisfies Theology Core Requirement

Offered Annually

You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage course.

The Department

THEO1016 Introduction to Christian Theology I (Fall: 3)

Satisfies Theology Core Requirement

Offered Annually

This is a year long course where you must take both sections of Introduction to Christian Theology (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions

in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

THEO1017 Introduction to Christian Theology II (Spring: 3)

Prerequisite: Must take THEO1016 Introduction to Christian Theology I.

Satisfies Theology Core Requirement

Offered Annually

This is Part II of a year long course where you must take both sections of Introduction to Christian Theology (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

THEO1023 Exploring Catholicism: Tradition and Transformation (Fall: 3)

Satisfies Theology Core Requirement

Offered Annually

This is a year long course where you must take both sections of Exploring Catholicism (THEO1023–1024) first Part I, then Part II to receive Core credit. There are no exceptions.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence as lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit; the sacraments as catalysts of ongoing transformation in Christ; and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

THEO1024 Exploring Catholicism: Tradition and Transformation II (Spring: 3)

Prerequisite: Must take THEO1023 Exploring Catholicism: Tradition and Transformation I.

Satisfies Theology Core Requirement

Offered Annually

This is Part II of a year long course where you must take both sections of Exploring Catholicism: Tradition and Transformation I and II (THEO1023–THEO1024) first Part I, then Part II to receive Core credit. There are no exceptions.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation

**THEO1091 Perspectives on Western Culture II/Perspectives II
(Spring: 3)**

Corequisite: THEO1091

Cross listed with PHIL1091

Satisfies Philosophy, Theology Core Requirement

Offered Annually

Freshmen only

See description under PHIL1090.

The Department

**THEO1161 The Religious Quest: Comparative Perspectives I
(Fall: 3)**

Satisfies Cultural Diversity and Theology Core Requirements

Offered Annually

Religious Quest courses present Christianity and at least one other world religious tradition. Students are strongly encouraged to take both semesters of the same Religious Quest class. If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course.

Although students may take the course in either semester, students who take the course in the fall semester must also take the course in the spring semester. Students who take the course in the fall semester must also take the course in the spring semester. Students who take the course in the fall semester must also take the course in the spring semester.

Offered Annually

Religious Quest courses present Christianity and at least one other world religious tradition.

to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

The Department

THEO1223 Saints and Sinners (Summer: 3)

Satisfies Theology Core Requirement

Offered Periodically

The course is of special interest to students participating in the programs of International Studies; Faith, Peace, and Justice Studies; and Latin American Studies.

Boyd Taylor Coolman

THEO1341 Peaceful Conflict Resolution Methods (Fall: 3)

Cross listed with UNAS1162

Offered Annually

This course considers conflict resolution methods in several different types of contexts: personal and family, organizational and work, and international peace-making. Among the methods analyzed and practiced in role playing exercises are: methods for resisting win-lose behaviors, methods for developing win-win solutions to conflicts, dialogic methods for developing creative solutions to conflicts, and third party facilitation, mediation, and arbitration methods. Personal skill development as well as careers in conflict resolution are explored. In addition, different types of personal philosophical and spiritual approaches to conflict resolution are considered.

Richard Nielsen

THEO1342 Peaceful Ethics: Social Action Leadership Methods

(Spring: 3)

Cross listed with UNAS1163

Offered Annually

THEO1704 In The Beginning: Biblical Explorations of Our Origins (Fall: 3)

Corequisite: BIOL1705.

Satisfies Theology Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

This course will introduce students to the assorted biblical texts describing the creation of life and the cosmos. Our goals are (1) to understand the various authorial intents of those texts within their ancient contexts, (2) to recognize the larger cultural environment in which these texts were composed, with which they interacted, and to which they responded, (3) to comprehend the ancient authors' distinctive ways of knowing about the world and the past, and to appreciate how biblical creation texts were later understood by successions of communities up to the scientific age.

Jeffrey Cooley

THEO1705 The Pursuit of Happiness in Theology and Spirituality (Fall: 3)

Corequisite: RLRL3350.

Satisfies Theology Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

This course investigates the pursuit of happiness through close readings of theological and spiritual texts in the Christian tradition. It explains why this tradition treats the desire for wealth as a serious obstacle to the true happiness and joy which are found only in God. It introduces students to Ignatian methods for personal decision-making focused on experiences of deep spiritual consolation. It explores some of the ways that the Christian tradition urges its followers to prioritize the happiness and well-being of others, especially the poor and oppressed. And it highlights examples of Christian saints who maintained inner peace and joyful love even in the midst of great suffering.

Andrew Prevot

THEO1706 Being Human in a World of Artificial Intelligence: A Theological Perspective (Spring: 3)

Corequisite: COMM1702.

Satisfies Theology Core Requirement

Offered Periodically

Core Renewal: Enduring Questions. For freshmen only.

Some technologists argue that human history is rapidly moving towards a technological "singularity"—the invention of an artificial super-intelligence that would trigger an exponential and uncontrolled growth in technology. Unimaginable changes to human civilization would result. This course invites students to explore the questions and challenges that Artificial Intelligence and, in particular, a technological singularity pose for a human existence understood within a Christian theological framework. How would the presence of an artificial super-intelligence or a digitally enhanced human consciousness change how we think about what it means to be human, the meaning of God, and the future of humanity?

Matthew Petillo

THEO2114 When Gods Begin Again: Introduction to African and African Diaspora Religions (Fall/Spring: 3)

Cross listed with AADS1114

Satisfies Cultural Diversity Core Requirement

Offered Periodically

This introductory course examines African Christianity, Islam, and indigenous religions, as well as African Diaspora religions of Haitian Vodou, Cuban Santería, and Black American conjure/roots work.

survey specific meanings that scriptures have acquired at critical historical moments, and what the multiplication of interpreters, methods, and meanings implies for prospects for unity.

Yonder Gillihan

THEO2286 Philosophy of Peace and Hospitality (Summer: 3)

Cross listed with INTL2286 and PHIL2286

Offered Annually

281 explores the invitation of the gospel to follow the way Jesus teaches—a

tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Anthony Penna

THEO3508 Just War, Pacifism, and Peacebuilding (Fall: 3)
Offered Periodically

This is an upper-level theology seminar, covering the just war, pacifist, and peacebuilding strands in Christianity. Peacebuilding is a new approach to conflict that uses nonviolent activism and mediation to avoid and end conflicts; and restore or establish human security, the rule of law, and participatory institutions. Religious actors and institutions are active in international peacebuilding, which also has a developing theology. Authors and topics included are biblical and early Christian perspectives, Augustine, Aquinas, Catholic social teaching, Dietrich Bonhoeffer, Dorothy Day, and three case studies (African conflicts, Colombia, and Bosnia-Herzegovena).

Lisa Cahill

THEO3510 Black Theology (Spring: 3)

Cross listed with AADS5509

Offered Periodically

Interrogates some of the ways in which biblical teaching and religious doctrine interact with race, simultaneously to impede and to facilitate cultural, social, and existential liberation.

M. Shawn Copeland

THEO3527 Meditation and Action: Interfaith Explorations (Spring: 3)

Prerequisite: At least one prior course in theology.

Cross listed with TMCE7113

Offered Periodically

Tibetan Buddhist understandings of the nature of awareness with its capacities for wisdom and compassionate responsiveness are explored through contemporary writing and guided meditations adapted for students of all faiths and backgrounds. Buddhist thought and practice is then brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen and other faith-based activists—for learning across religious boundaries (comparative theology) and to

THEO3548 Buddhist Thought and Practice (Spring: 3)

Prerequisites: For undergrads, at least one prior course in philosophy or theology is required, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with TMCE7110 and PHIL4448

Offered Annually

We explore aspects of early, Southeast Asian, and East Asian traditions of Buddhism, focusing on ways that Buddhist philosophy informs and is informed by practices of meditation, phenomenological investigation, ritual, and ethics. Students will be instructed in mindfulness exercises (cultivating fuller awareness of things) to inform our studies. Weekly writing, active discussion, two short papers, one longer paper.

John Makransky

THEO3577 Conciliar Traditions of the Catholic Church (Fall: 3)

Prerequisite: Theology majors only.

Offered Periodically

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

Boyd Coolman

THEO4433 Faith, Service, and Solidarity (Spring: 3)

Prerequisite: Completion of the 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

THEO4446 David: The Hebrew Bible and History (Spring: 3)

Offered Periodically

The complex Biblical account of King David's royal accomplishments and private failings have increasingly aroused skepticism among biblical scholars. In what sense may the Biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.

David Vanderhooft

THEO4456 The Holocaust: A Moral History (Spring: 3)

Cross listed with HIST4846 and PHIL4456

Offered Periodically

The tragic event that ruptured modern Western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated

THEO5372 Patristic Greek (Fall: 3)

Cross listed with PHIL5372

Offered Periodically

This course is continued in the spring as THEO5373 New Testament Greek II.

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

Margaret Schatkin

THEO5373 Patristic Greek II (Spring: 3)

Prerequisite: Must have completed THEO5372.

Cross listed with PHIL5373

Offered Periodically

This two-semester course is designed for the student with no previous knowledge of ancient Greek to develop reading and translating skills in Patristic Greek language by mastering the fundamental principles of Greek grammar and syntax and acquiring a basic reading vocabulary. The student becomes familiar with the meaning of Greek words, their forms and structure, and their customary arrangement in sentences. A secondary goal of this course is to serve as a foundation for further studies in Patristic Greek.

Margaret Schatkin

THEO5387 Mahayana Buddhism in East Asia (Spring: 3)

Cross listed with PHIL5387 and TMST7097

Satisfies Cultural Diversity Core Requirement

Offered Periodically

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America. This course explores the development of Buddhist thought and practice in East Asia, with a focus on the role of the bodhisattva ideal in the region's religious and cultural history.

THEO5387 is a corequisite for THEO5388

ARTS AND SCIENCES

and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

James Weiss

THEO5448 Patristics: Latin and English (Spring: 3)

Prerequisite: Introduction to Latin.

Offered Annually

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

THEO5449 Jewish Liturgy: History and Theology (Fall: 3)

Cross listed with TMST8532

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

THEO5474 Jews and Christians: Understanding The Other (Spring: 3)

Cross listed with TMST7111

Offered Annually

This course is an exercise in interreligious learning sponsored by the Center for the Study of Religion and Culture. After a comparison of Jewish and Christian liturgical traditions, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.

James Keenan, S.J.

THEO5500 Women and Gender in Islam (Spring: 3)

Cross listed with ICSP3310

Offered Periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

Natana DeLong-Bas

THEO5505 Sacraments and Art (Spring: 3)

Offered Periodically

Much of our artistic heritage was commissioned to embellish places of worship and to deepen understanding of the ceremonies celebrated there. These works of art offer often-ignored insights into Christian sacraments that complement more traditional theological approaches. This course seeks to deepen our appreciation of Christian sacraments by acknowledging painting, sculpture and architecture as a locus theologicus. Both historical and thematic in approach, it explores sacramentality, incarnation, iconoclasm, and typology as well as selected themes from sacramental theology. The course will include off-site visits.

William Bergin

THEO5530 The Self Between Eastern and Western Thought (Spring: 3)

Offered Periodically

Cross listed with PHIL5563

Matt Kruger

THEO5563 Ethics, Religion, and International Politics (Spring/Fall: 4)

Offered Annually

Corequisite: Must be concurrently enrolled in either INTL5562 or INTL5564. Your discussion group must match with the professor teaching your course.

Cross listed with INTL5563 and PHIL5563

Offered Annually

Major restricted for IS. See International Studies, Philosophy or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

The Department

THEO5571 Augustine's *Confessions* (Spring: 3)

Offered Periodically

This course will offer an in-depth reading of St. Augustine's classic work *The Confessions*. Attention will be paid not only to the theological, philosophical, and biographical issues raised in the text but also to

ARTS AND SCIENCES

For majors in English, Philosophy, Theology, and certain other departments it might satisfy the major requirements if the seminar is taken under the cross-listing in the department of his/her major.

Students should also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under the UNCP department numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.

University Courses

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

UNAS1005 Applications of Learning Theory (Fall: 3)

Prerequisite: For freshmen and sophomores.

Offered Annually

This course is designed to help you to improve your grades and critical thinking skills. The course will include two linked parts: 2 weekly classroom meetings and one weekly one-on-one session with a teaching assistant. Students are taught a comprehensive method that includes instruction on lecture notes, readings, time management, test preparation, and more.

The Department

UNAS1010 Perspectives on Management (Spring: 3)

Cross listed with UGMG1010

Offered Annually

This course, taught by practitioners John Clavin (BC '84) and Jere Doyle (BC '87), provides BC students with an excellent opportunity to explore the functional disciplines of business from a real-world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course provides students the opportunity to get grounded in each of the CSOM concentrations while gaining outside views on careers in related fields and industries. The course will also provide a framework to explore and discuss cross-functional issues that impact business strategy and execution. This is a highly interactive class that places a premium on both preparation and participation each week. The course is initially open to CSOM sophomores but normally has availability for juniors and seniors across all undergraduate majors

John Clavin

Jere Doyle

UNAS1016 Designing Your Career: An Exploration Course (Fall: 1)

Offered Annually

This course is open to sophomores, juniors and seniors in the Morrissey College of Arts and Sciences, Woods College of Advancing Studies, and Applied Psych majors within the Lynch School of Education. Please note that this course is not open to freshman.

In this hybrid course (combination of in-person and online sessions), students who are exploring their career interests will use self-assessment exercises, lively discussion, and thought-provoking activities to identify and reflect upon their values, interests, and skills and then connect them to career options. Using a design thinking framework, students will explore the eight skills that are most desired by employers and discover how they are developing those competencies during their time at BC. We will discuss ways to research varied career paths and learn targeted strategies to achieve meaningful professional goals.

Students who are considering such questions as—in what academic discipline do I want to major? what kind of internship do I want to pursue? what sort of careers am I interested in?—will all benefit from this course.

Christiana Reynolds

UNAS1020 OTE First Year Success Seminar (Fall: 1)

Prerequisite: Must have completed OTE Program in the previous summer.

Offered Annually

MUST have completed OTE Program in the previous summer.

The First Year Success Seminar will take place in the fall semester of every year and will provide OTE Summer graduates with supplemental information on both the Thea Bowman AHANA and Intercultural Center and other Boston College resources and in-depth coverage of certain topics through interactive workshops, readings, videos, and group discussions. The First Year Success Seminar will also serve as the primary mode of communication between students and BAIC staff. Students can expect to participate in workshops presented by various organizations in the BC community focused on stress management, budgeting, time management, financial literacy, and effective studying techniques.

Inés Maturana Sendoya

UNAS1104 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UNAS1105.

Satisfies Fine Arts Core Requirement

Offered Annually

This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

The Department

UNAS1105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UNAS1104.

Satisfies Fine Arts Core Requirement

Offered Annually

A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)

Total of 6 credits each term

See course description under UNAS1104.

The Department

UNAS1106 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UNAS1107.

Satisfies Fine Arts Core Requirement

Offered Annually

A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)

Total of 6 credits each term

See course description under UNAS1104.

The Department

also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to four research-interest communities.

Deborah Piatelli

**UNAS2255 Advanced Community Service Research Seminar II
(Spring: 1)**

Prerequisite: UNAS2254

Corequisite: Readings and Research

Cross listed with AADS2249, SOCY2255

Offered Periodically

CRP is a two-semester program (UNAS2254 and UNAS2255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American, and/or African Diaspora communities. In the fall, students in UNAS2254 learn the process of community-based research and its methodologies, and begin to design a proposal for an independent study for spring. In spring, students sign up for UNAS2255 in conjunction with a Readings and Research to conduct their projects. The spring seminar complements the R&R serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

Deborah Piatelli

UNAS2260 BC Internship in Madrid (Fall: 3)

Offered Annually

The Department

UNAS2262 BC Internship in Prague (Summer: 1)

Offered Annually

The Department

UNAS2264 BC Internship in Hong Kong (Summer: 3)

Offered Annually

The Department

**UNAS2265 Museums of Life I: Cabinets to Natural History
Museums (Spring: 3)**

Offered Annually

UNAS2265 runs from beginning of semester to Spring Break. It is followed by UNAS2266.

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the New England Aquarium, and FranM mes ofrethe New
Offered Annually
UNAS2265 runs from beginning of semester to Spring Break. It is followed by UNAS2266.
Offered Annually

collaboration of law and economics: Since then, economic theory has been applied in ever-expanding areas of law. Along the way, economics has dramatically changed legal scholarship and the practice of law.

Kenneth Felter

**UNAS3334 Cross Currents: Thinking about Jesuit Spirituality
(Spring: 1)**

Offered Annually

Thinking about Jesuit Spirituality will ask students to encounter Jesuit Spirituality as a tool for navigating the wide array of academic, social, and spiritual decisions facing them in contemporary life. Students will explore the history and themes of Jesuit spirituality and have an opportunity to engage with practical elements of this 500 year old tradition. Through readings, conversations, prayer, and reflective writing, students will link the themes of Jesuit Spirituality and its practices to their daily lives and explore their utility in forming conscience

UNCP5525 Capstone: Life, Money, and Generosity (Spring: 3)

Offered Annually

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

This course starts with students reflecting on their education at BC, the role of friendships, and the kind of person they are becoming. Then, it allows students to reflect on their assumptions and tensions about money that may or may not be influenced by their experiences on BC campus, study abroad, and/or on service trips. In the middle, the course considers some tools relating to budgeting and debt. The final part considers readings that integrate money with other areas. In so doing the instrumental value of money will be contrasted with the wider, intrinsic goods, as defined by each student.

Elizabeth Bagnani

UNCP5528 Capstone: Holistic Living (Fall: 3)

Offered Annually

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing

Offered Annually through twi o -1.2ENGL: 17Offered Annually

UNCP5550 Capstone: Building a Life (Fall: 3)

Cross listed with PHIL5550

Offered Annually

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as “constructing” the future. Lives are not created “ex nihilo” but built in the context of the places in which we live and have lived, built on the foundations that we have already laid, constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.

David McMenamin

UNCP5561 Capstone: Creativity and Human Development

(Fall: 3)

Offered Annually

You can take a Capstone class only as a senior or second-semester junior. You can take only one Capstone class before graduation.

You cannot take any Capstone class Pass/Fail.

By the time most people have reached the age of 20, they have formed a solid set of beliefs, self-perceptions, and values. Often these are antithetical to their ability to think creatively. Powerful authorities tend to encourage conformity. To reverse this trend, such adverse qualities must be identified and countermanded. The best path to becoming a more creative thinker is to become aware of how creativity works. This course will help you understand how creative people think. You will look at your life retrospectively and prospectively with an emphasis on what role your creativity has played or will play.

John Dacey

UNCP5562 Capstone: Finding and Following Life’s Calling

(Fall: 3)

Prerequisite: Seniors only.

Offered Annually

Capstone classes may NOT be taken Pass/Fail.

You may take only ONE Capstone class class iay madcsl lives .s. Majplasioii

journalism while preparing students for the leaner online world. Students will learn about practical matters (storytelling for the web, condensing complex narratives into 140-character missives) while grappling with larger concerns affecting the industry and readers (traffic-based journalism, slippery sourcing) as they report and write on the world around them.

The Department

JOUR2226 Writing About Popular Music (Spring: 3)

Offered Annually

Reporting on popular music is a keenly effective way to take a snapshot of culture as it's happening. In this discussion-intensive class, students will get hands-on tips on how to write about music effectively, hone their critical thinking skills, and examine the ways that the business struggles experienced by both music and publishing have affected the way pop writing is disseminated and consumed. Guest speakers from the music writing world will provide further insights on their career paths, their views on where music is now, and the artists and songs that stoke their passion.

The Department

JOUR2227 Broadcast Writing (Fall/Spring: 3)

Offered Annually

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.

Christine Caswell McCarron

with the hope of developing clear, informed opinions on the subject they're writing about (and not merely "covering"). Readings will include works by Hunter S. Thompson, Geoff Dyer, Sloane Crosley, and others.

John O'Connor

**JOUR2246 Podcasting: The Art and Craft of Digital Storytelling
(Spring: 3)**

Offered Annually

This course will introduce students to all aspects of the podcasting medium. What makes podcasting different from traditional journalism? What are the ingredients that make for great podcasts? We'll be listening, learning the art of interviewing, and doing plenty of story telling in order to develop personal voice and style. Finally, we'll learn about the technical tools necessary in order to tell powerful stories in sound.

Jennifer Berkshire

JOUR2247 Covering Elections (Fall: 3)

Offered Annually

Theodore White reinvented campaign coverage when he embedded with John F. Kennedy and chronicled his 1960 victory in *The Making of the President*. Only eight years later, Joe McGinniss intro-

JOUR2252 News Media/Democracy (Fall: 3)

Cross listed with COMM4452

Offered Annually

Satisfies one of two writing intensive courses required within the Communication major

The press plays an essential role in America and the world. This course aims to equip students to become critical news consumers with both a skilled understanding of how journalism works and political literacy about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry examples, we will tackle the news media critically across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; study-

Students in Applied Psychology and Human Development obtain employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major provides a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of the Lynch School, an interdisciplinary minor or major in the Morrissey College of Arts and Sciences or the Carroll School of Management, or a second major or interdisciplinary major in the Lynch School. Graduates receive a Bachelor of Arts or a Bachelor of Science depending on the degree requirements of the second major.

In addition, there is a number of Fifth Year Programs available for academically superior students through which the bachelor's and the

Ordinarily, credit for courses taken online is not transferable. In rare cases of extenuating circumstances, e.g., proximity to degree, certain conditions apply. If students have circumstances that might warrant an exception, they should see their Academic Dean.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch

submit all licensing documentation directly to the Massachusetts Department of Elementary and Secondary Education. Students will not be allowed to overload courses while student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Application deadlines for all pre-practica are May 1 for fall placements and December 1 for spring placements. Application deadlines for all full-practica are March 15 for fall placements and October 15 for spring placements. The Office of Practicum Partnerships and Professional Development will not be able to arrange assignments for late applicants. Applications are submitted online at: www.bc.edu/schools/lsoe/academics/practicum/Pre_Prac_.html.

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

Applied Psychology and Human Development students should visit www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html for information on practicum experiences for this major and register for APSY2152 or APSY4245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the University Policies and Procedures section of this catalog.

The Lynch School's International and Special Practicum Placement Program offer opportunities for undergraduate coursework in a variety of foreign countries for pre- and full-practicum placements. International settings include classrooms in such countries as Switzerland, Ireland,

Concentration. The Massachusetts Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Please consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Associate Dean of Undergraduates at LSOE for the most current information.

The concentration in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All education students are strongly urged to consider this important concentration. Detailed information on the concentration in Special Education can be found in the minors section of the Lynch School catalog and on the Lynch School website.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with a Morrissey College of Arts and Sciences Mathematics major or Mathematics/Computer Science interdisciplinary major, or to Secondary Education majors with a Morrissey College of Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the minors section of the Lynch School catalog and the Lynch School website.

The minor in Leadership in Higher Education and Community Settings is open to Lynch School majors in Applied Psychology and Human Development as well as students in the Morrissey College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing. This minor is limited to 15 students per class and requires a specific grade point average of 3.5, a completed application, and a 250-word rationale for pursuing this minor. See the minors section of the Lynch School catalog and the Lynch School website.

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1–6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, pedagogy, and development from diverse social, cultural, and historical perspectives. Professional courses integrate theoretical and pedagogical knowledge of subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies, informed by a pupil-centered perspective.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, inquiry, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables teacher candidates to effectively integrate children with disabilities into regular classrooms. Teacher candidates have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

- Outcome 3: The teacher candidate will promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
- Outcome 4: The teacher candidate will promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.
- Outcome 5: The teacher candidate will promote an inquiry stance of critical reflection about personal practice through individual and collaborative inquiry in service of improving pupil academic, emotional, and social learning.

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Elementary and Secondary Education via an alternate route. A special option is provided for students who plan to minor in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

Major in Applied Psychology and Human Development

The major in Applied Psychology and Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for graduate study in many fields of psychology, including counseling, developmental or educational psychology, organizational studies, business, and social work. This major prepares students for entry-level employment as support personnel in offices of senior professional psychologists and counselors and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses or a minimum of 30 credits are required for the major.

The Applied Psychology and Human Development major requires five specified courses and five additional courses selected from one of the following concentrations: Human Services, Organization Studies, and Community, Advocacy and Social Policy. Each concentration includes 2–3 specified courses and/or 2–3 electives.

Learning outcomes for Applied Psychology and Human Development majors include:

- Outcome 1: Understand the processes of human development and learning from infancy into late adolescence or the transition to adulthood.
- Outcome 2: Understand how social and cultural contexts shape developmental and educational processes.
- Outcome 3: Understand how contemporary social problems influence individual and educational processes.
- Outcome 3: Understand how contemporary social problems influence individual and educational processes.
- Outcome 3: Understand how contemporary social problems influence individual and educational processes.

Second Majors and Interdisciplinary Majors for Lynch School Students

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in the Morrissey College of Arts and Sciences or an interdisciplinary major as outlined below. Applied Psychology and Human Development majors are also required to carry a minor of 18 credits in a single subject discipline in the Morrissey College of Arts and Sciences, a major or an interdisciplinary minor in the Morrissey College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary majors are based in two or more Morrissey College of Arts and Sciences disciplines that are relevant to teaching in elementary school settings. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Applied Psychology and Human Development. Students should consult their advisors regarding the specific courses required for these interdisciplinary majors.

Note: Secondary Education students **cannot** become licensed to teach in any of these interdisciplinary areas. Secondary licensure requires a Morrissey College of Arts and Sciences major in one of the specific subject disciplines listed under the description of Secondary Education requirements.

Applied Psychology and Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their Morrissey College of Arts and Sciences minor requirement.

American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

General Science

Designed for students seeking a broad and general background in science to help them teach in an elementary or special education setting. Nine courses are required from four science departments—Biology, Chemistry, Physics, and Earth and Environmental Sciences (Geosciences).

Mathematics/Computer Science

This major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators. Many students who complete this interdisciplinary major in conjunction with Applied Psychology and Human Development or Elementary Education go on to acquire licensure to teach mathematics at the secondary level by fulfilling master's degree requirements in Secondary Education through the Fifth Year Program.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, this minor coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

Communications Minor

This 18-credit minor introduces students to the field of Communications. Students enroll in four required courses and two electives.

Minors in the Lynch School of Education for Morrissey College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing Students

This 18-credit minor may interest students who wish to (1) deepen their knowledge of human behavior in the areas of psychology, human development, and learning sciences in preparation for a career in fields such as human capital, consulting, research, consumer behavior, organizational studies, client relations, recruitment, marketing, advertising, counseling, public health, social, community and political

EDUCATION

two ways the time to degree can be shortened (accelerated): (1) by qualifying for Advanced Standing or (2) by completing all requirements in less than 8 full time semesters. Details of these two paths are given below.

Students who earn a minimum of 24 Advanced Placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in six or seven semesters of full time study. Students interested in this option should be in touch with their Academic Dean no sooner than the completion of their first semester at BC. No decisions on Advanced Standing will be made prior to this time. Students seeking Advanced Standing must be able to complete all degree requirements by the proposed graduation date and be approved for Advanced Standing by the Academic Dean before the start of the third year of undergraduate study. No more than 30 Advanced Placement Units may be credited toward the degree.

After being in residence for at least three semesters, and no later than the end of the drop/add period in the seventh semester, full-time undergraduate students may apply to their Academic Dean to accelerate their degree program by one semester. The following conditions apply:

- Summer courses intended for acceleration must be taken at Boston College.
- Any credits over 15 in a semester used for acceleration are charged the per credit rate for the semester they are taken. Financial aid will not cover these additional charges.
- Students transferring into Boston College with first-semester sophomore status or above are not eligible to accelerate their program of study.
- Students who have elected to take Advanced Standing are not eligible to accelerate their graduation further.

FIFTH YEAR AND EARLY ADMIT PROGRAMS For Boston College Juniors

The Fifth Year and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, Morrissey College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (See additional Early Admit requirements below.)*

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum and Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Measurement, Evaluation, Statistics, and Assessment
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs and Secondary Science Teaching.

Early Admit Programs are available in Mental Health Counseling and School Counseling. Given the number of credits required for licensing in Mental Health and School Counseling, both Early Admit Program and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) complete two master's-level courses during senior year.

Students interested in a Fifth Year or Early Admit Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special master's degree program in Social Work program is also available for a limited number of students pursuing a B.A. in Applied Psychology and Human Development. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Applied Psychology and Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of practical, field-based or helping experience (e.g., residential advisor, camp counselor, hotline operator, youth worker, etc.), either volunteer or paid, are strong candidates for this program.

Application Process

- Students must apply by March 1 of their junior year.
- Applicants must meet all graduate admission requirements.
- Download the Application Checklist.
- The application fee is waived for applicants to the Fifth Year and Early Admit Programs.
- Notification of approval to begin the program is usually made in May by the Office of Graduate Admission.
- If students are in a study-abroad program during their junior year but are still interested in one of these programs, they should contact the Office of Graduate Admission at gsoe@bc.edu or (617) 552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the master's program upon completion of their undergraduate degree.

Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 or higher in their two graduate courses). Early admit students will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if the work was not previously documented in their application for the Fifth Year and Early Admit programs. Upon final admission, the student will receive an official letter of acceptance into the full master's program by the Office of Graduate Admission (gsoe@bc.edu or 617-552-4214).

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

Curt Dudley-Marling, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

George T. Ladd, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

John Savage, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Mary Griffin, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Philip Altbach, *J. Donald Monan, S.J., Research Professor*; A.B., A.M., Ph.D., University of Chicago

G. Michael Barnett, *Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

David Blustein, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University

Maria Estela Brisk, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

Susan Bruce, *Professor and Chairperson*; A.A., B.A., M.A., Ph.D., Michigan State University

Marilyn Cochran-Smith, *John E. Cawthorne Professor*; B.A., College of Wooster; 2 1 Tflm Boga; A.B8Queensiasdoat

Janet Helms, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania

Jacqueline Lerner, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

Belle Liang, *Professor*; B.S., Indiana University; Ph.D., Michigan State University

Larry Ludlow, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor*; B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ana M. Martínez Alemán, *Professor and Associate Dean*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

Katherine McNeill, *Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan

Ina Mullis, *Professor*; B.A., Ph.D., University of Colorado

Laura M. O'Dwyer, *Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

Michael Russell, *Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College

Dennis Shirley, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

Mary E. Walsh, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Stanton E.F. Wortham, *Professor and Charles F. Donovan, S.J., Dean*; B.A. Swarthmore College; M.A., Ph.D. University of Chicago

Lillie Albert, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign

Karen Arnold, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Vincent Cho, *Associate Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

Audrey Friedman, *Associate Professor*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, *Associate Professor and Chairperson*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

Deoksoon Kim, *Associate Professor*; B.A., University of Suwon; M.A., Ph.D., University of New Mexico

Elida V. Laski, *Associate Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

Zhushan Li, *Associate Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign

or must all cognition develop from scratch; does development precede learning (readiness to learn). Also looks at role of motivational factors and discusses practical applications of theory and research.

The Department

APSY2041 Adolescent Psychology (Fall/Spring: 3)

Offered Annually

Introduces the psychology and problems of the adolescent years.

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nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

The Department

APSY2242 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: APSY1030.

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

The Department

APSY2295 Spirituality, Religion, and College Student Experience (Fall: 3)

Offered Annually

The Department

APSY3243 Counseling Theories (Fall/Spring: 3)

Prerequisite: APSY2241.

Offered Annually

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

Pratyusha Tummala-Narra

APSY3244 Adult Psychology (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

The Department

APSY3248 Gender Roles (Spring: 3)

Offered Annually

This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender and how factors such as racism and homophobia interact with societally prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.

James Mahalik

APSY3310 Contemporary Issues in Applied Psychology and Human Development (Fall/Spring: 3)

Offered Annually

This advanced undergraduate seminar introduces participants to theory and research from critical, cultural, and liberation psychologies as resources for exploring the gendered and racialized politics and procedures that have shaped developmental psychological knowledge

APSY4961 Honor Thesis I (Fall: 3)

Offered Annually

Registration for this course requires advance approval and the submission of additional paperwork. Students, with the approval of the program coordinator and department chair, may write a thesis during the

EDUC1100 First Year Experience, Reflection, and Action (Fall: 2)*Corequisite:* EDUC1111.**Offered Annually**

First Year Experience, Reflection, and Action is a seminar designed to help first year students negotiate the rigors and dilemmas of college life and become more critical citizens. Readings, discussions, and panel presentations will address moral-cognitive decision-making, vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research. Participants will read and critique current research about college student issues and learn to self-reflect critically in order to make more informed choices and decisions.

*Audrey Friedman***EDUC1112 Professional Development Seminar for Freshmen II****(Spring: 1)****Offered Annually****Continued from Fall**

Designed as a continuation of orientation; mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

*The Department***EDUC1128 Computer Applications for Educators (Spring: 3)****Offered Biennially****and Human****EDUC2101 Teaching Language Arts (Fall/Spring: 3)***Corequisite:* EDUC2108.**Offered Annually**

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to teaching methods that support development. In the fall semester, content and approaches related to teaching in English/Spanish bilingual programs will be included. Students will have the opportunity to apply their learning through practical lesson development and implementation in connection to their pre-practicum placement. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

*Curt Dudley-Marling***EDUC2104 Teaching Reading (Fall/Spring: 3)***Corequisite:* EDUC2039.**Offered Annually**

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

*Lisa Patel Stevens***EDUC2105 Teaching the Social Sciences and the Arts****(Fall/Spring: 3)***Corequisite:* EDUC2109.**Offered Annually**

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of a historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

*Patrick McQuillan***EDUC2108 Teaching Mathematics and Technology****(Fall/Spring: 3)***Corequisite:* EDUC2101.**Offered Annually**

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.

Lillie R. Albert

theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

Mariela Paez

EDUC3323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Offered Annually

Develops knowledge of the reading process and how to “teach reading the content areas.” Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

EDUC3386 Introduction to Sign Language and Deafness (Spring: 3)

Offered Annually

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

EDUC4231 Senior Inquiry Seminar (Fall/Spring: 3)

EDUCATION

EDUC4255 Seminar: International/Out-of-State Program

(Fall/Spring: 3)

Offered Annually

Department permission required

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

Melita Malley

EDUC4360 Inclusive Education Field Observation (Fall/Spring: 0)

Offered Annually

Open to undergraduate majors in the Morrissey College of Arts and Sciences, the Inclusive Education minor is offered in the LSOE. The minor is designed to (1) introduce Morrissey College of Arts and Sciences students to the world of disabilities and special education with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special education. The minor consists of six-courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.

David Scanlon

EDUC4901 Readings and Research (Fall/Spring: 3)

Cross listed with APSY4901

Offered Annually

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

EDUC4911 Independent Study/Internship Experience

(Fall/Spring: 3)

Cross listed with APSY4199

Offered Annually

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

EDUC4962 Honors Thesis II (Fall: 3)

Offered Annually

Open only to students who are candidates for Latin honors.

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

The Department

EDUC6300 Secondary/Middle School Science Methods (Fall: 3)

Offered Annually

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett

EDUC6301 Secondary and Middle School History Methods

(Fall: 3)

Offered Annually

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

EDUC6302 Secondary and Middle School English Methods

(Fall: 3)

Offered Annually

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

Audrey Friedman

EDUC6303 Foreign Language Pedagogy (Fall: 3)

Cross listed with LING4330 and RLRL5597

Offered Annually

Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

The Department

EDUC6347 Teaching Bilingual Students in Secondary Education

(Fall: 3)

Offered Annually

The Department

EDUC6363 Survey of Children's Literature (Fall/Spring: 3)

Offered Annually

This course explores the influences, appeal, and impact of chil-

EDUC6592 Foundations of Language and Literacy Development**(Spring: 3)****Offered Annually**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*Curt Dudley-Marling***EDUC6593 Introduction to Speech and Language Disorders****(Fall: 3)***Corequisite:* EDUC6493.**Offered Annually**

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department***EDUC6595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)***Prerequisite:* EDUC7542 or equivalent.**Offered Annually**

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*The Department***EDUC6628 Computer Applications for Educators (Spring: 3)****Offered Biennially**

This is not a course in computer programming. Alternates every other Spring with EDUC1128. (EDUC6628 is for graduate students only).

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Alec Peck***EDUC6674 Teaching Mathematical Problem Solving in Grades****4-12 (Spring: 3)****Offered Biennially**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert***EDUC6686 Augmentative Communication for Individuals with****Disabilities (Spring: 3)****Offered Annually**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Susan Bruce***Measurement, Evaluation, Statistics, and Assessment**

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

ERME1060 Classroom Assessment (Fall/Spring: 3)**Offered Annually**

This course emphasizes that assessment entails more than quizzes, unit tests, and standardized multiple-choice measures of student learning. The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.

*The Department***Educational Leadership and Higher Education**

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

ELHE2295 Spirituality, Religion, and College Student Experience**(Spring: 3)****Offered Annually**

Faith, religion, and spirituality have become topics of increasing interest for scholars and practitioners in higher education and student personnel development. This semester-long, upper-level, undergraduate course explores the historic, developmental, sociological, and philosophical dimensions of the college student experience at the intersection of faith life, spirituality, and academic culture. This course approaches themes and readings from an ecumenical and interreligious set of perspectives. Students will engage several major texts as well as articles from scholarly journals and narratives from institutional models that attempt to integrate faith life and spirituality into the prevailing academic and student development culture.

*Michael James***ELHE3375 Educational Leadership in Higher Education (Spring: 3)****Offered Annually**

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.

Michele Kerrigan

EDUCATION

ELHE4449 Human Resources Administration (Spring: 3)

Offered Biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

The Department

ELHE5570 Capstone: Adulthood (Fall: 3)

Cross listed with UNCP5570

Offered Annually

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

Most college students in their early 20s feel neither fully adult nor fully competent in the tasks, responsibilities and behaviors that are traditionally associated with grown-up life. In this class, students will take stock of their journey to adulthood so far and look ahead to what relationships, work, citizenship, and spirituality might look like in post-college life. Readings on the developmental psychology of young adulthood will be paired with popular media, exercises, and reflective writing to help students progress in their own “adulthood” as they prepare to negotiate the transition out of college.

Karen Arnold

With the exception of MGMT3099 Strategic Management, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

Students pursuing a minor in the Morrissey College of Arts and Sciences or the Lynch School of Education may elect to eliminate **one** of the Carroll School core management courses. Students who complete the pre-medical program requirements (without a major or minor in MCAS) are eligible for this incentive as well. **A student pursuing a major** in the Morrissey College of Arts and Sciences may elect to eliminate **two** of the Carroll School core management courses. Selection of the eliminated courses must be done with advising from the Associate Dean's office. No one may eliminate Portico, Financial Accounting, Statistics, Microeconomic or Macroeconomic Principles. Note: Students are not eligible to combine any of the incentives above (i.e., a student with two minors may not eliminate two courses.)

Prerequisites, which are listed in the individual course descriptions, must be followed.

*All students must complete, either via AP or course work, one course in Calculus or, beginning with the class of 2022, Carroll students may take any course approved for Mathematics Core credit. A second Mathematics course must be taken at BC and be chosen from among a "bucket" that includes Modeling for Business Analytics, Calculus II, Multivariable Calculus, Linear Algebra, and Econometric Methods. All Carroll School of Management students must take at least one mathematics course at BC. Beginning with the class of 2022, a student's second Mathematics course must be OPER2235 Modeling for Business Analytics.

interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the Morrissey College of Arts and Sciences as early in their studies as possible.

Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

INTERNATIONAL STUDY

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the Carroll School Undergraduate Assistant Dean, Erica Graf.

The Office of International Programs administers a growing number of programs for Boston College including course-based summer programs for those who desire a shorter abroad experience or cannot go during the regular academic year. Carroll School of Management students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. In order to receive permission to study abroad, students typically need a 3.0 grade point average.

SPECIAL PROGRAMS

Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Amy DiGiovine, Assistant Director for Career Engagement, in the Career Center, and the University's prelaw advisor.

The Ethics Initiative

In addition to PRTO1000 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Summer Management Catalyst Program

The Carroll School of Management Summer Management Catalyst Program is an intensive, full-time, 10-week program designed to develop a solid and broad foundation in the functional areas of management for non-management students.

value of a communication with a client. Students produce a variety of communications including project proposals, statements of work, instructions, routine project correspondence, progress reports, formal reports, panel presentations and post-implementation reviews.

Rita Owens

Also take two additional courses, excluding any courses taken from above list:

- OPER3304 Quality Management (spring)
- OPER3310 Sports Analytics (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6605 Risk2 0 Tdm0-s and Simulaiona(fall
fall and pring)
- OPER66057T1_s,hTeeoLeaT43h w(i.a()TjEMC 0.025 Tw 2 0 TdeMC s

be a second concentration for Carroll School of Management undergraduate students, who must first choose a primary concentration such as Accounting, Finance, Information Systems, Management and Leadership, Marketing, or Operations Management.

Managing for Social Impact and the Public Good aims to provide Carroll School students with a well-defined, interdisciplinary co-concentration focused on analyzing the multifaceted impacts of today's global corporations, social enterprises, public sector, and nonprofit organizations.

In successfully completing this co-concentration, students will:

- Develop a theoretical and practical understanding of the extended social impacts of global corporations and why responsible enterprise values and the public good are relevant for all stakeholders
- Learn to apply research and critical thinking to understand the challenges, benefits and current practices in corporate social responsibility
- Explore the philosophical, ethical, legal, economic and ecological implications of the decisions made by corporate and public sector global leaders through case studies, readings, and class discussions
- Understand the challenges, available tools and innovative models for managing social impacts and balancing stakeholder value in a variety of corporate, nonprofit, and public sector organizations
- Develop and articulate a personal vision for integrating moral decision-making, social justice, citizenship and responsible management in their future professional lives.

Course Requirements

This co-concentration requires four courses (representing at least 12 credits), two of which are required and two of which are electives. In accordance with the interdisciplinary nature of Managing for Social Impact and the Public Good, students in this co-concentration will select their two electives from a list of courses jointly approved by the Carroll School of Management and participating departments in the Morrissey College of Arts and Sciences. The MCAS elective courses taken for credit toward completing this co-concentration cannot be counted toward fulfilling other Boston College or MCAS course distribution requirements.

The following two Carroll School courses are required:

- ISYS/MGMT3345 Managing for Social Impact (fall/spring)
- BSLW6001 Leading for Social Impact (spring of senior year)

In addition, students must take two approved MCAS elective courses (for a total of at least 6 credits). The list below is representative, not exhaustive:

- ECON2273 Development Economics
- ECON2278 Environmental Economics
- ECON3317 Economics of Inequality
- ECON3358 Industrial Organization: Creation and Strategy
- EESC1174 Climate Change and Society
- EESC1187 Geoscience and Public Policy
- ENGL1011 Writing as Activism
- ENGL4008 Writing as Social Impact
- HIST2430 Business in American Life
- HIST4890 American Environmental History
- PHIL2216 Boston: An Urban Analysis
- PHIL5534 Environmental Ethics
- POLI2301 Policy and Politics in the U.S.
- POLI2415 Models of Politics
- SOCY1072 Inequality in America
- SOCY3348 Environmental Sociology
- SOCY5552 Social Entrepreneurship

- THEO5354 Modern Catholic Social Teaching
- THEO5563 Ethics, Religion and International Politics

Declaring the Co-Concentration

Students interested in the co-concentration can declare it at the Undergraduate Dean's office after filling out an interest form in Fulton 460. Students must declare the co-concentration by October 15 of their junior year. After that date we cannot guarantee a spot in the required foundation course.

For questions about the Managing for Social Impact co-concentration, contact Professor Mary Cronin in the Information Systems Department at cronin@bc.edu.

Accounting

Mark Bradshaw, *Professor and Chairperson of the Department*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.
Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester
Sugata Roychowdhury, *Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

Mary Ellen Carter, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Lian Fen Lee, *Associate Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

Alvis (Kin Y) Lo, *Associate Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Vice Provost for Faculties and Associate Professor*; Ph.D., M.S., Northwestern University; B.S., University of Philippines

Vishal Baloria, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.

Mengyao Cheng, *Assistant Professor*; B.A., B.B.A., University of Michigan; Ph.D., Emory University

Carlo Gallimberti, *Assistant Professor*; B.S., M.S., Ph.D., Bocconi University

Benjamin Yost, *Assistant Professor*; B.A., M.A., University of Virginia; Ph.D., Massachusetts Institute of Technology

Ewa Sletten, *Assistant Professor*; B.A., University of Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, *Associate Professor of the Practice*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Elizabeth Quinn, *Senior Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., *Senior Lecturer and Assistant Department Chairperson*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

And at least 3 credit hours in one of the following:

ACCT6601 Financial Accounting Standards and Theory III

ACCT6623 Fair Value Accounting and Measurement

And at least 3 credit hours in one of the following:

OPER3384 Predictive Analytics

OPER6606 Forecasting Techniques

ECON2228 Econometric Methods

ECON2229 Economic and Business Forecasting

Accounting for Finance and Consulting Minor

This minor is for students who are interested in learning accounting to be better prepared for careers in finance or consulting.

ACCT1021 Intro to Financial Accounting

ACCT3321 Intermediate Accounting for Finance and Consulting*

Choose a Track:

Consulting Track

law, employment law, international business, and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.

The Department

BSLW1022 Law II—Business Law (Fall: 3)

Offered Annually

Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements BSLW1021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, as well as bankruptcy, real property, insurance, wills, trusts and estates, and accountants' liability are discussed.

Richard Powers

BSLW1023 Catalyst: Introduction to Law and Legal Process (Summer: 3)

Offered Annually

This course introduces students to the legal system and the social, legal, and regulatory environment of business. In addition to learning how the legal system works, students study substantive areas of business law including antitrust law, securities regulation, environmental law, employment law, international business, and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.

The Department

BSLW1031 Introduction to Law—Honors (Fall/Spring: 3)

Offered Annually

This course is a more rigorous version of BSLW1021 designed for students in the Honors Program.

Thomas Wesner

BSLW1102 Law and Ethics (Fall: 3)

Offered Annually

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap, and the application of moral principles in the absence of legal requirements. While laws provide some guidance on the right course of action, individuals are not strictly constrained by legal principles. The emphasis throughout this course is on assisting students to develop the decision-making skills necessary for their future roles as responsible managers and leaders.

Richard Powers

BSLW1150 Topics: Non Profit Management (Fall: 3)

Cross listed with SOCY3353

Offered Annually

Students study a specific nonprofit and develop an analysis of important elements, strategies, and management techniques. Class discussion, simulations, and lectures provide an opportunity to understand important concepts at a number of levels. Finally, guest speakers offer an opportunity to have contact with nonprofit leaders who function in the real world. The culmination of this work is the production of a strategic plan for the nonprofit that the student has chosen. The plan and a presentation offer the opportunity to integrate course material, demonstrate creativity, and mesh a conceptual understanding with real-world issues and challenges.

Sy Friedland

BSLW1152 Labor and Employment Law (Fall/Spring: 3)

Offered Annually

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

BSLW2299 Real Estate Field Projects (Spring: 3)**Offered Annually**

Each team will work under the supervision of the Instructor, with weekly team meetings to review the work plan, progress toward identified goals and practicing several presentations that form an important part of the learning experience. There will be three field projects planned.

This course is a complement to in-class learning and provides an experiential learning component to the real estate education at CSOM. The course consists of teams of 4–5 students each working on a field project for a real estate/developer investor, not-for-profit organization, or government agency. The field projects are real-world real estate projects that involve extensive data collection/analysis, interviews with a range of experts and others that can influence the conclusions and recommendations of the team, and presentations to management of the sponsoring organization. The field projects typically include development proposals for a property; re-development plans for an existing property; and real estate market research to assist an investor considering expansion into new geographic markets.

*Edward Chazen***BSLW6001 Leading for Social Impact (Spring: 3)****Offered Annually**

This is a requirement for Managing for Social Impact majors.

*Rupal Patel***BSLW6604 Law for the Entrepreneur (Fall/Spring: 3)****Offered Annually**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business, and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents, and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*The Department***BSLW6674 Sports Law (Spring: 3)****Offered Annually**

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring -

a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics. Students from the Carroll School of Management may choose Economics as an area of concentration. The Economics minor is not available to Carroll School of Management students. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- Principles of Economics (ECON1131–ECON1132)
- Microeconomic Theory (ECON2201 or ECON2203)
- Macroeconomic Theory (ECON2202 or ECON2204)
- Business Statistics (OPER1135 or OPER1145)
- And two electives, at least one of which must be an upper level course
- At least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Students with a serious interest in economics, however, are urged to complete the 11-course major in Economics within the Morrissey College of Arts and Sciences. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–ECON1132) and Business Statistics (OPER1135 or OPER1145).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, for businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Pierluigi Balduzzi, *Professor*; B.A., Università L. Bocconi, Milan; Ph.D., University of California, Los Angeles

Thomas J. Chemmanur, *Professor*; B.S., Kerala University, India; Ph.D., New York University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edith Hotchkiss, *Professor*; B.A., Dartmouth College; Ph.D., New York University

Edward J. Kane, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Professor*; *Mario J. Gabelli Endowed Chair*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia H. Munnell, *Professor*; *Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, *Professor*; A.B., M.A., Ph.D., University of Pennsylvania

Jeffrey Pontiff, *Professor*; *James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Ronnie Sadka, *Professor*; *Chairperson of the Department*; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University

Philip E. Strahan, *Professor*; *John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor*; *Griffith Family Millennium Chair in Finance*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

Rui Albuquerque, *Associate Professor*; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

Vyacheslav Fos, *Associate Professor*; M.A., B.A., Ben-Gurion University; Ph.D., Columbia University

Darren Kisgen, *Associate Professor*; B.A., Washington University–St. Louis; Ph.D., University of Washington

Nadya Malenko, *Associate Professor*; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

Jonathan Reuter, *Associate Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Ian Appel, *Assistant Professor*; Ph.D., University of Pennsylvania; M.A., Johns Hopkins University; B.S., Duke University

Vincent Bogousslavsky, *Assistant Professor*; Ph.D., Swiss Finance Institute, EPFL; M.Sc., B.Sc., University of Lausanne

Rawley Heimer, *Assistant Professor*; B.A., University of Rochester; Ph.D., Brandeis University

Leonard Kostovetsky, *Assistant Professor*; B.A., M.A., Ph.D., Princeton University

Dmitriy Muravyev, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

Jordan Nickerson, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

David Solomon, *Assistant Professor*; B.Com., University of Western Australia; Ph.D., University of Chicago

Michael Barry, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

Richard McGowan, S.J., *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

Drew Hession-Kunz, *Senior Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

Robert James, *Senior Lecturer*; B.S., Northeastern University; M.S., Boston College

Michael Rush, *Senior Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School

Elliott Smith, *Senior Lecturer*; M.S., Boston College

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kasey Preskenis, 617-552-4647, kathryn.preskenis@bc.edu
- www.bc.edu/finance

Accessibility to preeminent finance faculty and cutting-edge academic research are key ingredients to providing undergraduate and graduate students with the tools and methods necessary to expand their understanding of finance. Rigorous training at all academic levels prepares students for the quantitative and analytical challenges in both the business and academic fields.

- the role of financial markets in the economy and the need for efficient regulations.

For more information about the concentration in finance, visit www.bc.edu/schools/csom/departments/finance/concentration.html.

Minor in Finance

This minor is for students who are interested in learning more finance to be better prepared for careers in financial institutions, service firms, nonprofits, and government agencies.

- ACCT1021: Introduction to Financial Accounting
 - MFIN1021: Basic Finance (sophomore or junior year)
 - MFIN1127: Corporate Finance (prerequisite: MFIN1021) (junior or senior year)
 - MFIN1151: Investments (prerequisite: MFIN1021) (junior or senior year)
 - One Elective from the following list* (*courses listed below must be taken in CSOM*)
 - MFIN2202 Derivatives and Risk Management
 - MFIN2205 Corporate Financial Strategies
 - MFIN2225 Financial Policy
 - MFIN2230 International Finance
 - MFIN2235 Investment Banking
 - MFIN2250 Fixed Income Analysis
 - MFIN2270 Data Analytics in Finance
 - At least 1 Elective from any MFIN^ course offered outside of the required courses or another from the set list above.
- * Not every course will be offered each semester. Additional cours-

MFIN2202 Derivatives and Risk Management (Fall/Spring: 3)

Prerequisites: MFIN1151 and MFIN1127.

Offered Annually

This course is an introduction to derivative assets such as futures, forwards, swaps, and options, financial engineering, risk management, and mortgage and credit derivatives. We will cover the pricing of these derivative assets as well as securities that contain embedded options. We will consider risk management strategies such as static and dynamic hedging. Applications will be considered from equity, commodity, bond, and mortgage-backed markets.

Alan Marcus

MFIN2205 Corporate Financial Strategies (Fall: 3)

Prerequisite: MFIN1127.

Corequisite: MFIN1151.

Offered Periodically

This course examines how corporate financial managers create value for stakeholders through a broad range of financial transactions. We will first take an in depth look at corporate valuation methodologies from both a theoretical and applied perspective. Then, using a combination of case studies, class presentations, and assigned readings, we will focus on applications of these methods in the context of various types of corporate restructurings. Specific applications will include capital structure and financing decisions, M&A and other asset restructuring decisions, and more complex financial transactions including buyouts and distressed restructurings.

Edith Hotchkiss

MFIN2207 Real Estate Finance (Fall/Spring: 3)

Prerequisite: MFIN1021.

Offered Periodically

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

The Department

MFIN2210 Entrepreneurial Finance (Spring: 3)

Prerequisite: MFIN1021.

Offered Annually

This course includes 2 (two) mandatory Wednesday evening sessions held November 8 and 15 from 7 p.m. to 9:30 p.m. Please only sign up for this course if you have no conflicting classes, travel, or other events those evenings.

The objective of this course is to introduce undergraduate students with a special focus on entrepreneurial finance, investment banking, and financial engineering. The first part of the course will cover such issues as venture capital, private equity, and IPOs with the second part of the course will cover different aspects of the investment banking industry, and the role of investment banks in various corporate transactions such as IPOs, Seasoned Equity Offerings, Stock Repurchases, Corporate Spin-offs,

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MFIN2212 Venture Capital and Private Equity (Fall/Spring: 3)

Prerequisite: MFIN1021.

Offered Annually

This course will provide a thorough understanding of how venture capital and private equity firms operate. Topics include how VC/PE firms are structured and how they manage a fund over the course of its life cycle: raising a fund, sourcing deals, evaluating investment opportunities, valuing businesses, negotiating term sheets with entrepreneurs, adding value to portfolio companies, and exiting investments. While this course takes the perspective of the investor, it will also cover the funding life cycle of a typical start-up with an emphasis on what the roles of Venture Capital and Private Equity are relative to other sources of financing. Course material will be presented primarily through case studies and selected readings. Class participation is important as students will learn from each other as they discuss the real problems faced by private equity professionals. This course will be beneficial to anyone interested in investing in/buying a business someday.

The Department

MFIN2225 Financial Policy (Fall/Spring: 3)

Prerequisite: MFIN1127.

Corequisite: MFIN1151.

Offered Annually

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other sub-

Prerequisite: MFIN1021.

MFIN2250 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MFIN1151.

Offered Periodically

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MFIN2270 Data Analytics in Finance (Fall: 3)

Prerequisite: MFIN1021.

Offered Annually

Corporations, investment banks, and asset management firms increasingly base their operational and investment decisions on the statistical analysis of "big data." In this course, you will be introduced to Python, a popular open-source modern programming language, and learn how to use it to extract data from online sources, estimate univariate and multivariate regressions on real-world financial data, and perform Monte Carlo simulations.

The Department

MFIN2299 Individual Directed Study (Fall/Spring: 3)

Prerequisites: MFIN1021, senior status, CSOM, and permission of faculty member and department chairperson.

Offered Annually

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

MFIN6602 Venture Capital and Investment Banking (Fall/Spring: 3)

Prerequisites: MFIN1127 (undergraduate) and MFIN7704 or higher (graduate)

Offered Annually

Undergraduate students seeking enrollment in a 6000-level course require department permission.

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating. This course has one **mandatory evening** meeting from 4:30 p.m.–6:50 p.m. on Wednesday, November 14. This meeting is mandatory. If you have a conflict, please do not register for this course.

The Department

MFIN6606 Forecasting Techniques (Fall: 3)

Prerequisites: ECON1151 (undergraduate) or OPER7725 (statistics/graduate).

Cross listed with OPER6606

Offered Annually

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical

MFIN6622 Mergers and Acquisitions (Spring: 3)

Prerequisites: MFIN1127 and permission of the department (undergraduate); MFIN8807 and permission of the department (graduate).

Offered Annually

This course will review the merger and acquisition process from the perspective of buyers and sellers of both private and public companies. Placing emphasis on the valuation of companies as well as the analysis of non-financial factors, the course will endeavor to provide the participants with a practical approach to analyzing and advising clients on the positive and negative aspects of an M&A transaction. Additional topics will include understanding the use of leverage, transaction structure, due diligence, and the concept of fairness. The class will be a combination of lectures and case studies presented in class by the participants.

The Department

MFIN6625 Private Equity (Summer: 3)

Prerequisites: MFIN1127 (undergraduate) and MFIN8807 (graduate).

Offered Annually

Shannon Provost, *Assistant Visiting Professor*; B.A., Washington and Lee University; Ph.D., M.B.A., The University of Texas at Austin
Peter Sterpe,

clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

The objectives of the undergraduate concentration are to develop managers who:

- understand how to analyze the linkages between information technology (IT), innovation, business strategy, and competitive advantage,
- possess the technical skills (related to programming and databases) and managerial concepts needed to effectively plan, develop, and implement IT.
- understand how to promote more effective use of IT in organizations, taking into consideration how IT aligns with an organization's strategic focus, culture, business processes, etc.
- appreciate the broader ethical and societal implications of the burgeoning application of information technologies.

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics' list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

- ISYS2157 Programming for Management and Analytics (or CSCI1101, or ISYS2160)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- One additional ISYS course of level 1000 or above.

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with their Associate Dean. Students should then meet with the Department Chairperson for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

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

**ISYS1021 Digital Technologies: Strategy and Use (Fall/Spring: 3)
 Offered Annually**

This course is required for all CSOM students and should be taken in their first year at BC.

Digital technologies play a vital and varying role in management. In this course we approach the subject in two ways. In one module

students learn to use technology as a tool for problem solving by devel-

Robert Fic.6 willin

ISYS3205 TechTrek West—Undergrad (Spring: 3)

Prerequisite: With permission of the Instructor.

Cross listed with MKTG3205

Offered Annually

Enrollment is limited. Admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel in Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallagher

ISYS3257 Database Systems and Applications (Fall/Spring: 3)

Prerequisite: ISYS2157/CSCI1157 or CSCI1101.

Cross listed with CSCI2257

Offered Annually

This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

John Spang

ISYS3315 Special Topics: Managing Digital Innovation (Fall: 3)

Offered Annually

The steady march of Moore's Law has accelerated the introduction of new products, processes, and business models enabled by digital technology. These digital innovations are transforming how we live and work, how companies compete, and the structure of entire industries. This course will provide students with the concepts and frameworks they will need to: (1) understand the nature of digital innovations and the factors affecting their emergence and diffusion, (2) identify and evaluate digital innovation opportunities (and threats), (3) manage the digital innovation process in organizations, and (4) evaluate the effects of digital innovation on business and society.

Robert Fichman

ISYS3345 Managing for Social Impact and the Public Good (Fall/Spring: 3)

Offered Annually

Course topics include corporate impacts on sustainability and the environment, economic development and resource allocation, employees and customers, as well as the extended impact of supply chain vendors and partners, impact investing, and the use of technology and social media to manage corporate image and engage with various stakeholder communities. As part of a semester-long team project, students will work together to conduct in-depth research on the multiple social impacts of a selected global enterprise with a Boston-area presence.

Managing for social impact in the twenty-first century is a multifaceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value

ISYS6620 Marketing Information Analytics (Spring: 3)

Prerequisites: MKTG1021, MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

Cross listed with MKTG6620

Offered Annually

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

Alexander Bleier

ISYS6621 Social Media, Emerging Technologies, and Digital

Business (Fall/Spring: 3)

Cross listed with MKTG6621

Offered Annually

The past few years have witnessed the rapid rise of a number of new types of information technologies, such as social media, so-called “sharing economy” platforms, artificial intelligence, blockchain, internet of things, virtual and augmented reality, just to name a few. These new tools both present immense opportunities and pose considerable threats for businesses of all sizes and across industries. This course explores the impact that these tools are having on the competitive environment, as well as the characteristics that companies, leaders, and employees will need to possess in order to thrive in this new environment increasingly defined by digital tools. Additionally, this course both learns about and learns with these information technologies in novel ways.

Gerald Kane

ISYS6635 New Media Industries (Spring: 3)

Cross listed with MKTG6635

Offered Annually

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

designer, and consumer of analytics models. Section numbers 1 and 2 of this course (when offered) will be delivered on-campus and section numbers 11 and 12 (when offered) will be delivered online. Please see <http://bit.ly/CSOM1> for details about online sections.

Sam Ransbotham

ISYS6641 Special Topics: Cybersecurity Strategy and Management (Spring: 3)

Cross listed with ACCT6641

Offered Annually

The challenges and issues of cybersecurity are everywhere, and today, these are not just technical issues but critically important business issues for all levels of management. The goal of this course is to develop an understanding of cybersecurity principles, procedures, tools and technology from a managerial perspective. The first part of this course is a discussion of why cybersecurity is a difficult and pervasive problem. We then learn about the different types of threats and study the tools and techniques that society, organizations, and individuals have to mitigate them, with a focus on risk management and internal controls. We will also explore a number of new areas of work including cryptocurrency and the security requirements for the Internet of Things (IoT). An important part of the course will be team projects at the end of the term, where students apply the concepts and techniques we have studied to a real-world management problem or challenge.

Samuel Ransbotham

ISYS6645 Data Visualization (Spring: 3)

Offered Annually

This course covers foundations of data visualization and best practices to help students effectively analyze data and present their insights clearly in a way that will engage their audience. The course provides discussions and presentations on topics such as visual perception, the various chart types and when to use them, the effective use of colors, typography, maps, and other visualization techniques for incorporating analytics and storytelling, and teaches through many examples of compare and contrast. The conceptual discussions will be integrated with hands-on experience using two popular visualization tools.

Burcu Bulgurcu

Management and Organization

Donald White, *Distinguished Emeritus Professor*; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean Bartunek, *Professor, Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Andrew Boynton, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina–Chapel Hill

Mary Ann Glynn, *Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith Gordon, *Professor and Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

Metin Sengul, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mary Tripsas, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

Tieying Yu, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Curtis Chan, *Assistant Professor*; A.B., A.M., Ph.D., Harvard University

Lyndon Garrett, *Assistant Professor*; B.S., Brigham Young University; Ph.D., University of Michigan

Suntae Kim, *Assistant Professor*; B.B.A., Seoul National University; M.S., Ph.D., University of Michigan

Beth Schinoff, *Assistant Professor*; B.S., Northwestern University; M.B.A., University of Illinois at Chicago; Ph.D., Arizona State University

Richard Spinello, *Associate Professor; Assistant Chairperson; Director, Carroll School Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

Juan Montes, *Assistant Professor of the Practice*; J.D., Universidad de Chile; Ph.D., University of Navarra

Jack Welch, *Assistant Professor of the Practice*; B.S., Cornell University; M.B.A., University of Chicago; M. Engineering, Cornell University

Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/bc-web/schools/carroll-school/academic-departments/management-organization.html

How can managers best develop and utilize the human capital in an organization and inspire their employees to thrive? Why do individuals and groups behave the way they do in organizations? What strategies should organizations pursue to grow and be productive? Our Management and Organization Department focuses on how to manage an organization's human resources and effectively develop and implement strategies for all types of organizations.

Through our programs, students develop the critical competencies for organizational success: leadership, communication, design, organizational development, and more.

Concentration in Management and Leadership

The Management and Leadership concentration will help develop and enhance your ability to lead and manage people and organizations. These skills are highly desired by virtually all potential employers, making the Management and Leadership concentration beneficial to all Carroll School undergraduates.

the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

For more information, please consult Professor Richard Spinello, in Fulton 430E or e-mail him at spinello@bc.edu to set up an appointment.

Entrepreneurship Co-concentration

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups. The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

The courses in the co-concentration include the following:

Required:

- MGMT2170 Entrepreneurial Management

Required: one of the following two finance courses:

- MFIN2210 Entrepreneurial Finance
- MFIN2212 Venture Capital/Private Equity

Students must also take two electives from the following list:

- BSLW6604 Law for the Entrepreneur
- ISYS3205 TechTrek West
- ISYS3253/MKTG3253 Digital Commerce
- ISYS6621/MKTG6621 Social Media and Web
- ISYS6640/MKTG6640 Analytics and Business Intelligence
- MGMT2123 Negotiation
- MGMT2139 Social Innovation and Entrepreneurship
- MKTG3156 Launching Digital Marketing
- MKTG3158 Product Planning and Strategy
- MKTG3170 Entrepreneurial Marketing

For more information please visit: [/schools/csom/research/sheacenter.html](http://schools/csom/research/sheacenter.html).

Information for Study Abroad

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MGMT1021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Management and Organization Department, who

MGMT2123 Negotiation (Fall: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor.

Offered Annually

Negotiating is a key process in leadership, conflict resolution, and change management at every level of internal and external management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-lose, win-win, dialogic, and third party negotiating methods as appropriate. Emphasis is on practical application and personal development. Teaching methods used are role playing, discussion of readings, discussion with practitioners, original student projects, and discussion of current events. Students are invited to reflect upon how negotiating and conflict resolution practices help them developmentally change themselves, their organizations, and the world.

Richard Nielsen

MGMT2127 Leadership (Fall/Spring: 3)

Prerequisite: With permission of the Instructor.

Offered Annually

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

MGMT2139 Special Topics: Social Innovation and Entrepreneurship (Fall/Spring: 3)
Offered Annually
Open to students from all majors.

Are you moved by a particular social injustice? It could be homelessness on the streets of Boston. It could be famine in Africa. It could be wage inequality across our country. It could be one of hundreds of issues, but one that is meaningful to you. Social Impact and Entrepreneurship explores the innovative ways government agencies, nonprofit groups and for-profit organizations are addressing societal challenges. This course will focus on understanding the building blocks of a social venture—starting with the mission and working through the operational plan, the financials and the evaluation criteria. Students, either individually or in small groups, will create a business plan for an enterprise, grounded in her/his passion for change in a given area. Multiple case studies will be used to illustrate various topics.

Laura Foote

MGMT2140 Special Topics: International Management (Fall: 3)
Offered Periodically

The world has changed in fundamental ways over the last several decades, resulting in a more integrated, complex, and global economy. This has created new opportunities as well as new risks. How managers respond to changes in the global business environment have important implications to the firm's competitive position and overall survival.

We will discuss cases set in a range of industry contexts including: folding bicycles, online Indian art auctions, aviation (air taxis), electronic publishing, fashion, digital imaging, education, and clean energy.

Mary Tripsas

MGMT2173 Consulting Practice (Spring: 3)
Offered Annually

Consulting Practice combines real-world, real-time experience as a management consultant with a classroom component focusing on the methodology and tools used by professional consultants to deliver and manage change projects and drive next-level business performance improvement. The class addresses consultative skills, project management, client management, teamwork, and presentation skills—all in the context of a real-world consulting experience. The project brings students together in teams to work on the challenges and opportunities confronted by leading non-profit organizations. The program advances the paradigm: Management in Service. The program seeks to improve each student's analytical skills, business vocabulary, and applied management knowledge. Each CSOM CC Project Team (1) analyzes a major client challenge or problem, (2) recommends, plans, and implements change, and (3) delivers practical and actionable solutions meeting their client's needs.

Scott McDermott

MGMT2260 Leadership and Corporate Accountability (Spring: 3)
Offered Annually

This course is designed to provide an overview of the economic, legal, and ethical responsibilities of companies and their leaders. Through a series of case studies, it will demonstrate the acute challenges of ensuring that a company's conduct conforms to those responsibilities. A major portion of the course will review the principal obligations of corporations to five primary stakeholder groups: investors and shareholders, customers, employees, suppliers, and the general public. Insider trading, fiduciary duties, disclosure of health risks, fairness in pricing, power asymmetries, affirmative action, international labor rights, market failures, privacy rights, environmental sustainability, and corporate citizenship represent some of the issues to be discussed in this segment of the course. A secondary theme is corporate governance. Several cases will explore the proper role of management, the Board of Directors, financial intermediaries, and external regulators.

Richard Spinello

MGMT2265 Globalization, Culture, and Ethics (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Annually

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

Rick Spinello

MGMT2270 Ethics, Public Policy and Controversial Industries**(Spring: 3)**

Cross listed with MHON2270

Offered Annually

Offered Periodically

When business people are formulating and implementing potential “strategies” for their organizations, they need to deal with two environments, namely the internal and the external. In viewing their internal environment, managers need to evaluate the markets and economic structure of the markets in which their businesses compete. How business people deal with this is the subject matter for what has traditionally been called by economists, Industrial Policy. There is also an external environment, i.e., those political and social forces that play in formulating the strategy of the firm. These political and social forces shape a firm’s relationships with its various stakeholders that include all those individuals and institutions which have a vested interest in the performance of the firm both financially and socially. Usually, the stakeholders include the local community, regional community, Government (at all levels and branches) unions, stockholders, employees, etc. The purpose of this course is to examine how business (internal environment) and public policy (external environment) processes interact. The first part of the course will examine the “economics” of “Sin” industries such as Cigarettes, Alcohol, Gambling, Marijuana, Soft Drinks, and Uber. We will analyze how these firms in these industries compete as well the structure of these industries and, finally, how public policy makers view these industries and regulate them.

*Richard McGowan, S.J.***MGMT3099 Strategic Management (Fall/Spring: 3)***Prerequisites:* Successful completion of the CSOM core requirements.

Offered Annually

This is the senior integrative capstone course of the CSOM core

This course provides future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

*The Department***MGMT3100 Strategic Management—Honors (Fall: 3)***Prerequisites:* MGMT3100 substitutes for MGMT3099 in the CSOM Core requirements; hence, it has the same prerequisites as MGMT3099.

Offered Annually

This is the senior integrative capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.

*Richard McGowan, S.J.***MGMT4901 Independent Study (Fall/Spring: 3)***Prerequisite:* With permission of the Instructor.

Offered Annually

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

*The Department***MGMT5548 Capstone: Leadership and Mindfulness (Spring: 3)**

Cross listed with UNCP5548

Offered Annually

Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

No matter what your major, you will participate in groups and organizations that will consistently ask or expect you to lead. The best leader is authentic, has integrity, is self- and other-aware, and acts with this awareness firmly in mind. Good leaders, that is, act mindfully with respect for the people and world around them. This course explores your development as a mindful focusing inward and outward, reflecting on where you have come from and where you are going, what type of world you want to live in, your relationships with others, and how you can be an effective leader.

*Sandra Waddock***Marketing***Katherine N. Lemon, Professor and Accenture Professorship; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley**Kathleen Seiders, Professor; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M**S. Adam Brasel, Associate Professor and Chairperson of the Department; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University**Henrik Hagtvedt, Associate Professor; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia**Gergana Y. Nenkov, Associate Professor; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh**Linda C. Salisbury, Associate Professor; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan**Gerald E. Smith, Associate Professor; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University**Min Zhao, Associate Professor; B.A., M.A., Beijing Foreign Studies University, China; Ph.D., University of North Carolina at Chapel Hill**Audrey Azoulay, Assistant Professor of the Practice; B.A., M.A., Sorbonne; Ph.D., HEC Paris**Sokiente W. Dagogo-Jack, Assistant Professor; A.B., Harvard, M.S., Ph.D., University of Washington**Hristina Nikolova, Coughlin Sesquicentennial Assistant Professor; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh**Nailya Ordabayeva, Assistant Professor; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France**Bradford T. Hudson, Associate Professor of the Practice; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University**Jon Kerbs, Senior Lecturer; B.S., West Point; M.B.A., Indiana University*

John Fisher, *Senior Lecturer*; B.A. Marietta College; M.B.A. Boston College

Contacts

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- www.bc.edu/marketing

Marketing is the business function that is responsible for setting market strategy and giving strategic direction to other business functions in the firm. It centers around understanding the wants and needs of a firm's customers, be they consumers or other businesses, and is essential for properly positioning the company within the firm's target markets.

Consumers are increasingly armed with more and better information, making them more demanding, less gullible, and less loyal to companies that don't pay close attention to their needs. Competition is increasingly global and markets are maturing faster; first mover and market leader advantages can evaporate in a heartbeat. Advances in production and service delivery make it very difficult to compete on quality and production or distribution advantages are difficult to sustain long-term.

This means that the successful company is the one that can respond to changing market demand faster than its competitors. Marketing is one of the key tools in keeping a company responsive and nimble; it specializes not only in understanding customer needs and motivations; it also delivers the message to consumers that the company can meet those needs and motivations. This focus on the customer has caused marketing and the marketing concept to become increasingly central in management decisions, and marketing is fully integrated with other functional areas in successful leading companies.

Regardless of your specific interests within marketing, Boston College will help you understand the marketing functions and its financial, social, and ethical responsibilities. The marketing program at BC teaches critical thinking, creative problem-solving, and a mix of theory- and skill-based approaches to marketing management and decision making. Marketing represents a unique mixture of quantita-

Marketing Research should be taken in the junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MKTG2152 Consumer Behavior
- MKTG3114 Strategic Pricing Management
- MKTG3153 Retailing
- MKTG3154 Integrated Marketing Communications
- MKTG3156 Launching Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3175 Marketing Practicum
- MKTG3205 Tech Trek-West (cross listed with ISYS3205)
- MKTG3253 Digital Commerce (cross listed with ISYS3253)
- MKTG3652 Luxury Marketing
- MKTG6157 Prof. Selling and Sales Management
- MKTG6610 Sports Marketing
- MKTG6620 Marketing Information Analytics (cross listed with ISYS6620)
- MKTG6621 Social Media and Digital Business (cross listed with ISYS6621)
- MKTG6635 New Media Industries (cross listed with ISYS6635)
- MKTG6640 Analytics and Business Intelligence

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MKTG4911 (Independent Study, 3 credits) and MKTG3175 (Marketing Practicum, 2 credits) provide creative learning opportunities and are offered for enrichment purposes only. They do not count toward the Marketing concentration. Marketing Practicum enables a student to earn credits with an unpaid internship overseen by a marketing professor. Independent Study enables a student to focus on a topic of his/her own choice working with a marketing professor.

Minor in Marketing

This minor is for non-Carroll School students who are interested in developing quantitative and qualitative marketing knowledge and skills to be better prepared for careers in marketing and advertising.

- ACCT1021: Introduction to Financial Accounting
- MKTG1021: Marketing Principles
- MKTG2153: Marketing Research
- MKTG4256: Applied Marketing Management

Choose two MKTG electives from course list available at www.bc.edu/marketing.

Information for Study Abroad

Prior to going abroad, Marketing concentrators must have taken the Core marketing course (MKTG1021). Only one course from the international university can be considered for concentration credit. Only concentration electives can be taken abroad.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs. If accepted into the study abroad program and approved by the Undergraduate Dean's Office, the student should then see the Marketing Study Abroad

MKTG2153 Marketing Research (Fall/Spring: 3)

Prerequisites: MKTG1021 or MKTG1031 and OPER1135 or equivalent.

Offered Annually

Marketing managers depend on the availability of timely and

MKTG3175 Special Topics: Marketing Practicum (Fall/Spring: 2)

Prerequisite:

MKTG6621 Social Media, Emerging Technologies, and Digital Business (Fall/Spring: 3)**Cross listed with ISYS6621****Offered Annually**

The past few years have witnessed the rapid rise of a number of new types of information technologies, such as social media, so-called “sharing economy” platforms, artificial intelligence, blockchain, internet of things, and virtual and augmented reality, just to name a few. These new tools both present immense opportunities and pose considerable threats for businesses of all sizes and across industries. This course explores the impact that these tools are having on the competitive environment, as well as the characteristics that companies, leaders, and employees will need to possess in order to thrive in this new environment increasingly defined by digital tools. Additionally, this course both learns about and learns with these information technologies in novel ways.

*Gerald Kane***MKTG6635 New Media Industries (Spring: 3)****Cross listed with ISYS6635****Offered Annually**

This course is designed to introduce the changing business models of new media (video games, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

*Paul-Jon McNealy***Operations Management**

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor and Chairperson of the Department*; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

Tingliang Huang, *Associate Professor*; B.S., University of Science and Technology of China; M.S., University of Minnesota; Ph.D., Northwestern University

Mei Xue, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E.,

- appreciate the role of operations in an organization and the interrelationships among functional areas

- OPER6605 Risk Analysis and Simulation (spring)
- OPER6606/MFIN6606 Forecasting Techniques (fall and spring)
- OPER6607 Machine Learning for Business Intelligence (spring)
- OPER6608 Pricing and Revenue Optimization (fall)
- ISYS2157 Programming for Management and Analytics (fall and spring)
- ISYS3257 Database Systems and Applications (fall and spring)
- ISYS6621 Social Media and Digital Business (fall and spring)
- ISYS6645 Data Visualization (spring)
- MKTG2153 Marketing Research (fall and spring)
- MKTG3161 Customer Relationship Management (fall and spring)
- MKTG3258 Advanced Marketing Analysis (fall)
- MKTG6620 Marketing Information Analytics (spring)

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given.

All students wishing to study abroad must first meet with an advisor from the Office of International Programs (OIP). If accepted into the study abroad program and approved by the Undergraduate Dean's Office, the student should then see Sam Graves, Department Chair, for course approvals before going abroad. When students wish to have a course considered they should e-mail or bring a copy of the syllabus and course description for approval.

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

OPER1021 Operations Management (Fall/Spring: 3)

Prerequisites: OPER1135, ISYS1021.

Annually

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the link-

OPER3375 Operations Strategy and Consulting (Fall: 3)**Offered Annually****Required for the Operations Management concentration.**

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Topics include operations strategy content and process, service operations, capacity and facilities strategy, supply chain management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation. These skills are applied to a mock consulting project.

*Joy Field***OPER3384 Predictive Analytics (Spring: 3)***Prerequisites:* ISYS1021, OPER1135 or other appropriate statistics course.**Offered Annually**

The Predictive Analytics course teaches advanced statistics used in business. The first third of the course goes into greater depth on traditional statistics than introductory courses and covers additional advanced techniques for hypothesis testing. The other two-thirds focuses on the new methods developed for building predictive models based on large data sets. These include advanced regression and logistic regression, k-nearest neighbors, neural networks, and decisions trees.

*Pieter VanderWerf***OPER4921 Advanced Independent Study (Fall/Spring: 3)****Offered Annually****By arrangement.**

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department***OPER6604 Management Science (Spring: 3)***Prerequisites:* OPER1135, OPER7705, or OPER7725 and familiarity with Excel.**Offered Annually**

This course provides an overview of the concepts and methods of Management Science, the application of mathematical modeling and analysis to management problems. The primary goal of the course is to help you become a more skilled builder and consumer of models and model-based analyses. The course will show you how to use Excel spreadsheets effectively for business analysis and introduce you to some of the more important analytic methods including optimization, simulation, and data mining. These methods will be applied to problems arising in a variety of functional areas of business, including operations, finance, and marketing.

*The Department***OPER6605 Risk Analysis and Simulation (Fall: 3)***Prerequisite:* A degree of mathematical literacy including statistics.**Offered Periodically**

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on indus-

MANAGEMENT

OPER6606 Forecasting Techniques (Fall: 3)

Prerequisite: ECON1151 or ECON1155 (undergraduate),
OPER7725 (statistics/graduate)

Cross listed with MFIN6606

Offered Annually

OPER6614 Quality Management (Fall: 3)

Prerequisites: OPER1135/1145 (undergraduate) or
OPER7703/7705/7725 (graduate).

Offered Periodically

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on the Six Sigma approach to quality analysis and process improvement in both services and goods producing operations. During the course students will have an opportunity to pursue Six Sigma Green Belt certification.

Joy Field

- Core or elective
- Core or elective

Sophomore Year

- *(1, 2)*

Minor in Hispanic Studies

Nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. CSON students who wish to declare a CSON Hispanic studies minor should meet with the Associate Dean.

Minor in Psychology

The minor is awarded to CSON students who complete 18 credits in psychology. Courses should include PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science. Students who received AP credit for PSYC1110 and PSYC1111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- ADPS1100 Introductory Psychology (Woods College; no credit for ADPS1100 if PSYC1111 was taken)
- APSY1030 Child Growth and Development
- APSY1032 Psychology of Learning
- APSY2041 Adolescent Psychology
- APSY2241 Abnormal Psychology
- FORS5315 Victimology
- FORS5317 Forensic Mental Health
- FORS5318 Forensic Science 1
- PSYC1011 Psychobiology of Mental Disorders
- PSYC1029 Mind and Brain
- PSYC2241 Social Psychology
- PSYC2260 Developmental Psychology
- PSYC2268 Psychological Development through the Life Span
- PSYC2272 Cognitive Psychology
- PSYC2274 Sensation and Perception
- PSYC2285 Behavioral Neuroscience
- PSYC3329 Psychology of Stress
- PSYC3331 Developmental Psychopathology
- PSYC3334 Interpersonal Violence
- PSYC3336 Clinical Psychology
- PSYC3338 Topics in Abnormal Psychology
-

programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of 60 credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi to the School of Nursing for use in evaluating prior course work. Additional information on transfer credits may be found in the Baccalaureate Program Handbook on the BC website.

Career Opportunities

Yaguang Zheng, *Assistant Professor*; B.S.N., Chengde Medical College; M.S.N., Chinese PLA Postgraduate Medical School; Ph.D., University of Pittsburgh

Stacey Hoffman Barone, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Susan A. DeSanto-Madeya, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

Susan Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S.N., Salem State University; M.S., Columbia University; Ph.D., Boston College

William Fehder, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

Patricia Reid Ponte, *Clinical Associate Professor*; B.S.N., University of Massachusetts at Amherst; M.S.N., Boston University; Ph.D., Boston University

M. Colleen Simonelli, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S., Boston College; Ph.D., University of Massachusetts Lowell

Donna L. Cullinan, *Clinical Assistant Professor*; B.S.N., Saint Anselm College; M.S., Boston College

Sheila Tucker, *Clinical Instructor*; B.S., M.A., Framingham State College

Jean Weyman, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Contacts

- Undergraduate Program Office, Maloney Hall, 617-552-4925
- www.bc.edu/cson

Forensics

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

FORS2201 Wounded Warriors in Transition (Spring: 3)

Offered Annually

Undergraduate Elective only

Over 65,000 US troops have been wounded since 2001. Many have suffered “the hidden injuries”—traumatic brain injuries and post-traumatic stress disorder. The purpose of this course is for students to gain an understanding of military culture, catastrophic injuries, and the journey of Wounded Warriors and their family members. The course examines the history and culture of the Armed Services and the developing knowledge of the rehabilitation of Wounded Warriors.

Susan Sheehy

FORS5315 Victimology (Fall: 3)

Offered Annually

This course examines the wide range of victimization experiences from the perspective of the victim, their families, and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

The Department

FORS5317 Forensic Mental Health (Spring: 3)

Offered Annually

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

The Department

FORS5318 Forensic Science I (Fall: 3)

Offered Annually

Forensic science concepts and principles play a critical role in analyzing crime scene evidence. This course draws on scientific principles and examines cases where there has been a death, including suicide, accidental, and criminal, and cases where there is a survivor, in which there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including forensic pathology,

FORS5319 Forensic Science Lab (Fall: 3)

Offered Annually

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

The Department

Nursing

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

NURS1010 Professional Development Seminar (Fall: 1)

Offered Annually

This seminar will introduce freshman nursing students to the college culture and to the profession of nursing. Small group sessions led by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.

The Department

NURS1210 Public Health in a Global Society (Fall: 3)

Satisfies Social Science Core Requirement

Offered Annually

This foundation course presents public health as an interdisciplinary science focused on health promotion and disease prevention at the population level. The course provides an overview of the history of public health, global burden of disease, sub-disciplines of public health, maternal/child health, and nutrition, and it emphasizes the collaborative nature of the field through examples in research and practice. An inherent principle in public health is advancing social justice and this course, and the public health sequence more broadly, focuses on at-risk populations, reducing health disparities, and improving health equity at the population level.

Melissa Sutherland

NURS2070 Introduction to Professional Nursing (Spring: 2)

Offered Annually

This course provides an introduction to professional nursing, exploring nursing's history and the development of nursing knowledge grounded in theory and evidence-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the life span is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidence-based nursing practice are discussed.

The Department

The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. There will be four hours of Simulation Laboratory, one hour of seminar, and required media/BB Vista preparation each week.

The Department

NURS2204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NURS2120, NURS2121, NURS2080.

Corequisites: NURS2230, NURS2231.

Offered Annually

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies as well as lecture, an integrated approach to patient problems is emphasized. Nutraceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

The Department

NURS2230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NURS2070, NURS2080, NURS2120, NURS2121.

Corequisite: NURS2231.

Offered Annually

This course focuses on the theoretical basis of the nursing care

NURS3016 Comparing Health Care Systems through a Global Lens (Spring: 3)
Offered Annually

This course is an introduction to the concepts of global health and the critical links between public health and social and economic development. Determinants of health and patterns of disease and health outcomes across the globe are critically examined. The course reviews the determinants of health status in terms of biology, demography, epidemiology, culture, sociology, economics, and politics. Key concerns regarding reproductive health, child survival, nutrition, communicable diseases, and chronic diseases are examined. Health care delivery in developed versus undeveloped regions of the world is emphasized.

The Department

NURS3170 Principles of Evidence-Based Nursing (Fall/Spring: 2)

Prerequisite: NURS2070.

Offered Annually

This course seeks to develop an applied understanding of evidence-based practice as it relates to the science of nursing. Through exploring components of the research process, an appreciation of the various types of evidence used by nurses and an understanding of the importance of evidence-based research to improve clinical practice will be fostered. The ethical considerations related to evidence-based practice will be discussed. At the conclusion of the course, students are prepared to be critical consumers of research used in evidence-based practice.

The Department

NURS3210 Contemporary Issues in Public Health (Fall/Spring: 3)

Prerequisite: NURS1210.

Offered Annually

NURS3243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NURS2204, NURS2230, NURS2231.

Corequisite: NURS3242.

Offered Annually

This course provides clinical experiences with adults who have acute health problems and acute exacerbations of chronic health problems. Students perform the role of the primary nurse with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration, and communication. This course builds on knowledge from previous courses and expands the students' understanding of the professional role with a focus on nursing standards of care, safety, quality improvement, and transitional care planning.

The Department

NURS3244 Childbearing Nursing Theory (Fall/Spring: 3)

Prerequisites: NURS2204, NURS2230, NURS2231.

Corequisite: NURS3245.

Offered Annually

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, normal and high risk pregnancies, and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle, including genetics and cultural competence, is presented. Evidence-based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

The Department

NURS3245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)

Prerequisites: NURS2204, NURS2230, NURS2231.

Corequisite: NURS3244.

Offered Annually

Application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Students work collaboratively with the multidisciplinary team in applying evidence-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural, and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for baccalaureate education, AWHONN and ACOG standards of care.

The Department

NURS4250 Child Health Nursing Theory (Fall/Spring: 3)

Prerequisites: NURS3242, NURS3243, NURS3244, NURS3245.

Corequisite: NURS4251.

Offered Annually

This course builds on the published *Pediatric Nursing: Scope and Standards of Practice* to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and

**NURS6468 MSE Psychiatric Mental Health Nursing Theory
(Spring: 3)**

Prerequisites: NURS2204, NURS6400, NURS6402, NURS6403, NURS6408.

Corequisites: NURS6460, NURS6470, NURS6461, NURS6471, NURS6469, and NURS7420 or NURS7426.

Offered Annually

This course builds on the standards of practice from APNA-ISPAN,

The James A. Woods, S.J., College of Advancing Studies offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J., College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in scholarship that enriches the culture and addresses important societal needs.

N D E G A D A E G A M

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J., College of Advancing Studies has experience helping students arrange a realistic program of study, one that combines work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate major based on individual needs. Courses are ordinarily scheduled between the hours of 6:15–9:15 p.m. weekdays, with Saturday and online courses also available.

Bachelor of Arts Program

The Bachelor of Arts program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A broad-based and robust liberal arts curriculum which includes core requirements permits students to choose courses and majors reflecting individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area.

A distinguishing characteristic of liberal arts education is a required core curriculum. The Bachelor of Arts programs require the

of C will be accepted in transfer; however, courses transferred from schools within Boston College may be accepted with grades of C-. A minimum of three semester hours is required for a transferred course to satisfy program requirements.

For students in the degree program, normally the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these three courses, each with a grade of B- or better, in the previous semester.

Applications for admission may be submitted at any time and are reviewed on a rolling basis during the academic year. The following documentation is required:

- Completed online application form;
- Official transcripts from high school and colleges previously attended
- Two essays (requirements are found on the application);
- Optional SAT, PSAT, or similar standardized test results if the student graduated from high school less than four years previously;
- Two letters of recommendation (if four years or less from high school, request one from a guidance counselor or, for students whose high school graduation is greater than four years, request one from a teacher, employer, or other personal reference); and
- Demonstrated English Language Proficiency with an IELTS score of 6.5–7.5 or TOEFL score of 90–100.

Fifth Year and Advanced Standing Programs for Boston College Students

Woods College of Advancing Studies is proud to offer Boston College students an option for accelerated completion of the Master of Science in Applied Economics program. This option is available to students with significant previous economics course work, including Economics majors and minors in the Morrissey College of Arts and Sciences as well as to students with Economics concentration in the Carroll School of Management. Students enrolled in the accelerated program will have to complete eight courses in WCAS, which is possible to achieve within one calendar year of entry into the program.

Benefits

- Waiver of application fee
- Waiver of Graduate Record Exam (GRE)
- Preferred admission without the competition of the rest of the applicant pool
- Credit for Microeconomic Theory (ECON2201 or ECON2203) and Macroeconomic Theory (ECON2202 or ECON2204) courses if the courses are completed with a grade of B or better. These credits will count as fulfilling the requirement of taking Applied Microeconomic Theory (ADEC7201) and Applied Macroeconomic Theory (ADEC7200).
- Option to complete the eight remaining course requirements in one additional calendar year

Qualifications

- Anticipated successful completion of a bachelor's degree in May of senior year
- Overall GPA of 3.30 or above

semester. To be eligible for the Dean's List, undergraduate students must maintain a minimum cumulative GPA of 3.5.; graduate students must maintain a minimum cumulative GPA of 3.8.

PROFESSIONAL STUDIES CERTIFICATE

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, a Professional Studies Certificate can help to achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College.

A Professional Studies Certificate may be obtained in:

- Accounting
- Communication
- Criminal and Social Justice
- Finance
- Human Resources
- Information Systems
- Management
- Marketing
- Sustainability

Certificate requirements include the following:

- Students must receive at least a grade of C for each course credited toward the certificate.
- Certificate requirements should be completed within two years of initial enrollment for non-degree students, and prior to degree completion for students already enrolled in a degree program; courses are permanently retained on the student record.
- A request to apply to a certificate program must be made to the James A. Woods, S.J. College of Advancing Studies. A request must also be made to receive a formal certificate upon completion.

N N-

ADBM5005 Leadership: Theory and Practice (Fall: 3)

Cross listed with ADGR8044

Offered Annually

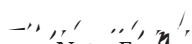
ADBM5005 is restricted to students in the Management Certificate Program.

Student must have access to computer with webcam. Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leader-

experiences of crime victims, theories of punishment and rehabilitation, and the relationship between crime and community. For most sessions, class will meet at the Suffolk County House of Correction.

The Department

Communication



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

ADCO1005 Introduction to Communications (Fall: 4)

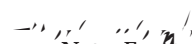
Offered Annually

Introduces the four main divisions in communication studies;

job search strategies and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.

The Department

Corporate Systems



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

ADSY1140 Research: Techniques and Processes (Fall: 4)

Offered Annually

Recommended as the first course, it examines the logic of research design and explores how data are approached, collected and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate and challenge specific applications and to suggest alternative interpretations. Online databases, the World Wide Web, and the internet expand options.

The Department

ADSY1143 Corporate Communication (Fall: 4)

Offered Annually

In a globally competitive and technologically advanced world, the ability to convey ideas and persuade diverse audiences is critical to professional success in every organization. Course provides a learning environment which develops proficient communication skills. Focusing on business writing and oral presentations with particular attention to purpose and audience, the curriculum offers strategies for effective business communication in letters, memos, email, reports, proposals, resumes, meetings, and presentations. Classroom interaction, written assignments, collaborative media design, and team presentations provide multiple opportunities to demonstrate and enhance skills and to receive feedback on your professional communication style.

The Department

ADSY1144 Computer-Mediated Presentations (Fall: 4)

Offered Annually

No auditors.

Computer graphics, presentation software, the World Wide Web, and other emerging technologies change the way we structure and present professional and personal information. Creating, interpreting and revising data are highly desired skills. Competitive environments demand persuasive professional presentations that match medium and message, combine clear organization, succinct organization and attractive design. Explores the use of color, graphic design, electronic photography, web interactivity digital and other media.

The Department

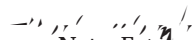
ADSY5001 Leadership and Innovation (Fall: 4)

Cross listed with ADGR7730

Offered Periodically

Positioning organizations and individuals for success amid volatile global financial, economic, technological and political uncertainty demands principled, insightful leadership as well as imaginative, innovative and operational expertise. This course examines disruptive sources (including fraud, scandals), the accelerating pace of change which renders past experience and knowledge insufficient, and the need for leaders making decisions about the future to think and behave like innovators. The focus is on creating open optimistic climates that engage employees,

Geology



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

ADGE2500 Natural Disasters and Catastrophes (Fall: 4)

Offered Periodically

The course “Natural Disasters and Catastrophes” is global treatment of environmental history and science of natural and man-made disasters. The class presents basic science, along with detailed case studies of past and present events. The course examines a range of disasters including volcanoes, earthquakes, floods, tsunami, fire, landslides, hurricanes, famines, pandemic diseases, meteorite impacts, and hurricanes. Class lectures and discussions will highlight the role of science in studying natural disasters and will describe the mechanisms responsible for these phenomena. Nightly readings will expand upon, and galvanize students’ newfound knowledge using a range of case studies. Natural Disasters and Catastrophes traces the transition of our understanding of disasters from religious and superstitious explanations to contemporary scientific accounts.

The Department

ADGE2505 Wetlands (Fall: 4)

Offered Periodically

This course is intended for students interested in wetland environments. You will learn classification systems, origins, and natural processes of wetland environments. We will discuss wetlands across the globe, including boreal, temperate, and tropical climates. We investigate hydrology, soils, and vegetation and their relationship to ecosystem processes, societal values, and management. We examine human

as economic social and political organization from conservatism and capitalism to Marxism and fascism, as well as the relationship between Westerners and peoples all over the globe.

Martin Menke

**ADHS1125 Diplomatic U.S. History (Fall: 4)
Offered Annually**

An overview of the main developments of United States diplomatic history from its earliest beginnings to the present day. A look at how United States foreign relations emerged from revolutionary impulses to become a significant feature of American life. Uncovers the underlying trends during this period to see how the U.S. transformed itself from a collection of thirteen colonies into a major superpower. Issues of class, gender and race are at the fore as we discover how the United States came to integrate itself into the world community of nations.

The Department

**ADHS1127 America Between the Wars (Spring: 4)
Offered Periodically**

A survey of the years 1918–1945, covering the Roaring Twenties, the Stock Market Crash, the Depression, the New Deal and the American involvement in World War II. Course investigates the political events of these years, the changing patterns of American life, the social and cultural trends, and the emergence of America as an international power.

The Department

**ADHS1130 History of Boston: Puritans to Patriots (Spring: 4)
Prerequisites: Any two semesters of HIST1001 through HIST1094.
Offered Periodically**

Course covers the history of Boston from its founding through the momentous events of the seventeenth and eighteenth centuries when Boston became the second most important city in the British Empire.

**ADHS1177 Resistance: Call to Action (Fall: 4)
Offered Annually**

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas and final composite failure. What makes resistance permissible, legitimate or even mandatory? Do the Gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation and alternative strategies enriches class insight. Guest speakers.

The Department

**ADHS1185 A Half-Century of American Film (Fall: 4)
Offered Annually**

A brief history of American film from the days of the silent nickelodeon through the end of the Romantic years of the 50s. Films are viewed, analyzed and discussed.

The Department

**ADHS1209 Sports in America (Fall: 4)
Offered Annually**

The Department

**ADHS1263 Hitler, the Churches, and the Holocaust (Fall: 4)
Offered Annually**

To better understand the climate and complexities that contributed to the Christian church's weakened responses to Hitler's policies, the course examines the development of Christian anti-Judaism, anti-Semitism and nationalism. It analyzes the resistance that emerged in response to totalitarianism and to the Holocaust, and considers the main Christian post-Holocaust efforts as they contribute to theological development and current thinking.

The Department

**ADHS2110 Art, Politics, and Propaganda: Birth of the Nation State 1300–1700 (Spring: 4)
Offered Periodically**

This course examines the crucial role of art and politics in the creation of the nation state during the Renaissance. We will look specifically at the Tudor and Stuart era in England and Scotland in order to examine the intersection of art and artists and the politics of the time. In placing art in its historical context, we will investigate how the Tudor and Stuart dynasties used art (paintings, poetry, plays, and literature) as a way of engendering and solidifying the concept of the nation state. We hope to discover the role played by political factors, and various art forms, in confirming the legitimacy of the nation state in England between 1300–1700.

The Department

**ADHS3022 From the Mongols to the Manhattan Project: The History of our Globalized World (Fall/Spring/Summer: 4)
Offered Periodically**

This course traces changes in political, economic, and cultural ideas and realities from the thirteenth century to the modern era. Focusing on global themes and their regional impact, we will examine the development of political and social structures, the establishment of global trade and empires, the use of violence to create order, the changing roles of religion, and the impact of large-scale migration. World-changing ideas do not emerge in isolation; examining political,

ADMT1064 Elementary Probability (Fall: 4)

Offered Annually

This one semester course studies finite counting problems and the associated calculation of likelihood. Topics include finite sets, permutations and combinations, sample spaces, conditional probability and Bayes's Theorem, and random variables.

The Department

ADMT1100 Calculus I (Fall: 4)

Prerequisite: ADMT1054.

Offered Annually

This is a course in the calculus of one variable and is suggested for Economics majors. The course is also a prerequisite for ADEC3510, Math for Economists, and for participation in the fifth year M.S. in Applied Economics program. Topics include a brief review of polynomials and trigonometric, exponential, and logarithmic functions, followed by discussion

ADPL1498 Philosophy of Cinema (Spring: 4)

Prerequisites: Philosophy core courses completed.

Offered Annually

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema, both films of philosophical novels or plays or original screenplays. This course will be much more than "philosophical discussion of movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.

Peter J. Kreeft

ADPL1500 Honors Tutorial (Fall: 1) (Offered) 0.6 (Periodic)

moral foundation to our civil law in the United States? What do we do when confronted by a "wrong" law such as segregation? How do we determine if a law is wrong? Should religious and moral codes be part of the fabric of decisional case law? This course will compare the classic moral thinking of such authors as Plato, Aquinas, Mill, and Locke to actual Constitutional decisions on such issues as the war on terror, capital punishment, gay marriage, sexual privacy, immigration, freedom of religion, abortion and the right to refuse medical treatment.

James Menno

Political Science

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

ADPO1313 Executive Politics and Policy Making (Fall: 4)

Offered Annually

The political environment in any organization influences how power, control, and conflict are used to affect change and develop policy. Course explores the dynamics among executive branch personnel in making public policy in American national government, focusing on the president, White House staff, senior presidential appointees in the agencies and career civil servants. Attention is given to the sources and uses of political power in the executive branch, the various configurations of political conflict found across policy areas, the constraints imposed by the larger political environment, the impact of uncertain international tensions, and competing centers of power.

The Department

ADPO1320 Election Decisions: The American Politician (Fall: 4)

Offered Annually

The November 2008 elections pose critical choices as the essentials of a democratic society; liberty, equality, justice and openness are increasingly endangered. Course explores the new global reality, fighting terrorism while maintaining civil liberties at home, the impact of the war, and the evolving national and international policies. Political biographies and theories of ambition consider the individual politician: what impact an individual can have on public policy; what motives inspire individuals to seek public life, what motives inspire followers to follow. Probes Ronald Reagan, Jesse Jackson, George Bush, the Kennedys, John Kerry, Howard Dean, John Edwards, Ralph Nader as well as voter turnout, media bias and technology as electoral variables.

The Department

ADPO3005 Comparative Politics (Fall/Spring/Summer: 4)

Offered Periodically

This course introduces students to the comparative method in political science. In doing so it covers the fundamental concepts of political science—the logic of comparison, regime types, and institutionalism. It then goes on to look at the institutional building blocks of modern states—constitutions, executives, legislatures, electoral systems—before employing these same fundamental and institutional concepts to grapple with contemporary political questions around issues such as political violence, the rise of populism, and the impact of globalization on politics and society.

The Department

behavior and social isolation known as Posttraumatic Stress Disorder (PTSD). This course focuses on the causes and treatments of such traumatic states. Empirical research as well as clinical data are presented.

The Department

ADPS1139 Abnormal Psychology (Fall: 4)

Offered Annually

Students are introduced to the categories used to understand normal and abnormal behavior and adjustment in Euro-American contexts. The course focuses on the specific diagnoses that are recognized in the DSM-5 and by the general medical establishment in the United States. The course provides mainstream competencies concerning diagnostic nomenclature and medical descriptions of human suffering. It also provides tools to critically analyze this system of diagnosis and approach to human suffering. In-depth consideration of psychoanalytic theory and case studies are used.

The Department

ADPS1153 Research Methods for the Social Sciences (Fall: 4)

Offered Annually

This introductory course in research methodology examines issues underlying research from a theoretical and practical point of view. It explores the basic concepts and problems encountered in designing and conducting research and develops the practice of critically thinking about resources located in the research process. Focus is on the tenets of sound research practice to enable students to make reasonable judgments about research read and undertaken.

The Department

ADPS1160 Psychology of Emotions (Fall: 4)

Offered Annually

Understanding the nature of human emotions, particud 95l3ss2 Tds&01 7

The Department

ADP202ns (Fall: 4)

Offered Annually

Optionsd

ADTH1016 Introduction to Christian Theology I: Christian Life and Spirituality (Fall: 4)

Offered Annually

This course considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands.

James Weiss

ADTH1017 Introduction to Christian Theology II: Shaping Cultural Traditions (Spring: 4)

**Satisfies Theology Core Requirement in the Woods College
Offered Biennially**

What does it mean to be good? Is it possible to be both good and happy, both good and successful? Is morality subjective or are there clear ways to regulate it? How can we balance the individual and the community in our moral struggles? This course examines eight traditions of morality and ethics: existentialist, utilitarian, Catholic, Protestant, Christian feminist, Black theology, rights theories, and Aristotle. Students apply classic and modern thinkers to contemporary ethical problems emphasizing current events and movies. Interactive discussion is emphasized, so students discover the sources of values that formed their lives and develop a perspective for themselves and their futures.

James Weiss

ADTH3000 Catholic Crisis Points I: Twelve Events that Transformed the Church (Fall: 4)

Offered Biennially

This course is the first in a two-course sequence, which offers a comprehensive introduction to the conciliar tradition of the Roman Catholic Church. This first course covers the period beginning with the first-century Council of Jerusalem and ending with the sixteenth-century Council of Trent, offering an historically-schematized overview of the ecumenical and Catholic councils of the period in question. This course attends to the evolution of councils as a means for church governance, decision-making, and conflict resolution. It also attends to the central doctrinal developments which the councils generated, including such doctrines as the Trinity, Christology, Eucharist, Church, papacy, sin-grace. Finally, the course situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course provides a comprehensive introduction to the history of the Catholic church and its central theological tenets.

Boyd Coolman

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INGEME 2019		
January 14	Monday	Classes begin
January 21	Monday	Martin Luther King, Jr. Day —No classes
January 23	Wednesday	Last date for undergraduate students to add a course, drop a course online, or declare a course pass/fail
February 1	Friday	Last date for all students who plan to graduate in May 2019 to verify their diploma names online
February 15	Friday	Last date for undergraduates only to drop a course in their Associate Deans' offices
March 4 to March 9	Monday to Saturday	Spring Vacation
March 14	Thursday	Undergraduate Academic Advising period begins for fall registration
April 5	Friday	Undergraduate registration period for fall 2019 begins
April 15	Monday	Patriot's Day—No classes
April 16	Tuesday	Deadline for official withdrawal/Spring Session/Autumn



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