

SIMMONS COLLEGE

Undergraduate Program Course Catalog

2012—2014

Contents

THE COLLEGE

ABOUT SIMMONS	6
THE EDUCATIONAL PROGRAM	7
The Simmons Education in Context	7
Academic Advising	7
Program Planning	8
Majors	8
Minors	9
Other Academic Programs	9
<i>Honors - Pre-law – Health Professions and Pre-medical – Accelerated Master’s Degrees – Study Abroad Option – Credit for Prior Learning</i>	
Degree Requirements	11
<i>Course Numbering – Department or Program Recommendation – Completion of 128 Semester Hours with a Passing Evaluation – First Year Experience and Multidisciplinary Core Course – Competency in Basic Mathematics – Language –Information Technology and Literacy Requirement – Financial Literacy Requirement –Majors – Minors – Modes of Inquiry – Independent Learning – Campus-Based Independent Learning – Field-Based Independent Learning</i>	
Marks and Evaluations	21
<i>Grading Options: Pass/Fail, Formal Audit, Informal Audit – Incomplete Evaluations – Course Repeat Policy – Academic Difficulty</i>	
Academic Honors and Recognition Programs	22
<i>Departmental Honors – Dean’s List – Academy – Departmental Recognition –Latin Honors</i>	
PRINCIPLES AND POLICIES	24
Student Principles	24
Student Policies	24
College Principles	25
Notice of Non-Discrimination and Grievance Procedures	25
Grievance Procedure	26
Information for Students with Disabilities	26
Religious Observance	27
Other Policies	27
ADMINISTRATION	28
ADMISSION	29
First-Year Students	29
Transfer Students	31
International	33
Adult Undergraduate Students	34
FINANCIAL AID	37

Scholarships and Grants	37
Part-Time Employment	39
Applying for Financial Aid	39
REGISTRATION AND FINANCIAL INFORMATION	40
Expenses	40
Payment Policies	40
Refund Policies	41
Dropping a Course	42
Registration and Billing	43
 USER'S GUIDE	 44
 DEPARTMENTS AND PROGRAMS	 45
AFRICANA STUDIES	45
ART AND MUSIC	49
Art	50
Arts Administration	56
Music	58
BIOLOGY	62
Biochemistry	63
Environmental Science	64
Exercise Science	66
Neuroscience and Behavior	67
Public Health	68
CHEMISTRY AND PHYSICS	78
Biochemistry	81
Environmental Science	82
Chemistry-Management	83
Chemistry and Pharmacy	84
Sustainability	85
COMMUNICATIONS	90
COMPUTER SCIENCE AND INFORMATICS	102
Information Technology	104
Health Informatics	105
Web Design and Development	105
EAST ASIAN STUDIES	110
ECONOMICS	112
Economics and Mathematics	114
Financial Mathematics	114
EDUCATION	118
GENERAL	120

English as a Second Language	124
SPECIAL	124
Moderate Disabilities	125
Severe Disabilities	126
ENGLISH	133
Cinema and Media Studies	135
FIRST-YEAR EXPERIENCE AND MULTIDISCIPLINARY CORE COURSE	142
HISTORY	143
HONORS PROGRAM	152
INTERDISCIPLINARY SEMINARS	157
MANAGEMENT	158
Business and Management	160
Finance	160
Marketing	161
The Prince Program in Retail Management	161
MATHEMATICS, STATISTICS, and COMPUTER SCIENCE	171
Biostatistics	172
Economics and Mathematics	172
Financial Mathematics	172
MODERN LANGUAGES AND LITERATURES	176
French	177
Spanish	178
Chinese	179
Italian	182
Japanese	182
NURSING	186
NUTRITION	192
Dietetics	193
Food Science	195
PHILOSOPHY	201
PHYSICAL THERAPY	204
Exercise Science	205
PHYSICS	207
POLITICAL SCIENCE AND INTERNATIONAL RELATIONS	211
Political Science	211
Public Policy	212
International Relations	217
PSYCHOLOGY	221
Neuroscience and Behavior	222
SOCIAL WORK	227
SOCIOLOGY	230
Public Health	232

WOMEN'S AND GENDER STUDIES 237
 Social Justice 241

DIRECTORY OF FACULTY 245

EMERITI FACULTY 254

AWARDS AND ENDOWMENTS 257
 Student Awards and Prizes 257
 Departmental/Program Awards 258
 Endowed Scholarships 260
 Endowed Chairs 265
 Other Major Endowments 265

HONORARY DEGREES AWARDED 267

INDEX 272

THE COLLEGE

About Simmons

Core Purpose: Transformative learning that links passion with lifelong purpose.

Values:

- We are at our best when students are first.
- We cross boundaries to create opportunities.
- We prepare students for life's work.
- We make a collective investment in community.

Simmons College is a nationally recognized private university located in the heart of Boston. It includes an undergraduate college for women, the nation's first MBA program designed specifically for women, and graduate programs for women and men in health sciences, social work, library and information science, education, liberal arts, and communications management.

Simmons consistently ranks among the nation's top schools in its category in the U.S. News & World Report annual survey. A comprehensive college, Simmons is nationally recognized for its experiential learning programs, its blend of graduate and undergraduate offerings, and its commitment to liberal arts and professional education.

Placing students first is a priority at Simmons. A number of characteristics central to the Simmons experience serve as the foundation for student success:

- a small, accessible community that encourages collaboration and challenges students to do their best;
- faculty and scholars who focus on students' educational objectives and career needs;

- extraordinary professional preparation with an emphasis on intellectual exploration and rigor, the integration of theory and practice, leadership, and informed citizenship; and

- an outstanding location in the heart of Boston, a world-class college town with unlimited educational, career, and social opportunities.

In this spirit, the College fosters open exchange of ideas among students, faculty, and the general Simmons community.

The Educational Program

Simmons College offers both graduate and undergraduate programs. Information on the graduate programs appears in the Graduate Course Catalog. The following section describes the undergraduate curriculum and its underlying philosophy.

THE SIMMONS EDUCATION IN CONTEXT

As a college that has been devoted to women's education for more than one hundred years, Simmons prides itself on outstanding undergraduate programs taught by high-quality faculty. Simmons is deeply committed to excellence in teaching, small class size, and innovative programs that build on founder John Simmons's original mission to offer an education that would enable women to earn an independent livelihood.

Today, the Simmons educational program encourages students to engage actively with their studies, their communities, and the world. Grounded in individualized attention and positioned at the intersection of theory and practice, a Simmons education results in valued relationships among students; between faculty and students; and among faculty, students, and alumnae/i.

At Simmons, the liberal arts provide the foundation of the undergraduate curriculum. A longstanding trademark of the undergraduate programs is their dual grounding in a strong liberal arts and sciences curriculum and professional studies. The independent learning requirement — one of the hallmarks of a Simmons education — challenges students to apply the conceptual skills they have learned and to approach a problem, project, or workplace experience as independent researchers and applied learners.

Independent learning gives Simmons students a rigorous intellectual experience that enables them to attain both depth and practice in their chosen disciplines, to sustain a

longer-term project of their own initiative, and to connect their academic work with future employment or graduate study. One third of student internships lead to paid employment after graduation.

In recognition of the increasing importance of graduate degrees, Simmons offers accelerated BA/MA-MS programs for qualified undergraduates.

Simmons graduates are lifelong learners. A Simmons education provides students with the critical thinking skills needed for personal and professional success, with a balance of academic programs designed to meet the needs of the new century, and a sense of community that fosters a commitment to social justice, conscious citizenship and global awareness.

ACADEMIC ADVISING

Academic advising for undergraduates is based on the philosophy that advising is an extension of teaching; that is, that academic advising enables students to build on their strengths, identify and improve on their weaknesses, and maximize their use of College resources. The advising relationship, then, is a partnership whose aim is to support the student in her efforts to achieve her academic and professional goals.

Students are assigned academic advisors prior to the beginning of the semester in which they enter the College. Members of the faculty from all departments serve as first-year student advisors. In general, advising assignments are based on the student's expressed area of interest, though every first-year advisor has a broad knowledge of the curriculum. Advisees meet with their advisors during orientation to plan their courses of study. Throughout the semester, students may meet with their advisors to change courses, to discuss academic concerns, to link their academic interests with their professional plans, and to enroll for the next semester. Advisors assist students in planning academic

schedules and interpreting the goals and objectives of a Simmons education.

Upper-class students work with advisors in their declared major(s). Advisors guide students through departmental requirements while helping them to focus their studies. Although students are responsible for monitoring their own progress toward fulfilling the College's degree requirements, faculty advisors are knowledgeable about the requirements and are also prepared to discuss career and graduate school possibilities. Certain faculty members in each department are designated to serve as advisors to students who are interested in academic and professional graduate study. The names of these advisors may be obtained from department chairs and program directors or from the director of academic advising.

PROGRAM PLANNING

The Simmons approach to liberal education is flexible, and the curriculum allows each student to develop a program suited to her individual interests and career plans. Though some areas of study are sequential and should be elected early in a student's program, most areas of study allow for the possibility of a second major or a minor. The College offers a variety of resources to assist students in making academic and career decisions. In addition, the fieldwork and internships offered by every academic department provide opportunities to test career areas and to consider the possibility of further professional study after graduation. Students in good standing may arrange to study at an international college or university. See page 11 for more information.

Majors

Students may plan a program of academic and career preparation by electing a major in the humanities, the social sciences, the sciences, or one of the College's professional programs. Undergraduate majors include:

Africana studies
 Art
 Arts administration
 Biochemistry
 Biology
 Biostatistics
 Business and management
 Chemistry
 Chemistry-management
 Communications
 Computer science
 East Asian studies
 Economics
 Economics and mathematics
 Education:
 • Early childhood
 • Elementary, middle, or high school
 • Social studies education
 • Spanish, French, or English as a second language
 • Special education
 English
 Environmental science
 Exercise science
 Finance
 Financial mathematics
 French
 Health informatics
 History
 Information technology
 International relations
 Marketing
 Mathematics
 Music
 Neuroscience and behavior
 Nursing
 Nutrition and dietetics
 Nutrition and food science
 Philosophy
 Physical therapy
 Physics
 Political science
 Psychology
 Public health
 Retail management
 Sociology

Social work
 Spanish
 Web design and development
 Women's and gender studies

Minors

Academic majors are also offered as minors. In addition, a number of specialized and interdisciplinary minors are available:

Business
 Cinema and media studies
 Entrepreneurship
 Gender history
 Principled leadership
 Organizational studies
 Photography
 Physics of materials
 Performing arts
 Public history
 Public policy studies
 Scientific computation
 Social justice
 Statistics
 Sustainability

Other Academic Programs

Honors Program

The Honors Program provides an opportunity for students with distinguished high school academic records who are newly entering the College or who apply after their first year. The program includes an interdisciplinary honors seminar course in the first year, opportunities for honors courses in subsequent years, specially arranged cocurricular activities, and a seminar in the senior year (see pages 152-157). Selected for the program by an honors review committee, students are required to maintain a minimum grade point average of 3.2 in order to remain in the program. Seniors in the honors program must also complete an honors version of the independent learning requirement. For more information about applying to the honors program, see page 32.

Pre-law

Website: www.simmons.edu/undergraduate/academics/departments/pre-law/

Although there is no specific pre-law curriculum, a strong foundation in the liberal arts, with emphasis on such subjects as English language and literature, political science, history, philosophy, or economics, is highly recommended. The Association of American Law Schools believes that pre-law education should aim for verbal comprehension and expression, critical understanding of the human institutions and values with which the law deals, and analytical thinking. Virtually any undergraduate major in the liberal arts and sciences may be designed to meet these goals. The pre-law advisor assists students with program planning and with the application process. Students intending to go to law school directly after graduation should register with the pre-law advisor, Leanne Doherty, no later than the end of their junior year.

Health Professions and Pre-medical

Website: www.simmons.edu/undergraduate/academics/departments/pre-med/

Undergraduate preparation for medical, dental, or veterinary school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. Thus, admission requirements for these schools can be fulfilled within the context of almost any liberal arts or science major at Simmons. Students should complete the pre-medical course requirements listed below by the end of the junior year to be positioned for entrance to medical school in the year after graduation:

BIOL 113 and one additional semester of biology
 CHEM 113 (or CHEM 111), 114, 225, 226
 MATH 120, 121
 PHYS 112, 113
 FYS 101, FYW 101
 MCC 101, 102

Completion of one year of humanities, one year of social sciences, and additional courses that develop analytical skills will provide an educational background that should meet the most stringent graduate school requirements. Admissions tests and applications to medical colleges must be completed one year in advance of the targeted enrollment date.

The health professions advisor, Mary Owen, assists students with program planning and with the application process. Students should register with her by the end of the first year. Interested students may also join the Simmons Premedical Liaison and the Colleges of the Fenway Chapter of the American Medical Students Association (AMSA). Simmons is also a member of Biological Honor Society Beta Beta.

Accelerated Master's Degrees

There are currently more programs in development. Check the website, www.simmons.edu/undergraduate/academics/special/integrated/ for updated information.

3 + 1 Programs

An innovative collaboration between our nationally recognized undergraduate college and our graduate schools, this new academic plan allows you to earn your bachelor's and master's degrees in four years. For more information on the program listed below please visit www.simmons.edu/3+1/

BSW in Social Work and MA in Social Work

BA in Computer Science and MA in Library and Information Science

BA in Economics and MA in Public Policy

BA in Political Science and MA in Public Policy

BA in Sociology and MA in Public Policy

BA/BS-MA/MS Degrees within the College of Arts and Sciences

Simmons encourages its undergraduates to take advantage of the College's graduate pro-

grams through accelerated master's degrees. Undergraduates can obtain an accelerated degree in any of the following CAS graduate programs: children's literature, general education, special education, English, gender/cultural studies, history. This degree allows an undergraduate to count two undergraduate courses toward a master's degree (with the exception of children's literature, where one course is counted).

A student applies for admission in the junior year through the Office of Graduate Studies Admission, using a modified application form. An applicant must submit two recommendations, a statement of purpose, and a writing sample appropriate to the program. Admission requires a minimum Simmons GPA of 3.0. Simmons undergraduates are not required to take the Graduate Record Examination (GREs). See the *Graduate Course Catalog* for specific program requirements.

BS/MS Biology/Nutrition

See page 70.

BS/MS Exercise Science/Nutrition

See page 71.

BS/MS Public Health/Nutrition

See page 72.

BS/MS Nursing

See page 189.

BS/DPT Physical Therapy

See page 204.

BS/PharmD Chemistry and Pharmacy

See page 84.

BA/MBA Management and BA/MS Communications Management

See page 165.

BS/MS Graduate School of Library and Information Science

Simmons undergraduates may take two graduate studies courses and move directly from their undergraduate degree to earning a master's degree in library and information science. A specialized BS/MS in Library and Information Services prepares undergraduate science majors (such as chemistry, computer science, or mathematics) for career opportunities as science specialists in librarianship and information services. For more information see www.simmons.edu/undergraduate/academics/special/integrated/.

Study Abroad Option: Faculty-led, Short-term Travel Courses

Website: www.simmons.edu/offices/provost/study-abroad/

Simmons students are encouraged to participate in faculty-led travel courses. Each year, the College offers six to ten courses involving travel to other countries or other cultural communities within the United States. Enrolled students participate in class sessions during the semester before departure. The travel component of two to four weeks is held during semester breaks in January or early summer. Most travel courses are taught in English and have no prerequisites, and many fulfill a mode of inquiry requirement. The travel course website (see above) provides a list of available courses and programs as well pictures and text accounts of students' overseas experiences, as well as current information on offerings.

All students in good standing are eligible to register for short-term travel courses, as long as space in a specific program is available. Travel courses typically carry four credits and assume the high expectations and standards associated with all Simmons courses, whether in Boston or abroad. The travel course typically counts as the fifth course in a student's semester program.

Due to their popularity, travel courses

usually fill quickly. Students interested in these opportunities are urged to apply early by contacting the Study Abroad Office at 617-521-2128 or studyabroad@simmons.edu.

Credit for Prior Learning

The Credit for Prior Learning program offers Dix Scholars an opportunity to receive academic credit for knowledge gained through life experience. For more information, please see page 35 or contact the Office of Undergraduate Admission.

Degree Requirements

Graduation requirements are established to ensure that the Simmons educational objectives are met. Those objectives are:

- an ability to communicate effectively, particularly through critical thinking, reading, and writing
- an understanding of languages and cultures other than one's own
- an ability to use technology to enhance learning
- an exposure to a broad range of courses and modes of thinking
- an opportunity for academic specialization, independent intellectual development, and career preparation

The bachelor of arts degree is the baccalaureate degree conferred on students in all majors except those in the departments of biology, chemistry, mathematics, physics, computer science, nursing, nutrition, and physical therapy, for which the bachelor of science is awarded, and social work for which a bachelor of social work is awarded. In the instance where a student completes a major in both the sciences and in the arts, she may choose either a bachelor of science or a bachelor of arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree is expected to complete satisfactorily the work of an approved program, including all required courses, within the normal number of college years.

COURSE NUMBERING

Every course offered at Simmons includes not only a department or program designation but also a course number. These numbers can be understood in the following way:

Courses at the 100 level are appropriate for all undergraduate students, assuming appropriate high school preparation. These courses generally have no prerequisites and are taught at the introductory level.

Courses at the 200 level are appropriate for sophomores and above and for first-year students under advisement or placement by the department. Such courses tend to be more specific than the broadly introductory 100-level courses, and prerequisites are optional at the discretion of the department. A prerequisite for a 200-level course is normally one course in the department (or a complementary department or program) at the 100-level. First-year students should be advised that these classes will likely include upper-class students and will therefore be more challenging than 100-level courses.

Courses at the 300 level are appropriate for juniors and seniors and are normally taken by students majoring or minoring in the field. Such courses are advanced in content and pace and represent a high level of study in the field. Courses at the 300 level generally have prerequisites, typically at least one 100- and one 200-level course. Undergraduate students should be aware that graduate students may be enrolled in 300-level classes.

Courses at the 400 level are limited to graduate students in the program or those students who have been approved to enroll by the director of the program offering the course. In general, undergraduates are not permitted to take 400-level courses.

Courses at the 500 level are generally cross-listed with an undergraduate course at the 300-level. Graduate students who opt for such a course sign up for the 500-level component, undergraduates for the 300-level.

When a student withdraws for a period that would extend the work of her program beyond a normal length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of her readmission to the College.

Students transferring into Simmons, as well as those working toward a second baccalaureate degree, must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled at the College in order to be eligible for the Simmons baccalaureate degree.

Current Simmons students who wish to enroll in summer courses at other institutions must first file a petition for transfer of credit in the Office of the Registrar. Summer courses to be considered for the modern language requirement or major must be approved by the department chair. No more than 16 semester hours of summer school credit from other institutions may be credited toward the

Simmons degree. For additional information, contact the Office of the Registrar or consult the *Student Handbook*.

Department or Program Recommendation

The student must be recommended for the degree by her department or program advisor. She must complete one-third to one-half of the courses required for the major, including a substantial amount of advanced work, while regularly enrolled at Simmons, so that her department can adequately evaluate her candidacy for degree recommendation.

Requirements for the award of the Simmons baccalaureate degree are as follows:

Completion of 128 semester hours with a passing evaluation

To obtain a broad education, as well as depth of specialization, students must successfully complete a minimum of 128 semester hours for graduation. Most courses

in the undergraduate curriculum carry four credits. Though a full-time load is a minimum of 12 credits, students typically take four courses (16 credits) per semester. Students must have a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system, in order to graduate. Each student's program should be a carefully developed plan of study. This plan should include:

- 1) courses selected to fulfill the all-College requirements;
- 2) courses required of and elected by the student in her major;
- and 3) electives.

The following outlines specific course requirements:

First-Year Experience and Multidisciplinary Core Course

FYS 101 First-Year Seminar: Simmons 101

FYW 101 First-Year Writing

MCC 102 Multidisciplinary Core Course: Culture Matters

MCC 103 Multidisciplinary Core Course: Culture Matters for Dix Scholars

See course descriptions on page 142.

All incoming first-year students take FYS 101, FYW 101, and MCC 102 in their first year at the College. There are no exceptions to this first-year requirement, including for those students with advanced placement credits in English. Students who successfully complete FYS 101 and FYW 101, then take a leave of absence, are expected to take MCC 102 in the spring term of their return to the College.

Transfer students with 32 or more credits from another institution will have a formal transcript evaluation from the Registrar's Office to indicate whether the student has completed the FYW/MCC requirement, needs to take MCC 102, or needs to complete FYW 101 and MCC 102. Transfers with fewer than 32 credits and no previous writing experience must take FYW 101 and MCC 102.

Dix Scholars will have a formal transcript evaluation from the Registrar's Office to indi-

cate the appropriate sequence of courses to complete the College's writing requirement. Typically, Dix Scholars with one semester of writing fulfill their writing requirement by taking MCC 103. Dix Scholars with no previous writing fulfill their writing requirement by taking MCC 103 and a second semester of writing. The second course must be determined in advanced consultation with the director of MCC.

Competency in Basic Mathematics

Every Simmons graduate must have demonstrated competency in basic mathematics in one of the following ways:

- pass the College's mathematics competency exam, administered numerous times during the academic year;
- successfully complete MATH 101, 102, or a higher level mathematics course at Simmons;
- achieve a sufficiently high score on the mathematics section of the SAT, the mathematics achievement test, or an advanced placement exam; or
- present evidence of satisfactory completion at another accredited college of a mathematics course at the level of MATH 101 or 102 or above to the chair of the mathematics department.

Students must satisfy the math competency requirement during their first year at Simmons. Students who do not pass the mathematics competency test during new student orientation or who do not meet the math competency requirement in one of the other ways described above may choose to take MATH 101 or 102 in their first semester, or to retake the test in November. If they do not pass the November test, they will automatically be enrolled in MATH 101 or MATH 102 in the spring semester. Students who matriculate in January who do not pass the mathematics competency test or do not meet the requirement in one of the ways described

above may take MATH 101 or 102 during their first semester, or they may retake the test in March. If they fail the test in March, they will be automatically enrolled in MATH 101 or 102 in the following fall semester.

Language

Simmons students, with the exception of Dix Scholars and international students whose first language is not English, are required to demonstrate language proficiency at the intermediate level. Students may take up to three semesters of a modern language (through 201) in order to fulfill the requirement. In addition, students can fulfill the requirement with a score of 3, 4, or 5 on an Advanced Placement language exam, with a score of 560 or above on an SAT II Language Test, or by passing a placement test given at Simmons indicating mastery of the third semester of a language. The Center for Academic Achievement will provide language placement tests to students for the purpose of placement and/or fulfillment of the language requirement.

In some cases, the language requirement may be waived for students with a documented learning disability. Because the language requirement expresses, in part, the College's commitment to the curricular integration of global perspectives and cross-cultural understanding, these students must complete three courses in an area of study relating to global issues and perspectives, cross-cultural understanding, and interdisciplinary knowledge. In consultation with their advisors and with a Disability Services staff member, students should select three courses from the list of approved language waiver courses. In selecting courses, students should consider which courses require prerequisites and plan accordingly. Courses used to fulfill this requirement may be used to fulfill other requirements, for example, modes of inquiry.

Information Technology and Literacy Requirement

Students must satisfy the information technology and literacy requirement by the end of their third semester at Simmons. Students can do so by either passing a competency exam or taking an approved course, currently IT 101 Living in a Digital Society or IT 225 Health Informatics. More information is available via eLearning at my.simmons.edu/elearning/.

Financial Literacy Requirement

Students are required to complete a financial literacy seminar in their senior year. For more information contact the Registrar's Office.

Majors (*at least 28 semester hours*)

Students may elect a major after completion of 32 semester hours; a major must be declared upon completion of five semesters (80 semester hours) of full-time study. Students take a minimum of 28 semester hours in a major field, as determined by the department of the student's choice. Some majors include courses that are prerequisites to the major. The College's academic and professional programs also offer fieldwork or internships through which students may apply their knowledge and explore opportunities in one of the career fields related to their area(s) of study. Students may elect a single departmental major or a combination of majors.

The curriculum offers the following options:

1. A single major – a coherent sequence of courses administered by a single department.
2. A double major – the student fulfills two complete majors.
3. A joint major – a sequence of courses drawn from two departments and advised and administered with the cooperation of both. Examples are environmental science, mathematics-economics, psychobiology, and biochemistry.
4. An interdepartmental major – a broad

interdisciplinary program involving courses in two or more departments or programs. Approved interdepartmental majors include arts administration, East Asian studies, information technology, and international relations.

5. The Option for Personalized Educational Needs (OPEN) program offers an opportunity to design a major with the assistance of a faculty advisor. The OPEN program is designed for the student who believes that her academic and career objectives cannot be achieved through one of the listed majors or the joint or double majors. OPEN major courses cannot be used toward a minor or be combined with another major.

Participation in the OPEN program enables a student to work out an individualized major in accordance with her own educational needs and goals. The student works with an advisor/s on a proposal for an OPEN major. The proposal outlines the major course requirements and provides a rationale for the academic integrity and unity of the proposed program of study. Proposals should have a cover sheet, signed by the student and advisor/s, and should be submitted to the associate dean, College of Arts and Sciences, no later than the beginning of the student's junior year.

Minors (optional) (20 semester hours)

A minor is an integrated cluster of courses designed to give a student significant exposure to a subject area different from her major. All minors are 20 credits (five courses). A minor is not required for graduation but can be elected by those students who wish to indicate an area of interest that complements and refines their majors (e.g., a sociology major with an international relations minor), or that suggests a distinct area of concentration (e.g., a nursing major and a women's and gender studies minor), or that expresses a particular

passion or avocation (e.g., a Spanish major and an art minor). Information about specific course requirements for minors can be found in the departmental listings in this catalog.

Modes of Inquiry

Modes of inquiry is a distribution requirement intended to ensure that every Simmons graduate, regardless of her major, experiences some of the breadth of the College's curricular offerings. In fulfilling the modes of inquiry, students will have an opportunity to challenge their intellectual capacities and to explore their interaction within their own culture, their natural environment, and their world. To ensure this educational breadth, students will take one course from each of the following categories of study: creative and performing arts; language, literature, and culture; quantitative analysis and reasoning; scientific inquiry; social and historical perspectives; and psychological and ethical development.

A student may satisfy at most two Modes of Inquiry requirements from courses in the same prefix. AP credit cannot be used towards the mode of inquiry requirement.

See below for courses that fulfill each mode.

Mode 1 – Creative and Performing Arts

Courses in this category focus on artistic expression and communication of ideas and information. Courses may involve actual performance or production, teach artistic or communication skills, concentrate on artistic history, or discuss the role of the arts in society.

AADM 143	State of the Arts: An Introductory to Arts Administration
ART 100	Objects and Ideas: A Museum History of Art
ART 111	Introduction to Studio Art: Drawing
ART 112	Introduction to Studio Art: Color
ART 117	Printmaking

ART 119	Sculpture	MUS 130	Music in Austria: The Imperial Legacy
ART 121	Artist's Books	MUS 141	Mozart: The Man and His Music
ART/ COMM 138	The Poetry of Photography	MUS 165	Music in Film
		MUS 222	Music in America
ART/ COMM 139	Color Photography and the Digital Lab	MUS 232	Bach to Beethoven: Music in the 18th Century
ART 141	Introduction to Art History: Egypt to Mannerism	MUS 234	Music of the Romantic Tradition
ART 142	Introduction to Art History: Baroque to the 20th Century	MUS 239	The Music that Changed the World
ART 154	Contemporary Art	PHIL 132	Philosophy and the Arts
ART 174	Collecting Culture: Perspectives on Art Collections in Britain		
ART 182	Pictorial Language		
ART 213	Painting I		
ART 215	Screen Printing		
ART 245	American Art		
ART 246	Art in the Age of Rembrandt		
ART 249	History of Photography		
ART 251	African Art: 3000 BC to the Present		
ART 252	Arts of China and Japan		
ART 255	African American Art		
CHIN 260	Chinese Calligraphy: Alternate Body-Building		
COMM 120	Communications Media		
COMM 121	Visual Communication		
COMM 210	Introduction to Graphic Design: Principles and Practice		
COMM 220	Video Production		
COMM 222	Animation		
ENGL 105	Creative Writing: Nonfiction	CHIN 202	Intermediate Chinese II
ENGL 107	Creative Writing: Fiction	CHIN 214	Contemporary Chinese Cinema
ENGL 109	Creative Writing: Poetry	CHIN 245	Advanced Intermediate Chinese I
HON 307	Creator, Patron, Muse: The Roles of Women in Music	CHIN 246	Advanced Intermediate Chinese II
HON 312	Soul, Funk, and Civil Rights	CHIN 250	Masterpieces of Traditional Chinese Literature
MUS 110	The Language of Music	ENGL 111	Greek Mythology and Religion
MUS 120	Introduction to Music: The Middle Ages to Early Romanticism	ENGL 112	The Bible
		ENGL 121	Shakespeare
MUS 121	Introduction to Music: Early Romanticism to the Present	ENGL 138	American Poetry
		ENGL 139	Modern Poetry
MUS 125	The Symphony	ENGL 161	American Literature to the Civil War
		ENGL 162	American Literature from 1865 to 1920
		ENGL 163	African Influences in American Literature and Culture

Mode 2 – Language, Literature, and Culture

Courses in this category allow students to explore ideas, systems of thought, or culture(s) through language and literature. Students will gain a sense of how language and literature reveal values that are embedded in culture. They will understand how language constructs “ways of seeing” and be able to apply such ways of seeing and reading to their own life experiences. Courses in this category focus on advanced language acquisition at the 202 level or above, literacy expression, or cultural perspectives.

ENGL 172	20th Century U.S. Fiction	CS 112	Introduction to Computer Science
ENGL 176	African American Fiction	CS 226	Computer Organization and Architecture
ENGL 178	Multicultural Themes in Modern American Literature	HON 308	Sustainability and Global Warming: Predicting the Future
ENGL 184	World Drama Survey	IT 101	Living in a Digital Society
ENGL/ WGST 193	Women in Literature	IT 225	Health Informatics
ENGL 195	Art of Film	MATH 103	Real-Life Math
FREN 202	Intermediate French II	MATH 106	Precalculus
FREN 240	Spoken French	MATH 115	Number Systems and Algebra for Elementary School Teachers
FREN 245	Conversation and Composition	MATH 118	Introductory Statistics
HON 204	<i>Dialogues culturels: France and the Francophone World</i>	MATH 120	Calculus I
HON 205	The Colonial Legacy: South Africa in Film and Literature	MATH 121	Calculus II
HON 210	War and Memory in Latin America	MATH 210	Discrete Mathematics
HON 304	Specimens and Collections: Science in Victorian Literature	MATH 211	Linear Algebra
ITAL 202	Intermediate Italian II	MATH 220	Multivariable Calculus
JAPN 202	Intermediate Japanese II	MGMT 110	Principles of Financial Accounting
JAPN 245	Conversation and Composition	MGMT 112	Personal Finance
PHIL 152	Philosophy Through Literature and Film	MGMT 238	Managing Your Venture's Bottom Line
POLS 236	Political Novels	PHIL 123	Symbolic Logic
SPAN 202	Intermediate Spanish II		
SPAN 240	Spoken Spanish		
SPAN 245	Conversation and Composition		

Mode 3 – Quantitative Analysis and Reasoning

Courses in this category enable students to develop skills in quantitative reasoning and analysis beyond the level of basic mathematical competency. Therefore, students must have demonstrated basic mathematical competency (see page 13) prior to meeting this requirement. Mode 3 courses share a commitment to enabling students to understand, interpret, analyze, and evaluate numerical data and other quantitative information. Students will enhance their ability to think systematically and logically, as well as gaining tools and experience in solving problems that are numerical and logical in nature.

Mode 4 – Scientific Inquiry

Courses in this category expose students to scientific disciplines, which encourage the exploration and study of the natural and physical world through application of the scientific method. This method of inquiry involves observing the analysis and interpretation of empirical data and the formulation and testing of hypotheses. These courses will include both theoretical instruction and experimentation in the laboratory or field.

BIOL 102	Biology of Human Development
BIOL/ PHYS 103	Great Discoveries in Science
BIOL 107	Plants and Society
BIOL 109	Biology of Women
BIOL 113	General Biology
BIOL 123	Principles of Microbiology
CHEM 108	Crime Science

CHEM 111	Introductory Chemistry: Inorganic	FREN 310	Inside France: Studies in French Culture
CHEM 113	Principles of Chemistry	FREN 311	Contemporary Issues in France
CS 111	The Science of Sound and Image Media	FREN 314	Topics in French Cinema
HON 303	HIV/AIDS: Intersection of Science	FREN 316	Outside France: Perspectives from the French-Speaking World
HON 305	Specimens and Collections: Science in Victorian Literature	HIST 100	World Civilizations I: Pre-Modern Societies
NUTR 101	Food Science	HIST 102	World Civilizations II: Colonialism and Post-Colonialism
NUTR 111	Fundamentals of Nutrition Science	HIST 128	Modern European History 1789–1989
PHYS 103	Great Discoveries in Science	HIST 140	History of American Civilization I: 1607–1877
PHYS 105	Science and Technology in the Everyday World: The Way Things Work	HIST 141	History of American Civilization II: 1877 to the Present
PHYS 110	Introductory Physics I	HIST 201	The Dynamics of Japanese History
PHYS 112	Fundamentals of Physics I	HIST 202	Asia to the 18th Century
PSYC 201	Biological Psychology	HIST 203	Power and Culture: East Asia and the U.S. Across the Pacific

Mode 5 – Social and Historical Perspectives

Courses in this category focus on the historical, economic, political, or social factors that influence individuals, groups, and/or institutions. Through such an examination, students will be able to describe and analyze historical and/or contemporary patterns and structures of social institutions.

AST 101	Introduction to Africana Studies	HIST 204	Japanese Culture: Gender, Family, and Society
AST 102	Social and Psychological Development of Blacks in America	HIST 205	Global Environmental History
AST/SOCI/ WGST 232	Race, Gender, and Health	HIST 206	The Rise of Modern China
AST 240	African American Intellectual and Political History	HIST 207	Gender, Family, and Society in Modern China
CHIN 310	Chinese Civilization: Past and Present	HIST 210	The African American Experience from Colonial Times to the Present
COMM 124	Media, Messages, and Society	HIST 213	Race and Ethnicity in U.S. History
ECON 100	Principles of Microeconomics	HIST 215	Women and Gender in U.S. History before 1890
ECON 101	Principles of Macroeconomics	HIST 216	Women and Gender in U.S. History since 1890
ECON/ WGST 125	Women and Work	HIST 219	History of Sexuality and the Family
		HIST 231	Understanding Islam in Historical Perspective
		HIST 237	Holocaust
		HIST 248	U.S. Foreign Policy: 1898–1945
		HIST 251	World Historical Perspectives on 9/11

HON 201	Conflict and Identity in Sudan		
HON 203	Islam and the West		
HON 315	Public Policy, Behavioral Science, and Law		
IDS 228	Service Learning in Nicaragua		
JAPN 310	Japanese Civilization		
MGMT 245	Comparative Studies of Women Leaders		
MGMT 247	Introduction to Emerging Markets		
NUTR 110	Sociocultural Implications of Nutrition	HON 302	Sexuality, Nature, and Power
NUTR 150	International Nutrition Issues	HON 306	Covering War
PHIL 241	The Beginnings of Philosophy: Plato and Aristotle	HON 313	Paths to Principled Leadership
PHIL 242	Making of the Modern Mind	MGMT 224	Socially-Minded Leadership
PHIL 243	Mind, Politics, and Society: 19th-Century Philosophy	MGMT 234	Organizational Communication and Behavior
POLS 101	Introduction to American Politics	PHIL 120	Introduction to Philosophy: The Big Questions
POLS 102	Introduction to International Politics	PHIL 121	Philosophy of Religion
POLS 104	Introduction to Comparative Politics	PHIL 130	Ethics
POLS 217	American Public Policy	PHIL 131	Biomedical Ethics
POLS 218	Parties and Elections	PHIL 133	Asian Philosophy
POLS 221	The Arab-Israeli Conflict	PHIL 136	Philosophy of Human Nature
POLS 225	International Politics of East Asia	PHIL 139	Environmental Ethics
POLS 240	Islam and the West	PHIL 225	Ethical, Legal, and Social Issues in Information Technology
PSYC 248	Social Psychology	PHIL 230	Ethical Theory
SOCI 101	Principles of Sociology	PHIL/	Theories of Justice
SOCI 241	Health, Illness, and Society	POLS 232	Philosophy of Mind
SJ 222	Organizing for Social Change	PHIL 237	The Nature of Politics
SPAN 310	The Making of Spain: Studies in Spanish Culture	POLS 103	Politics of Religious Fundamentalism
SPAN 312	Introduction to Latin America Culture and Civilization	POLS 247	Introduction to Psychological Science
SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture	PSYC 101	Working for Social Justice
		SJ 220	Introduction to Multicultural Women's and Gender Studies
		WGST 100	Introduction to Gay, Lesbian, Bisexual, and Transgender Studies
		WGST 111	Special Topics in Women's and Gender Studies
		WGST 258	

Mode 6 – Psychological and Ethical Development

Courses in this category allow students to analyze mechanisms underlying the function of the human mind and the resulting behav-

Independent Learning (*at least 8 semester hours*)

The independent learning requirement (ILR) is an essential component of a Simmons education. It constitutes a minimum of eight semester hours of a student's program. Independent learning emphasizes student initiative, planning, and implementation on a contractual basis with a faculty member.

There are several forms of independent learning opportunities available in the curriculum. These opportunities include independent study, senior thesis, integrative seminar, internship, and fieldwork. Students usually satisfy ILR in their major; however, a student may develop, with the consent of her advisor and department, such an activity in any discipline appropriate to her program.

Students with double majors should consult with their advisors to determine how to fulfill ILR. In most cases, these students can satisfy ILR in one of their two majors or by carrying out an independent study or internship that overlaps both disciplines.

A student may take up to 24 total credits of independent learning, but no more than 16 credits of field-based independent learning (see below). Note that 349 Directed Study does not count toward ILR. Directed Study is a tutorial-style learning experience offered by some departments. Such courses normally cover material needed by a student for graduation that is not offered during the year in which she needs the course.

Campus-Based Independent Learning

Independent Study: Independent study courses are numbered 350 and involve a course of study, generally initiated by the student, on a topic of interest to the student that culminates in a final paper or other substantial final project. The student meets with her faculty advisor on a regular basis to discuss the progress of her work.

Thesis: Thesis courses are numbered 355. A thesis involves substantial independent work

on a topic chosen by the student. In addition, the thesis should be an extended piece of original work demonstrating familiarity with the knowledge and methodologies of the field. In the case of exceptional work, the department can award honors to the thesis (see page 29). All theses require the consent of the academic department and must be approved by a faculty member who will oversee the project.

Integrative Seminar: The integrative seminar, numbered 390 to 399, is a departmentally or divisionally based seminar designated for independent learning credits. These courses integrate the disciplines or subfields within the discipline by focusing on a central problem, theorist, or debate at an advanced conceptual level in a seminar setting. A substantial part of the student's research for the seminar occurs independently of the class, and students are expected to have some responsibility for class discussion, including presentations. Students may take an integrative seminar more than once if the topic is different.

Field-Based Independent Learning (*no more than 16 semester hours*)

Internship (four to 16 semester hours): Internship courses, numbered 370 to 379, involve a supervised learning experience grounded in theory and critical thinking. Internships are overseen by a Simmons faculty advisor and an on-site supervisor in a workplace setting selected by the student in consultation with her department and assisted by the Career Education Center. The internship can be project-based (and thus more focused) and address a single question, problem, or project. The internship must result in a reflective project appropriate to the field of inquiry. In most cases, this project will be a final paper, but it may also take the form of an artwork or a public performance, for example. Specific educational goals must be stated in advance of the student's work, and close supervision, both academic and professional,

must be maintained at the site. Throughout her internship, the student has the opportunity and responsibility to meet regularly with her internship advisor and supervising field director.

Fieldwork/Practicum (four to eight semester hours): Fieldwork courses, numbered 380 to 389, involve a research project or in-depth experience that takes place in the field; the student conducting fieldwork is responsible to the faculty member overseeing the project. Fieldwork gives students the opportunity to use and apply, under the supervision of a Simmons faculty member and outside the formal classroom, theoretical knowledge they have gained through their coursework. Fieldwork may take place concurrently with independent study or in an integrative seminar.

MARKS AND EVALUATIONS

Every student must obtain a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system, to be eligible for the baccalaureate degree. The grading system is based upon the following categories:

** not included in GPA*

- A = 4.00**
- A- = 3.67**
- B+ = 3.33**
- B = 3.00**
- B- = 2.67**
- C+ = 2.33**
- C = 2.00**
- C- = 1.67**
- D+ = 1.33**
- D = 1.00**
- D- = 0.67**
- F (Fail) = 0**
- RW (Required Withdrawal) = 0**
- P (Pass)***
- AU (formal audit)***
- W (Approved Withdrawal)***

Grading Options

A student may designate her grading options by filling out a form in the Office of the Registrar. This may be done at any time from registration up to (but not after) the day designated as the final day to add a course in each semester. Any student who fails to do so will automatically receive letter grades.

Pass/Fail

A regularly enrolled Simmons student may take at most one four-credit course pass/fail in any given semester. The following courses may not be taken pass/fail:

- First-Year Writing; Multidisciplinary Core Course: 102, 103 Culture Matters
- Modern languages and literatures: All language courses numbered 101, 102, and 201; Level I or Level II language courses taken at another institution by a Simmons student while she is enrolled at the College
- Mathematics: MATH 101 and 102
- Independent learning: Courses designated 350 to 399 or any whose purpose is to fulfill the independent learning requirement

If a student using the pass/fail option receives a P in a course, she will receive credit for the course, but the P will not be averaged into her GPA. If she receives an F in a pass/fail course, she will receive no credit for the course, and the F will be averaged into her GPA as zero. Departments may also have specific policies about pass/fail courses for their majors.

Formal Audit

A formal audit may be elected by any full-time undergraduate student after the first semester, provided that she has the instructor's permission and agrees to abide by the instructor's conditions for the audit. A student may formally audit no more than one course each semester. There is no charge to full-time undergraduate students for a formal audit. A formal audit will appear on the student transcript, but no credit is given. A formal audit

may not be used to satisfy any of the all-College requirements. More information on the formal audit option is available through the Office of the Registrar.

Informal Audit

Any undergraduate student is permitted to informally audit a course with the permission of the instructor, who will determine with the student expectations for coursework. No record of the student's work is kept, and she is not permitted to take the final examination. No credit is granted for an informal audit, and the audit does not appear on her transcript.

Incomplete Evaluations

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, undergraduate students may request an "incomplete" by filing a petition with the Administrative Board. The petition, signed by the student, her advisor, and the instructor, should outline a plan to complete the work. It is the student's responsibility to monitor her progress and complete all work so that the instructor can submit a final grade by the date set by the board. Failure to submit work by the approved incomplete extension date may result in a grade of F.

Course Repeat Policy

The course repeat policy enables students to repeat a course or two for credit on a limited basis in order to enhance their understanding of the subject or to improve their overall grade point average. The following principles apply to this policy:

- A student may repeat at most two Simmons courses for credit.
- If a course is repeated for credit, both versions of the course will appear on the student's transcript and be included in the student's grade point average.

Academic Difficulty

The records of students who are experiencing academic difficulty are reviewed periodically by the Administrative Board, a faculty committee charged with monitoring the academic standards of the College. This responsibility includes reviewing the records of any student who has two or more failures in a semester (including an RW); any student whose semester or cumulative grade point average is below 2.0; any student who as a result of her achievement in Simmons Summer School has a summer or cumulative GPA of less than 2.00; any student who applies for a leave of absence or withdraws from the College after the eighth week of the semester; or any student whose overall record is considered marginal.

The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and her parent or guardian (if the student is dependent) may be notified.

Warnings of academic difficulty are forwarded to the director of the Center for Academic Achievement by individual faculty members throughout the academic year at Simmons, and counseling and assistance are made available. Midsemester progress reports for every first-year student are also completed by the faculty and forwarded to the student and her academic advisor.

Academic Honors and Recognition Programs

Departmental Honors are offered by most departments to qualified students. Typically the student must fulfill the following requirements in order to be granted departmental

honors:

- She must have a superior record in the major;
- She must complete a thesis or project that has been approved by the department or program, be supervised by at least one faculty member within the department, and receive a grade of A or A- on that thesis or project;
- She must present her work to the department or program at a designated forum; and
- She must not have been found guilty of violating the Honor Code of Responsibility during that time.

In some cases, individual departments may have more specific guidelines for departmental honors. See the individual department listing for such details.

The Dean's List was established to recognize undergraduate students' academic excellence. To be included on the dean's list, compiled each semester, a student must have obtained a semester GPA of at least 3.50, have earned at least 12 credits using the letter grade system, and not have been found guilty of violating the Honor Code of Responsibility during that semester.

Academy is the honor society of Simmons College. Senior students who have demonstrated superior achievement according to the rules of the faculty and who have not been found guilty of violating the Honor Code of Responsibility may qualify for admission after completing at least 48 semester hours of Simmons credit using the letter grade system. Students are considered for academy at three points during their senior year. Usually, as a result of this process, the number of students admitted into academy equals about 10 percent of the senior class by the end of the academic year.

Latin Honors: Summa cum laude (3.90–4.00), magna cum laude (3.75–3.89), and cum laude (3.55–3.74) are granted to graduating seniors who achieve grade point

averages at a distinguished level, have earned at least 48 semester hours of letter grades, and are not in violation of the Honor Code of Responsibility.

Principles and Policies

Simmons has committed itself to the following principles and policies:

Student Principles

Individual responsibility is the foundation of the Simmons community. The student's enrollment at the College carries with it the expectation that she will abide by the Honor Code of Responsibility:

- Each member of the Simmons community is responsible for maintaining a high level of integrity, honesty, and trust within the community;
- each student is responsible for presenting work of her own creation and for not representing as her own work that which is not hers; and
- conduct in keeping with the policies outlined in the *Student Handbook* and all other official College publications is expected of each member of the Simmons community.

The College reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the *Student Handbook* and other official publications.

Enrollment in a course implies a reciprocal agreement entered into by the instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation.

Attendance and punctuality are expected at all classes. While there are no established College-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts

state law, no student will be penalized for absence due to religious observances.

If a student does not attend the first class meeting of any course in which she is officially enrolled, and does not contact the professor prior to the first class meeting by voicemail, email, in writing, or in person, the student may have placed her future enrollment in that class in jeopardy. As a result and at the discretion of the professor, the student's place on the class roster may be given to a student who is in attendance during the first class meeting, whether or not she has previously been on a waiting list.

A student who is experiencing difficulty with a course is encouraged to discuss her progress with her instructor as soon as possible. Her faculty advisor may also be able to assist with advice or resources. Students who are concerned about the quality of instruction in a course or the grade that they receive are urged to share that concern first with the instructor, then with the chair or director of the department or program in which the course is taught. If no resolution is reached, the student may pursue her grievance with the Office of the Dean of the College of Arts and Sciences.

Simmons students are actively involved in and concerned with the affairs of the College. They participate regularly in formal and informal discussions with the president and the faculty, serve on designated faculty committees, meet with candidates for faculty positions, and participate in the orientation of new students. Academic departments keep in touch with student concerns through liaison meetings.

Student Policies

The College's practice in regard to student record-keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Information on the Family Educational Rights and Privacy

Act and students' rights under the law are available in the *Student Handbook*.

All students are given equal access to the College's programs and resources. As permitted by state and federal law, admission to the College's undergraduate baccalaureate program is reserved for women. The College is committed to admitting qualified students of any race, color, age, religion, sexual orientation, and national and ethnic origin, regardless of disability, to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs; and student services. All graduate schools and programs are open to both men and women. The School of Management MBA program is designed specifically for women.

An undergraduate student who wishes to withdraw from the College must notify the registrar in writing in advance of her withdrawal. Students are urged to consult with their faculty advisors, the dean for student life, and their parents or guardians before making a decision to withdraw from the College. For further information, consult the *Student Handbook*.

College Principles

As an academic community that integrates the pursuit of the life of the mind with the leadership and analytical skills needed by our graduates to make their own critical and constructive contributions as professionals, scholars, and engaged citizens, Simmons College broadly defines diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. The College is committed to embracing diversity, which includes:

- ensuring that the organization has inclusive leadership, policies, and practices;

- integrating diversity into the curriculum, cocurricular programming, admissions, and other activities;
- fostering an open, dynamic, and critical intellectual environment of respect, civil engagement, and dialogue about differences; and
- increasing representation of traditionally underrepresented groups of students, faculty, and staff.

Simmons is committed to creating an atmosphere within which the diversity of its individual members meets with understanding, respect, and encouragement and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

SIMMONS COLLEGE NOTICE OF NON-DISCRIMINATION AND GRIEVANCE PROCEDURES

Chartered in 1899 and opened in 1902, Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals, the College seeks to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. Active and continuing exchange of ideas among students, faculty, and the general college community is central to achieving these goals.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, disability,

national origin, ancestry, age, sex, sexual orientation, or veteran's status.

Simmons College administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Act of 1990.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, ancestry, disability, or veteran's status.

Complaints of discrimination or harassment should be addressed to the director of human resources when brought by employees, or to the applicable dean for appropriate action when brought by students. Complaints or inquiries concerning the College's policies and compliance with applicable laws, statutes, and regulations may also be directed to the College president's office, Room C202, 617-521-2073. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. A complaint should be filed with the appropriate office within 60 days after you, the grievant, become aware of the alleged violation. The president or appropriate college officer will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

Grievance Procedure

A written complaint alleging violation of the federal sex and handicap discrimination regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R.

Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A College employee's allegation that he or she has been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure. Inquiries concerning the application of nondiscrimination policies may also be directed to the assistant secretary for civil rights at the U.S. Department of Education, Office for Civil Rights, 330 C Street, Washington, DC 20202.

Information for Students with Disabilities

Simmons College is committed to the full participation of all students in its programs and activities. Although Simmons has no academic program specifically designed for students with disabilities who are otherwise qualified for admission, Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them.

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (the ADA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of her/his disability along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current

medical documentation from a qualified clinician or health care provider that supports the request for an accommodation and sets forth suggestions for accommodations.

Requests for accommodations and supporting documentation should be directed to the Disability Services Office, located in the Center for Academic Achievement. The College's Disability Services Office is responsible for assisting Simmons students who have identified themselves as having a disability and who are seeking an accommodation as a result of their disabilities. Timeliness is an integral part of the accommodation process. Students should initiate the process for obtaining accommodations as soon as possible, preferably no later than the start of the course in which they are seeking the accommodation. Academic accommodations for a disability are not granted retroactively. The College's ADA compliance officer oversees the Disability Services Office staff members. Concerns or grievances with the Disability Services Office and/or its determinations regarding accommodations should be brought to the ADA compliance officer, Tim Rogers.

Religious Observance

Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151C, Section 2B. That law states:

Any student in an educational or vocational training institution, other than a religious or a denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement,

and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing himself of the provisions of the sections.

Questions about absences for religious observance should be directed to the Office of Student Life or the registrar.

Other Policies

Simmons College subscribes without exception to the Campus Security Act of 1990. It is College policy to provide members of the College community with information, reports, and statistics as required by P.L. 101-502; to maintain working relationships with other law enforcement agencies to ensure cooperation between different law enforcement jurisdictions; and to provide educational programs designed to increase crime and safety awareness among students, faculty, and staff. For information regarding the Campus Security Act, contact the director of public safety at 617-521-2289.

In addition, data regarding retention at Simmons is available from the registrar of the College, in compliance with P.L. 94-482. For information regarding graduation statistics, contact the Office of the Registrar at 617-521-2111.

Administration

The Corporation of Simmons College was chartered in 1899 in accordance with the will of John Simmons. It is the overall governing body of the College and consists of the Board of Trustees and non-trustee members (called Corporators). The Corporation annually elects members to the Board of Trustees and the Corporation.

The Board of Trustees is entrusted with the management of the business, property, and affairs of the College, including setting overall policy for the College, appointing the president and officers of the College, approving the granting of degrees and other academic functions, and ensuring the responsible use of its assets for the long-term health of the institution.

The President is appointed by the Board of Trustees and is the chief executive officer of the College, responsible for the academic and financial administration of the College in accordance with policies established by the Board. The vice presidents and academic deans report to the president. The president acts as a liaison between the Board of Trustees and the faculties; works with members of the Board and the Simmons community to plan and budget for College needs; and fosters an open, collegial environment for faculty, staff, and students. In addition, the president works closely with alumnae/i, business, government, foundations, educational associations, and other external constituencies and ensures that the College plays an active role in Boston-area community relations and higher education on a national level. Helen G. Drinan is the current president.

The Provost, reporting to the president, is the Chief Academic Officer and the second-highest ranking officer at Simmons. All Deans, the Office of Sponsored Research, the Library, the Registrar, the Career Education Center, and the Study Abroad Office shall report to the provost. In the president's absence, the

provost shall serve as the chief executive officer for the university. The provost provides leadership and advocacy for Simmons's academic programs. The provost coordinates and manages the promotion and tenure process, advises the president and Board of Trustees on academic matters, and plays a major role in developing the annual budget and in recommending allocation of resources, particularly within academic units. Charlena Seymour is the current provost.

The Vice Presidents are the leaders of the five administrative units of the College. They are responsible for the day-to-day operation of the College as well as long-term planning, staffing decisions, and resource allocation for their respective divisions and for the College as a whole. They also serve on the President's Council along with the Deans of each school.

The General Counsel is responsible for providing a wide variety of legal services to members of the Simmons community, including its Board of Trustees, administrators, faculty, and staff. The general counsel advises on regulatory compliance, internal governance, risk management, and commercial transactions, and she engages the services of outside law firms for matters requiring specialized expertise. The general counsel also serves as clerk of the College and secretary to the Board of Trustees. Kathleen B. Rogers is the current general counsel.

The Deans of each of the five schools are the academic leaders of their units. They are responsible for long-term planning, staffing decisions, curriculum support, and resource allocation. They work closely with the administrative units, oversee admission in their schools, and serve on President's Council, along with the vice presidents.

Admission FIRST-YEAR STUDENTS

Simmons students come from most of the 50 states and more than 50 countries. They represent varied geographic, religious, racial, ethnic, and economic backgrounds and have a variety of interests — in their studies as well as their extracurricular activities.

Retaining this diversity and maintaining a high standard of academic achievement is the responsibility of the Admission Committee. The faculty and administration who make up the Admission Committee meet regularly to review each applicant's credentials and discuss applications individually, selecting for admission those students who appear to be best qualified for Simmons. The most important credential for each applicant is the high school record. A careful study of the number and level of academic courses that a student has taken, her grades, and her recommendations gives the committee an indication of the kind of work she can be expected to do in college. In addition to evidence of academic ability, the Committee looks for students who have shown the motivation to succeed and an interest in serving their communities, as well as those with special talents and leadership qualities. What the student says about herself, particularly in her application essay and during the interview, provides the committee with a sense of her interests and the kinds of activities to which she has devoted her time and energy. The results of the required standardized tests help to complete the picture.

Application Procedure for First-Year Students

Simmons offers two admission plans for first-year student applicants:

1. **Early Action:** Students who are interested in learning about their admission decision early in the cycle may apply early action, which is a nonbinding plan. The deadline to apply early-action is December 1, with notification of a decision by mid-January.

2. **Regular Decision:** The application deadline for regular decision is February 1. Typically students are notified of a decision by mid-April. Simmons subscribes to the national candidate's reply date of May 1.

Required Credentials

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons application and a nonrefundable \$55 fee should be submitted to the Office of Undergraduate Admission for regular-decision candidates by February 1. Early-action candidates should apply by December 1. Students applying for the spring semester, which begins in January, should submit an application by November 1. The Common Application or Universal Application may be used in place of the Simmons application.

2. **Essay:** Each applicant must submit an essay. Prompts are located in the Common Application, Simmons Application, and Universal Application.

3. **Secondary School Record:** An official transcript from the secondary school is required.

4. **Tests:** Every applicant must take either the Scholastic Assessment Test (SAT) or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students (page 33). All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board (the CEEB code for Simmons is 3761; the ACT code for Simmons is 1892). For information concerning these tests, visit the College Board website at www.collegeboard.com or the American College Testing Assessment website at www.act.org.

5. **Recommendations:** The applicant must submit two official recommendations from the high school she attends, one from a guidance

counselor and one from a teacher. A student may submit additional recommendations if she so chooses.

6. **Personal Interview:** Each applicant should visit the College, if possible. An interview is strongly recommended. The admission office is open for interviews year-round, Monday through Friday, from 9:00 a.m. to 4:00 p.m., and during certain times of the year on Saturday from 9:00 a.m. to 1:00 p.m. Appointments are required.

7. **Application for Financial Aid:** Refer to page 37 for application details.

Deferred Admission

Students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. Requests for deferral will be reviewed and the student will be notified if their request will be granted. Requests must be submitted in writing to the Office of Undergraduate Admission office prior to the expected enrollment date. A student may only defer her acceptance for one year. After one year, she must reapply to the College.

Academic Credits and Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement (AP) exams, International Baccalaureate (IB) courses, or A-Level exams in secondary school. Achievement in the AP exams of the College Board is recognized as follows: eight credits will be given for a score of five; four credits will be given for a score of four. International Baccalaureate credit will be granted for Higher-Level exams only as follows: four credits will be given for a score of five or six; eight credits will be given for a score of seven. A-Level exam credit will be granted as follows: eight credits will be given for each A-Level pass. An A, B, or C is passing.

These credits may not be used to replace the required first-year course sequence (FYS, FYW, MCC).

Merit Scholarship Programs

Simmons College offers several academic scholarships for incoming undergraduate students. These awards are determined by the Office of Undergraduate Admission and are awarded only at the time of admission. Merit scholarships are renewable for four years (eight consecutive semesters) of full-time undergraduate coursework. They may not be used for summer sessions, graduate coursework, or study-abroad programs, and may not be combined with other waivers or merit scholarships.

Simmons Alumnae Scholarships

Simmons Alumnae Scholarships are renewable scholarships provided for select daughters, sisters, and granddaughters of Simmons graduates. Alumnae scholarships cannot be awarded to students who have a relative currently enrolled at the College. A separate application is not required.

The Gilbert and Marcia Kotzen Scholarship

The Kotzen Scholarship, a full-cost scholarship (tuition, room and board, fees), renewable with a 3.2 grade point average, is the most prestigious merit scholarship that Simmons offers, and is awarded to several students who have an exceptional record of academic excellence and leadership. Kotzen Scholars are eligible to receive an additional award of \$3,000, which must be used toward study abroad, short-term courses, summer internship tuition, and research support. A separate application is required. Applications may be found on the Simmons website at www.simmons.edu/kotzen or through the Office of Undergraduate Admission.

The Dean's Scholarship

The Dean's Scholarship, a \$15,000 award renewable with a 3.00 Simmons grade point average, is awarded to admitted students who have demonstrated outstanding academic achievement. The Dean's Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

The Presidential Scholarship

The Presidential Scholarship, a \$12,000 award renewable with a 3.00 Simmons grade point average, is awarded to admitted students whose academic achievement and personal qualities indicate that they will continue to perform at the highest level when they enroll at the College. The Presidential Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

The Achievement Scholarship

The Admission Committee grants the Achievement Scholarship to a select group of students to acknowledge their extraordinary contributions to high schools and communities. Leadership, service, and co-curricular achievements distinguish candidates for this annual scholarship of \$5,000. The Achievement Scholarship is renewable for four years with satisfactory academic progress. A separate application is not required.

The Boston Scholarship

Two graduates of Boston public high schools are chosen annually as Boston Scholars and receive full-tuition scholarships. The scholarship is renewable as long as the student is enrolled full-time (12 credits per semester) and maintains a 3.0 cumulative GPA.

Honors Program

The Honors Program is an interdisciplinary curriculum designed for highly motivated stu-

dents with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge and learning. For more information on this selective program, please see page 152. Applications are available in the Office of Undergraduate Admission and on the College's website. For more information, please write to honors@simmons.edu.

TRANSFER STUDENTS

Students with advanced standing are also admitted to the College as transfers. A transfer student is anyone enrolling in Simmons for the first time who has attempted at least 17 college-level credits as a degree-seeking student at another accredited institution and is 23 years old or younger. Transfers are accepted for both the January and September terms. Transfer credit is generally granted for courses comparable to those offered by Simmons that were successfully completed with a grade of at least C at another accredited institution. Credit for a course taken elsewhere with a grade of P can transfer if the registrar's office can determine that the P is not equivalent to a grade below C. To be eligible for the Simmons degree, transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit. Students 24 years of age or older or students seeking a second bachelor's degree should apply to Simmons using the Dorothea Lynde Dix Scholars admission application. Please see page 34 for details.

Application Procedure for Transfers

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons Transfer application and a nonrefundable \$55 fee should be submitted to the Office of Undergraduate Admission by the preferred April 1 deadline for students interested in transferring for the fall semester. Notification

of decisions is on a rolling basis. Accepted students who apply by April 1 and decide to enroll are required to submit a nonrefundable deposit no later than June 1. Students who apply after April 1 will be given a deposit deadline based on the date of decision. Students applying as transfer candidates to begin the nursing program in the fall semester are strongly encouraged to apply by January 10. Students interested in enrolling for the spring semester should apply no later than November 1. The Common Application or Universal Application may be used in place of the Simmons application.

2. **Essay:** Each applicant must submit a personal statement describing her reasons, from both an academic and a personal standpoint, for transferring to Simmons.

3. **Secondary School Record:** An official transcript from the secondary school showing final grades earned as well as proof of graduation is required. The applicant should contact her high school directly for this information.

4. **College Record:** An official transcript from every college attended is required. If a student is enrolled in classes at the time of application, the applicant must file a supplementary transcript with final grades.

5. **Tests:** Standardized test results are required of each applicant. This requirement may be met by taking either the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Assessment. Students who have completed a full year of undergraduate work are generally exempt from this requirement. However, all applicants for nursing and physical therapy must submit standardized test scores. For information concerning these tests, visit the College Board website at www.collegeboard.com or the American College Testing Assessment website at www.act.org. International students whose primary language is not English must also submit results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing

System (IELTS) in place of the SAT or ACT.

Scores of tests taken before college entrance may be submitted. In all cases, the applicant is responsible for having the test results forwarded to the Office of Undergraduate Admission. Applicants who have not taken any tests should contact the Office of Undergraduate Admission.

6. **College Recommendations:** A recommendation from an academic advisor or dean and a recommendation from a faculty member are required. Both should be from the most recent institution attended. Forms for this purpose are included with the application materials. The Simmons Office of Undergraduate Admission keeps all credentials for one year. Therefore, applicants should notify the office if they have previously applied to the College, as some of the required credentials may already be on file.

7. **Midterm Grade Report:** The Admission Committee requests that each applicant have her current instructors send midterm reports with her expected grades to the Office of Undergraduate Admission. A form is provided in the transfer application.

8. **Application for Financial Aid:** Refer to page 37 for application details.

Advanced Placement for Transfer Students

To receive advanced placement credit, a transfer student must have taken the College Board Advanced Placement (AP) Examination, Higher-Level International Baccalaureate (IB) course test, or the A-Level test before she matriculated at the college she attended as a first-year student, and she must apply for credit no later than the end of her first semester at Simmons. She must also submit the official Educational Testing Service's verification of her scores to the Office of the Registrar. For additional information about advanced placement credit, please see page 30.

Transfer students may also receive credit

through the College Level Examination Program (CLEP). Students may transfer in a maximum of 80 credits via AP exams, CLEP exams, IB courses, A-level exams, and coursework taken at another accredited institution.

Second Baccalaureate Degree

Qualified students holding a baccalaureate degree may be admitted to the College as candidates for another baccalaureate degree. They are allowed to apply, where appropriate, up to a maximum of 80 credits from the first degree toward the second degree. Second baccalaureate degree applicants must apply through the Dorothea Lynde Dix Scholars admission option and, once admitted, are subject to the policies that apply to Dix Scholars (see page 34).

Merit Scholarship Programs for Transfer Students

Simmons College offers academic scholarships for incoming undergraduate transfer students. These awards are determined by the Office of Admission and are awarded only at the time of admission. Merit scholarships are renewable for a maximum of four years (eight consecutive semesters) of full-time undergraduate coursework. They may not be used for summer sessions, graduate coursework, or study-abroad programs and may not be combined with other waivers or merit scholarships.

The Simmons Alumnae Scholarship

Simmons Alumnae Scholarships are renewable scholarships provided for select daughters, sisters, and granddaughters of Simmons graduates. Alumnae scholarships cannot be awarded to students who have a relative currently enrolled at the College. A separate application is not required.

The Achievement Scholarship

The Admission Committee grants the Achievement Scholarship to a select group of transfer students to acknowledge their academic achievement in both high school and

college, as well as their contributions to these communities. Academics achievement, leadership, service, and cocurricular achievements distinguish candidates for this annual scholarship of \$5,000. The Achievement Scholarship is renewable for a maximum of four years with satisfactory academic progress. A separate application is not required. The scholarship may not be used for summer sessions, graduate coursework, or study-abroad programs and may not be combined with other waivers or merit scholarships.

Honors Program

The Honors Program is an interdisciplinary program designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge and learning. Transfer students entering Simmons as degree candidates have the opportunity to apply for admittance to the honors program. While this program is highly selective, women with excellent combined experience in work and academics are encouraged to apply. To be eligible for the Honors Program, transfer students must begin study at Simmons during the fall semester and have fewer than 40 credits in coursework from another institution or have sophomore standing at the start of their enrollment at Simmons. Exceptions are made on a case-by-case basis.

Applications are available in the Office of Undergraduate Admission. For more information, please write to honors@simmons.edu.

INTERNATIONAL STUDENTS

Simmons College actively seeks the most qualified students from every part of the world. Students who have completed or will complete the level of secondary education appropriate to beginning bachelor-level studies in the U.S. will be considered for admission. Many students are eligible for advanced standing and college credit for certain secondary school examinations and certificates (such as A-level exams and the International Baccalaureate). Transfer

students from junior colleges, institutes, and private and public colleges and universities recognized by their local governments will also be considered candidates for admission and transfer credit.

1. **International Honors Scholars:** Students who are not U.S. citizens or permanent residents are not eligible for financial assistance at Simmons College. However, those applying as first-year or transfer students are considered for all merit scholarships. In addition, F-1 international students are allowed the opportunity to work up to 20 hours per week through on-campus employment.

2. **Declaration of Finances:** Students who are not U.S. citizens or permanent residents are required to submit evidence of financial support in order to meet U.S. Immigration and Naturalization Service regulations for obtaining an F-1 student visa.

3. **Tests:** Students must demonstrate proficiency in English. If a student's native language is not English, she should arrange to sit for the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or a comparable test. A minimum score of 560 on the paper exam or an 83 on the Internet-based TOEFL is required. For the IELTS, the minimum required score is 6.5. If English is a student's primary language, she is required to take the Scholastic Assessment Test (SAT), or the American College Testing Assessment (ACT). Any questions or concerns may be directed to the coordinator of international admission. Information on both tests may be obtained from educational advisors at USIS offices, Fulbright commissions, U.S. embassies and consulates, and international high schools overseas.

4. **Application Deadline:** The preferred application deadline for international students is February 1; however, applications will be considered on a continuous basis throughout the year. Applicants will be notified of an admission decision as soon as it is made. An F-1

student visa eligibility document (I-20) will follow the admission decision letter for all students who are neither U.S. citizens nor permanent residents and who have provided the necessary documentation of financial support. Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

ADMISSION OPTIONS FOR ADULT UNDERGRADUATE STUDENTS

Dorothea Lynde Dix Scholars

Simmons offers undergraduate education to women 24 years of age and older who seek liberal arts and sciences background combined with professional career preparation. Students of any age seeking a second baccalaureate degree are also considered Dix Scholars. The Dorothea Lynde Dix Scholars admission option for adult students has garnered national attention as one of New England's oldest, most successful programs of its kind. Women enter Simmons for many of the following reasons: to complete an undergraduate degree, to fulfill prerequisites for graduate school, to expand their knowledge and competence as professionals, to gain enrichment, or to take courses as guest students from other colleges. The Office of Undergraduate Admission provides a highly individualized admission process designed to help students transition from work or family life into college. Students are able to complete or supplement their educations on a flexible basis, either full- or part-time. However, only management students are able to earn their degrees exclusively in the evening.

Readiness and ability to handle coursework at Simmons are important factors in the admission process. Applications are accepted year-round, and the process may be initiated at any time for fall, spring, or summer semester. During an initial interview, a counselor in the Office of Undergraduate Admission will

guide applicants through the application process.

Admission Options

Degree Candidacy: Women who wish to earn their undergraduate degree may apply for any of Simmons's degree programs by filling out the appropriate application. Degree candidates are eligible to receive financial aid and may attend either part- or full-time. Dix Scholars may transfer up to 80 semester hours toward a Simmons baccalaureate degree through prior coursework, the College-Level Examination Program (CLEP), and the College's Credit for Prior Learning (CPL) process. A minimum of 48 credits must be completed at Simmons in order to earn a degree.

The Credit for Prior Learning (CPL) program offers Dix Scholars an opportunity to receive college credit for knowledge gained through life experience. Dix Scholars, once enrolled as degree candidates, can apply for credit for learning attained through employment, volunteer work, hobbies, travel, or other activity. The CPL program includes a required two-credit seminar, IDS 227 (see page 157), facilitated by the faculty CPL advisor, Terry Müller. Please contact the Office of Undergraduate Admission office for more information.

Dix Scholars must complete all College requirements (see pages 11–21), with the exception of the language requirement. Dix Scholars transferring credits can often apply those credits to complete requirements. The Registrar provides an audit of the applicant's previous coursework that matches her academic experience to the Simmons curriculum.

Non-Degree (Special) Candidacy: Women or men who wish to take classes but do not necessarily want to earn a degree may apply as non-degree candidates. Non-degree candidates are allowed to take classes but are not eligible for graduation status unless they become degree candidates after applying. Non-degree candidates are not eligible to

receive financial aid.

Application Procedure for Dix Scholars

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons Dix Scholar application and a nonrefundable \$55 fee. An application should be submitted to the Office of Undergraduate Admission by the appropriate deadline. Students can apply online at www.simmons.edu/apply.

2. **Statement of Purpose:** Please reflect upon your personal and professional experiences. Describe how these experiences have influenced your decision to attend college as an adult student. Please double space your statement, which should be between two and four pages long.

3. **High School Transcript:** An official transcript from the secondary school from which you graduated or GED scores must be sent directly to Simmons. Students who have already completed an associate's or bachelor's degree may request that this requirement be waived by emailing ugadm@simmons.edu.

4. **College/University Records:** Official transcripts from all colleges or universities attended should be sent directly to Simmons. If you are currently enrolled in college, you will need to file a supplementary transcript when final grades become available. College or university transcripts from institutions outside the U.S. must be officially evaluated by the Center for Educational Documentation, P.O. Box 170116, Boston, MA 02117. Phone: 617-338-7171; Fax: 617-338-7101; Email: info@cedevaluations.com.

5. **Test Scores:** Students applying to the nursing and physical therapy programs for their first bachelor's degree must report scores from the SAT, ACT, or TEAS. Scores will be accepted from official high school transcripts. For scores being sent directly by the College Board/SAT Score Report, the

Simmons College code is 3761. Simmons does not require SAT Subject Tests. If English is not your native language, TOEFL, IELTS, or a comparable test is required.

6. **Two Recommendations:** Students must provide the contact information for two individuals within the application. Academic recommendations are strongly preferred.

7. **Midterm Grade Report:** The Admission Committee requests that each applicant have her current instructors send midterm reports with her expected grades to the Office of Undergraduate Admission. A form is provided in the transfer application.

8. **Résumé:** Recommended for all applicants.

9. **Nursing License:** Registered nurses applying for the R.N. – B.S.N. degree completion program are required to submit a copy of their registered nurse license.

10. **Application for Financial Aid:** Refer to page 37 for application details.

Housing for Dix Scholars

On-campus housing is available in residence halls reserved for graduate students and Dix Scholars pursuing a baccalaureate degree here at Simmons College based on availability. For a housing application or general housing information, please write to reslife@simmons.edu or visit www.simmons.edu/residencelife.

Tuition and Financial Aid for Dix Scholars

Because Dix Scholars often have life commitments involving family and work that preclude many from attending college full-time, Simmons offers these students tuition based on credits rather than flat tuition. This policy enables the adult student to have greater flexibility in completing her program. See page 40 for current tuition rates. Dix Scholars who apply for admission as degree candidates are welcome to apply for financial aid. See below for further information about financial aid.

Dix Scholarships

The Dix Scholarship is awarded to all women who are admitted as degree candidates and who have not been previously enrolled in a Simmons degree-seeking program. A separate application is not required. The scholarship is approximately equal to the cost of one course. Please contact the Office of Undergraduate Admission for the specific amount of the scholarship.

Honors Program

The Honors Program is an interdisciplinary program designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge and learning. Dix Scholars entering Simmons as degree candidates have the opportunity to apply to the Honors Program. While this program is highly selective, women with excellent combined experience in work and academics are encouraged to apply. To be eligible for the honors program, Dix Scholars must begin full-time (at least 12 credits) study at Simmons during the fall semester and have fewer than 40 credits in coursework from another institution, or have sophomore standing at the start of their enrollment at Simmons. Exceptions are made on a case-by-case basis. Applications are available in the Office of Undergraduate Admission. For more information, please write to honors@simmons.edu or visit www.simmons.edu/honors.

Financial Aid

Simmons College administers a comprehensive financial aid program, which includes institutional, federal, and state grants; loans; and work opportunities. Simmons makes its educational opportunities available to as many capable, promising students as possible and welcomes applications from students who could not meet their expenses at the College without assistance.

The primary responsibility for educational financing belongs with the family. Financial aid eligibility is determined through the evaluation of a family's ability to contribute toward educational expenses. Simmons College and/or the federal government may award funds to supplement the family's ability to pay. At Simmons College, both academic excellence and financial need are used to determine a student's financial aid package. The cost of attendance is re-established each year, and family resources are re-evaluated annually.

Scholarships and Grants

Merit Scholarships: Simmons College offers some grants and scholarships based on academic excellence, achievement in leadership, community service, and cocurricular activities. Non-need-based funding is awarded upon entrance to the College and has varying grade point average requirements for renewal in subsequent years. For a description of these opportunities, please see page 30.

Need-based Grants: Simmons College also offers grants based on financial need. In subsequent award years, satisfactory academic progress and changes in calculated need will continue to have an impact on the grant amount a student receives. If a student receives a Simmons need-based grant as part of her aid package, it may be adjusted during the academic year to include support from one of Simmons's 175 special endowed funds; however, the total grant amount will not change. Endowed scholarships/grants are part

of the pool of Simmons need-based funds made possible by the generosity of alumnae and friends of the College who believe in providing opportunities for needy students at Simmons.

Federal Pell Grant: This grant is offered by the federal government, based on high financial need. Pell grant ineligibility is not an indicator of ineligibility for other federal aid programs.

Federal Supplemental Educational Opportunity Grant (SEOG): This grant is provided to Simmons by the federal government and is awarded to the neediest undergraduate students.

State Scholarship/Grant: This award is offered by a student's state of residence. Massachusetts, Connecticut, New Hampshire, Maine, Vermont, Pennsylvania, and Rhode Island currently offer funding to students attending schools in Massachusetts. Each state has its own application procedure and deadline.

Loans: Federal and Institutional

Unlike scholarships and grants, loans must be repaid. Students are required to sign a promissory note for all loans. Repayment begins after graduation or when a student drops below a half-time registration status. If a student is borrowing a federal loan at Simmons College for the first time, federal regulations require that she complete loan entrance counseling before any loan funds can be credited to the student account.

Federal Perkins Loan: Federal Perkins Loan funds are provided to Simmons by the federal government and are reserved for the neediest students. Repayment of the principal (at 5 percent interest) begins nine months after the student is no longer enrolled at least half-time. There are no interest charges on a Perkins Loan while a student is enrolled at least half-time. Depending on the amount a student borrows, the repayment term can extend up to 10 years.

Institutional Loans: These institutional loans are awarded by Simmons College based upon financial need. Repayment begins after a student ceases to be enrolled at least half-time. The funds for these loans come from a variety of sources including endowed funds established by donors to provide low-interest loans to students.

Subsidized Federal Stafford Loan: This federally subsidized loan is made available by the federal government. Students who demonstrate financial need are eligible for this loan. The maximum annual loan for first-year students is \$3,500; for sophomores, \$4,500; and for juniors and seniors, \$5,500. The cumulative maximum for undergraduate study is \$23,000. The rate of interest is set annually. The interest is paid by the federal government while the student is enrolled at least half time in a degree program. Repayment begins six months after a student ceases to be enrolled at least half-time. The standard repayment term is 10 years, and may be extended through various repayment options

Unsubsidized Federal Stafford Loan: This loan is available to students who do not qualify on the basis of need for subsidized loan funds. Eligibility is the difference between the cost of education and total financial aid (including any subsidized loan) up to the annual maximum. Total loan limits for both subsidized and unsubsidized programs, either singularly or combined, are \$5,500 for first-year students; \$6,500 for sophomores; and \$7,500 for juniors and seniors. Independent undergraduates may borrow an additional \$4,000 (first-year students/sophomores) or \$5,000 (juniors/seniors) annually. The rate of interest is set annually. Accrual of interest begins immediately, but it may be capitalized and paid during the repayment period after a student ceases to be enrolled at least half-time.

Parental Loan Programs and Payment Plans

The College is committed to assisting

families in pursuing additional financing options. The Federal PLUS Loan for parents is the recommended loan option for families to finance educational expenses over a 10 year, or longer, period. For more information about monthly payment plans, see page 40. Monthly payment plans are a means of budgeting education costs over the academic year without borrowing, thereby allowing families to pay for current academic-year expenses out of current monthly income and savings. In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These short-term loans are available to students no more than once each semester.

Part-Time Employment

Federal Work Study: A student's financial aid may contain a federal work-study award, which is funded by the federal government and administered by the College. These awards are made based upon need. A work-study award does not guarantee a job, but it offers the student an opportunity to apply and interview for a desired position.

Part-time General Employment: Simmons College also offers general employment, which is funded by the College to provide employment both on and off campus. General employment is available to students regardless of financial need. Through either source of funding, a student may work up to 20 hours per week in either on- or off-campus positions. Students receive a bi-weekly paycheck for hours worked. Students interested in all types of work opportunities should contact the Career Education Center at 617-521-2488 for additional information.

Applying for Financial Aid First-year Students

Prospective first-year students interested in applying for financial aid should do so at the time of their application for admission. The admission process is separate, and the application for financial aid will not influence the

decision for admission. All first-year students are required to submit the Free Application for Federal Student Aid (FAFSA), which can be completed or downloaded at www.fafsa.edu.gov; the Simmons Student Information Form, and all other requested documents. Detailed application instructions and deadline dates are in the Simmons undergraduate application for admission. Award notifications are sent in mid March for the fall semester and on a rolling basis for the spring semester.

Continuing Undergraduates

Current undergraduate students should submit the FAFSA by February 15 to assume timely notification of awards. Students will be notified beginning in mid June.

To maintain financial aid eligibility, a student must demonstrate financial need, submit all necessary application materials by the requested dates, be enrolled at least half-time, and maintain satisfactory academic progress.

Transfer Students

Students transferring to Simmons are also eligible for financial aid as described above. The admission process is separate, and the application for financial aid will not influence the decision for admission. All transfer students are required to submit the FAFSA, which can be completed or downloaded at www.fafsa.edu.gov; the Simmons Student Information Form; and all other requested documents. Detailed application instructions and deadline dates are in the Simmons undergraduate application for transfer admission. Notification begins in March for the fall semester and December for the spring semester.

Financial Aid for Dix Scholars

Newly enrolling Dix Scholars receive a Dix Scholarship of \$3,400. Dix Scholars working toward their first undergraduate degree are eligible to apply for federal and state funds and a Simmons grant. Students seeking a second

degree are also eligible for aid on a limited basis. Any Dix Scholar is welcome to apply for financial aid by submitting the Simmons Student Information Form, the FAFSA, and all other requested documents. Students over the age of 24 are not required to submit their parents' financial information on the FAFSA. Necessary application materials and instructions are available from the Office of Student Financial Services or the Office of Undergraduate Admissions. Students should submit their financial aid applications concurrently with their applications for admission. Notice of awards will begin in March for the fall and summer semesters and in December for the spring semester.

Registration and Financial Information

Note: All tuition and fees are subject to revision by the Board of Trustees.

Expenses: 2012–2013

Tuition for full-time undergraduates (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2012–2013 academic year is \$16,675 (\$18,298 for nursing students) per semester. Tuition for part-time undergraduates (registered for fewer than 12 credits) and Dorothea Lynde Dix Scholars is based on a \$1,042 (non-nursing) and \$1,144 (nursing) charge per credit hour of instruction.

In addition, all full-time undergraduates (12 or more semester hours per semester) and all part-time resident students must pay a health center fee (\$375 per semester). The health center fee entitles a student to the services of the Simmons College Health Center but does not include any accident or health insurance. The cost for room and board for undergraduates is \$6,570 per semester (\$7,360 for Dix Scholars). All full-time undergraduates and full-time Dix Scholars pay a \$125 per semester student activity fee, which supports a number of student-run activities and events. A \$400 fee is charged each semester for students in study abroad programs.

For a full-time undergraduate student, the following College budget is suggested:

Full-Year Budget (2012–2013)

	<i>Resident</i>	<i>Commuter</i>
Tuition (Non-Nursing)	\$33,350	\$33,350
Tuition (Nursing)	36,596	36,596
Residence	13,140	N/A
Resident (Dix Scholars)	14,720	N/A
Health Fee	750	750
Student Activity Fee	250	250
Non-Nursing Total	\$47,490	\$34,350
Nursing Total	\$50,736	\$37,596

Approximately \$700 should be budgeted for books and supplies.

Massachusetts Medical Insurance

Massachusetts state law mandates that all students taking at least 75 percent of full-time credit hours must be covered by medical insurance providing for a specified minimum coverage. Simmons College offers students the option of either participating in a plan offered through the College or submitting a waiver form. The waiver form must include specific insurance information on the comparable insurance plan covering the student. Waivers are completed online at the website of our insurance provider, www.UniversityHealthPlans.com. The waivers must be completed by August 15 for the fall semester and by December 15 for the spring semester. Full-time students who do not submit a waiver form by the due dates above will automatically be enrolled and billed for the required Massachusetts medical insurance. International students may not waive the medical insurance requirement.

Payment Policies

College charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed the registration forms and has settled all charges with the Office of Student Financial Services.

Students are urged to complete payment in full by the due dates of August 1 for the first semester and December 15 for the second semester. The College cannot assure that payments received after the due date will be processed in time to clear the student's official registration. Students who do not settle their accounts prior to the first day of classes may have to select courses on a space-available basis. Students whose payments are received after the due dates will be charged a \$200 late payment fee (\$100 is assessed at the due date; an additional \$100 is assessed on the first day of the term).

A fee of \$20, in addition to the above late

payment fees, will be charged for any dishonored check. Checks should be made payable to Simmons College and sent to the statement remittance address or to:

Simmons College
300 The Fenway
Boston, MA 02115-5898

Attention: Student Financial Services
or presented at the Office of Student Financial Services at the College.

The college participates in Sallie Mae's TuitionPay Plan. Families that wish to pay in monthly installments are encouraged to enroll in this plan. The monthly payment plan is a pre-payment plan beginning in May or June for the fall semester and in November for the spring semester. Enrollment information is available at <https://tuitionpay.salliemae.com/simmons> or by calling 1-800-635-0120.

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, diplomas, and references, as well as placement materials and use of various offices and facilities. It should be noted that Simmons has no deferred-payment plans and that all College charges are payable by the applicable due dates, or the late payment fees will be applied.

If the College refers a delinquent account to a collection agent or attorney, these costs, plus all expenses associated with the collection effort, will be due and payable. Many parents and students prefer to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial institutions offering services along these lines. Newly accepted students and their families will often receive direct mail advertisements from these firms. Arrangements should be made well in advance of the start of the academic year. The College is not able to control such offerings and suggests that any tuition proposal be studied carefully before its terms are accepted.

Tuition and Residence Deposits

A tuition deposit of \$250 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted.

A residence deposit of \$250 is required before a room can be reserved on the College campus. It will remain on deposit while the student is in residence. New students receive the bill for this deposit with their admission acceptance notice.

Refund Policies: Tuition General Refund Policy

Tuition refunds will be granted only through the first four weeks of a semester. The date that appears on the official add/drop form filed with the registrar is used to determine the refund amounts. Only official add/drop forms will be accepted as evidence that a student has withdrawn from a class or program. (Non-attendance in a class does not constitute withdrawal from that class.)

This refund policy applies when the student's course load falls below 12 credit hours per semester and for all Dix Scholars. Go to the website to see the current refund schedule at www.simmons.edu/financialaid/accounts/refunds.php.

Special Rules Affecting Financial Aid Recipients Refund Policy and Return of Title IV Funds

If a student should completely withdraw from all coursework once classes begin in the fall or spring semesters, she may still be accountable for a portion of tuition, fees, room, and board. Simmons College is responsible for adhering to rules established by the federal government that determine the amounts of federal financial aid (Stafford, Pell, Perkins, SEOG, TEACH) a student is allowed to keep toward college charges. The federal rules assume that a student earns her aid

based on the period of time she remained enrolled. State funds are also subject to change due to withdrawal. If a student is considering withdrawal, she should meet with a financial aid counselor to discuss the financial implications.

All non-financial aid students who withdraw from some or all classes are subject to the Simmons general refund policy, which provides partial refunds of tuition only for the first four weeks of classes.

When a student withdraws, any adjusted Simmons charges that have not yet been paid are still owed to the College. The College will attempt to collect any unpaid charges, as well as late fees. If the account is referred for collection, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the College, including the release of academic transcripts. Questions regarding refunds should be directed to the Office of Student Financial Services.

Dropping a Course

Registration reserves a student's place in a class. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the registrar (using the add/drop form, available in the registrar's office) is required. Notification received after the payment due date of a student's bill may result in the assessment of a late payment fee. Courses dropped are subject to the above refund policy.

Refund Policy: Residence Fees and Deposits

A resident student is required to prepay all residence charges. If a student withdraws during the first four weeks of a semester, she will be refunded a pro-rated amount for food costs, starting from the date she officially withdraws from residence. No refund will be made after the Friday of the fourth week of the semester. Federal financial aid recipients may be subject to differ-

ent rules, and students are encouraged to meet with a financial aid counselor for an explanation of an individual case.

The residence deposit reserves a residence hall room for the entire academic year. The deposit is refundable in full upon graduation or upon notification by December 1 and March 30 that the student will not be returning to Simmons College the following semester. A student who withdraws from residence midsemester but who has paid her bills may receive her deposit in full upon written notification to the director of residence life. Students should be aware that the undergraduate room and board license agreement is binding from the date of occupancy to the end of the academic year. (A first-year student who notifies the College on or before July 5 that she does not wish a room will receive a full deposit refund. Students accepted for the spring semester must notify the director of residence life by December 1 to receive a full refund.) In addition, charges for damage or loss of College property attributed to the resident student may be assessed.

Registration: New Students

New and returning students should finalize their registrations by September 5 for the fall semester and by January 16 for the spring semester. An officially registered student is one who has completed the registration form per instructions, has obtained any necessary approvals, and has settled all charges with the Office of Student Financial Services.

Students' registrations should be final by the end of the second week of classes. Students may, with the permission of the instructor, register for classes during the third and fourth week of classes. No student may register for any course after the fourth Friday of either semester.

Billing: New Students

Invoices (statements of student accounts) are mailed prior to July 10 for the fall semester and November 22 for the spring semester. They are sent to new students' permanent addresses as

maintained by the registrar's office. Any student who does not receive a bill by these dates should request one from the Office of Student Financial Services. For new students who are accepted to the College after the respective billing dates noted above, all charges are payable when billed.

Tuition charges are based on the full-time student rate. Students planning a course load of less than 12 credit hours should notify the registrar in writing prior to June 8 for the fall semester and November 14 for the spring semester so a correct bill can be issued.

Registration: Returning Students

See academic calendar found on the Simmons website for registration deadlines. No student may register for any course after the fourth week of either semester.

Billing: Returning Students

Invoices (statements of student accounts) are mailed prior to July 10 for the fall semester and November 22 for the spring semester. They are sent to returning students' permanent addresses as maintained by the registrar's office. Any student who does not receive a bill by these dates should request one from the Office of Student Financial Services.

Each department uses one or more prefixes to identify its courses: "SPAN" indicates that this is a Spanish course, offered by the Department of Modern Languages and Literatures. The "310" means that it is a 300- or upper-level course. For more information about course numbering, see page 12.

TC: If a course number is followed by TC, that course is a travel course. Travel courses usually run for four weeks beginning at the end of final exams in the spring term. They are counted as part of a student's spring semester course load. For more information about travel courses, see page 11.

Course Prefix and Number

SPAN 310 Spanish Civilization (M5) (F-2)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Discusses aspects of Spain through the ages, from Spain's multicultural society through the 15th century, and studies maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film as well as contemporary issues through newspapers and Internet sites. Peláez Benítez.

Semester Hours

Like SPAN 310, most courses count as four semester hours towards the overall graduation requirement of 128 semester hours; some courses, however, may offer two or eight semester hours, and in a limited number of cases (e.g., some internships), students may be allowed to elect the number of semester hours within a range offered.

Prerequisites and Course Limitations

This course has a prerequisite of SPAN 245, meaning that students must have completed that course before enrolling in SPAN 310. Note that the prerequisite also says "or consent of the instructor," indicating that the instructor may grant permission to enroll without having taken the prerequisite course. In such cases, students should contact the instructor or department for more information.

Course Title

The course title indicates the major area(s) of focus for the course. Some titles are more descriptive and self-explanatory than others. Therefore, students should rely on the course description for information about the content and format of the course.

Mode

SPAN 310 may be taken to fulfill mode of inquiry five, an all-College requirement. Not all courses count towards modes. For more information about modes of inquiry, including a complete list of courses that fulfill each mode, see pages 15-19.

Semester Offered

This code indicates which semester(s) the course will be offered in 2012-2014:

F = Fall

S = Spring

U = Summer

1= Academic Year 2012-2013

2= Academic Year 2013-2014

Thus SPAN 310, designated (F-2), will be offered in fall of the 2013-2014 academic year (fall 2013).

Course Instructor

The instructor of the course is listed at the end of the course description. Note that some courses list "Staff" as the instructor, meaning that the course is taught by an instructor who is not a member of the full-time faculty or has not yet been determined.

Course Description

The description provides a brief overview of the content and approach of the course. It might also offer an idea of the kinds of work that will be required, such as writing, research, creative work, or laboratory work.

USER'S GUIDE

DEPARTMENTS AND PROGRAMS

Department of Africana Studies

Janie Ward, *Chair and Professor*

Theresa Perry, *Professor*

*Dawna Thomas, *Associate Professor*

* *On sabbatical leave fall 2012*

The intellectual domain of Africana Studies (AST) consists of four major areas:

1. The study of African and European American relationships beginning in the 16th century;
2. The study of African/African American community building, i.e., African Americans' founding and organization of economic, educational, religious, and cultural institutions and related achievements of self-determination;
3. Africanity and diaspora studies in the Americas, Africa, and Europe; and
4. Africana women's studies, which seeks to study race, gender, and culture in ways that allow us to understand often interrelated diasporic experiences across the globe.

Each of these areas may be examined further by focusing upon specializations in the humanities (e.g., literature, film, journalism), social sciences (e.g., research, public policy, health care), physical sciences (e.g., environmental studies), or interdisciplinary studies (e.g., women's and gender studies, management, education). An AST major or minor is appropriate for students with strong interests in studies of Americans of color; in the study of race, gender, and class in the humanities or social sciences; or in one or more subject areas indicated above.

The department prepares students for the labor market and continued professional and graduate training by providing a solid knowledge foundation of critical, analytical, and

technological skills. Pre-graduation internships are available for all interested students. Study abroad and modern language skills are highly recommended. Students interested in dual degree programs or self-designed majors should consult with department faculty to design an individualized program.

Major in Africana Studies

This course of study is for students who want to pursue a liberal arts major in Africana studies. Students who anticipate professional careers or graduate study in liberal arts should consider this major track.

The major requires 36 semester hours comprising the following:

- | | |
|----------------------|---|
| AST 101 | Introduction to Africana Studies |
| AST 102 | Social and Psychological Development of Blacks in America |
| AST 240 | African American Intellectual and Political History |
| | • Eight semester hours contributing to an interdisciplinary knowledge of Africana studies, no more than four hours of which may be taken in any one department. Courses that count toward the satisfaction of this requirement include: |
| AST/
WGST 210 | Sisters of the African Diaspora |
| AST/
SOC1 249 | Inequality: Race, Class, and Gender in Comparative Settings |
| AST 300 | Seminar in Selected Topics in Africana Studies |
| AST 313 | The Black Struggle for Schooling in the United States |
| AST/SOCI
WGST 340 | Intimate Family Violence: A Multicultural Perspective |
| AST 388 | Black Popular Culture and the Education of Black Youth |

COMM/ POLS 268	Human Rights in South Africa
ENGL 163	African Influences in American Literature and Culture
ENGL 176	African American Fiction
ENGL 275	American Modernism and the Harlem Renaissance
POLS 215	The Politics of Exclusion
POLS 242	African Politics
POLS 244	Crisis and Transition in Contemporary Africa

• Eight semester hours of electives. Courses listed under the “interdisciplinary knowledge” requirement may count as electives only if they are not counted toward the satisfaction of the “interdisciplinary knowledge” requirement.

Other electives are:

ART 251	African Art: 3000 BC to the Present
ART 255	African American Art
ENGL 220	African American Autobiographies
HIST 210	The African American Experience from Colonial Times to Reconstruction
HIST 213	Race and Ethnicity in U.S. History
POLS 211	The Politics of Cities

• Eight semester hours from AST 350, AST 355, or AST 370.

Minor in Africana Studies

The AST minor requires AST 355 or AST 300; AST 101, AST 102, or AST 240; and three additional courses at the 200 or 300 level.

Minor in Social Justice

See description and courses in the Department of Women’s and Gender Studies.

Africana studies majors who choose to complete a minor in social justice may count only one of the following required social justice core courses as an elective in Africana studies:

SJ 220	Working for Social Justice
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SJ 222	Organizing for Social Change
SJ 380	Integrative Capstone Project

COURSES

AST 101 Introduction to Africana Studies (M5) (F-1,2)

4 sem. hrs.
Considers the histories and cultures of people and societies of the African diaspora with particular emphasis on the United States and the Caribbean. Students will gain an understanding of the experiences of black people around the world and develop the critical thinking skills to interpret those experiences across interdisciplinary perspectives. Ward.

AST 102 Social and Psychological Development of Blacks in America (M5) (S-1,2)

4 sem. hrs.
Focuses on current theory and research pertaining to the psychological development of black children, adolescents, and adults. Topics include educational achievement, sex role differences, and the development of gender and ethnic identities. Also examines traditional African American institutions, particularly family and the church. Ward.

AST/WGST 210 Sisters of the African Diaspora (F-1,2)

4 sem. hrs.
An interdisciplinary lens is used to examine Black women’s experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood. Thomas.

AST/SOCI/WST 232 Race, Gender and Health (M5) (S-1; F-2)

4 sem. hrs.
Examines the unique perspective of health care from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students

will develop cultural competency tools for more effective health care delivery. Thomas.

AST 240 African American Intellectual and Political History (M5) (F-2)

4 sem. hrs.

Examines the intellectual and political discourse of African Americans from the 19th century to the present. Topics include the political debates of DuBois–Washington and King–Malcolm X; analysis of past/present lynchings and church burnings in the South; the philosophical foundations of cultural pluralism, Black nationalism, and contemporary multiculturalism; the criticism of Black feminism/womanism and Black sexual politics; and recent disputes between neoconservatives and their critics. Thomas.

AST/SOCI 249 Inequality: Race, Class, and Gender in Comparative Settings (F-1,2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Introduces a critical sociological approach to understanding race, class, and gender inequality. Examines the historical origins of oppression in the United States by exploring how slavery, colonialism, and immigration have differentially shaped various groups' access to power. Explores contemporary struggles in South Africa. Examines impediments to the notion of the United States as a "mecca for diversity," including critical explorations of how injustices manifest themselves in the economy, education, the family, the arts, the media, and other key institutions. Thompson.

[AST 269 African Survivals and the Study of the Garifuna People of Belize (TC)

4 sem. hrs. Not offered in 2012–2014.]

Studies the history, culture, and language diversity of Belize with focus on the Garifuna people, descendents of Carib Indians, and escaped Black African slaves. Examines migration patterns, religious practices, and musical traditions of the Garifuna. Travel in Belize includes a school-based community project in a Garifuna community, and trips to museums, a Mayan ruin, the rain forest, and a butterfly breeding ranch. Ward.

AST 275 Soul, Funk and Civil Rights (M1) (F-1,2)

4 sem. hrs.

Through the study of popular music produced

and consumed by African Americans between 1960 and 1980 we will explore social movements, racial consciousness, and the elements of black creative expressions that transformed Black and mainstream American society. Song lyrics and dance inform our interrogation of the remaking of American culture. Ward.

AST 300 Seminar in Selected Topics in Africana Studies*

4 sem. hrs.

Offers an intensive study of a selected topic in Africana studies. Staff.

[AST/SOCI 311 Critical Race Legal Theory

4 sem. hrs. Prereq.: AST 101, PHIL 226, AST/SOCI 249, or consent of the instructor. Not offered in 2012–2014.]

Chronicles critical race theory as an intellectual field created in dialogue with dominant race and legal constructions since the civil rights movement in the U.S. Gives particular attention to key contemporary legal and political debates about affirmative action, assaultive speech, land rights, the punishment industry, violence against women, and multicultural education. Thompson.

AST 313 The Black Struggle for Schooling in the United States (F-1,2)

4 sem. hrs.

Examines African Americans' struggle for the right to an education in the United States, focusing on the content (historical and sociopolitical) of specific struggles. Selected topics include: the pursuit of literacy by enslaved Africans, the ex-slave's campaign for universal education in the South African American literary societies, African American education in the Jim Crow South, Black education in the post-civil rights era, and African Americans' struggle for the right to maintain their language. Perry.

AST 329 Race, Culture, Identity, and Achievement (S-1,2)

4 sem. hrs.

Examines historical, theoretical, and empirical studies to understand, explain, predict, and intervene in the school performance of students of color in the United States. Studies variables affecting the school performance of African Americans, West Indian Immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans, and Mexican Americans. Examines edu-

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cational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Perry.

AST 336 Black Narratives of Oppression, Resistance, and Resiliency (F-1)

4 sem. hrs.

Using Black narratives as data, students will examine how Black people have experienced, interpreted, and resisted racial oppression in the United States. Attention will be given to variables (individuals, institutional and cultural formations) that have contributed to the development of resiliency in a people. We will also consider the ways in which racial oppression leaves its mark on members of oppressed and oppressor classes. In discussing the narratives, we will draw on scholarship from the fields of history, anthropology, sociology, and social psychology. Perry.

AST/SOCI/WGST 340 Intimate Family Violence: A Multicultural Perspective (S-1,2)

4 sem. hrs. Prereq: One of the four 100-level WGST courses, or AST 101, or SOCI 101, and junior standing; or consent of the instructor.

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that includes: violence against women, children, intimate partners, and elderly family members. Thomas.

AST 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

Supervised by a member of the department. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

AST 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

AST 355 Senior Thesis (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the instructor. Staff.

AST 370 Internship (F-1,2; S-1,2)

4-8 sem. hrs. Prereq.: Consent of the AST chair.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 10 to 15 hours per week (for four credits) in workplace sites connected to their major. Staff.

AST 388 Black Popular Culture and the Education of Black Youth (F-2)

4 sem. hrs.

Students explore black popular culture produced and consumed by Black youth, examining how these works draw on African American historical, cultural, and linguistic practices. Can Black popular culture be resistant, subversive, and contribute to social change? Can these works critically inform the education of Black youth? Course materials draws on scholarship from the fields of education, sociology, African American studies, media studies, and linguistics. Perry.

Departmental Honors

Departmental honors is offered to eligible students according to the College requirements on page 24. Majors with a minimum 3.30 cumulative grade point average and a 3.67 grade point average within the Department of Africana Studies are eligible for the departmental honors.

Department of Art and Music

Margaret Hanni, *Chair and Associate Professor*

Colleen Kiely, *Associate Professor*

Gregory Slowik, *Professor*

Vaughn Sills, *Associate Professor*

Edie Bresler, *Senior Lecturer*

Bridget Lynch, *Senior Lecturer*

Danica Buckley, *Music Director of Simmons College Concert Choir*

Marcia Lomedico, *Administrative Assistant*

Additional Teaching Faculty

Jean Borgatti

Frances Hamilton

Randi Hopkins

Margaret Moore

Timothy Orwig

Helen Popinchalk

Guhapriya Ranganathan

Matthew Rich

Masha Ryskin

The Department of Art and Music offers three majors: art, music, and an interdepartmental major in arts administration; as well as four minors: art, photography, arts administration, and music. The department has the following residency requirement: normally, students majoring in art or music take all courses required for the major within the Department of Art and Music. Transfer students must complete a minimum of 16 credit hours within the department. Students who pursue a double major or combine a major and a minor within the department may not double-count courses.

Department Learning Goals

Develop visual or aural literacy.

Students will:

- Identify and utilize significant practices and processes of art or music.
- Understand artistic and musical terminology,

critical methods, and historical contexts to analyze, criticize, and interpret visual and musical texts.

- Apply their knowledge in effective oral and written presentations.

Develop and apply skills learned in an art or music practice course to create original works of art or music.

Students will:

- Demonstrate the technical skills and the ability to organize the visual or musical elements necessary to communicate concepts and experiences.
- Produce creative works that demonstrate innovation in concepts, formal language, and/or materials.

Articulate that the study of art or music involves the mind, spirit, and senses.

Students will:

- Articulate, orally and in writing, the cultural and institutional purposes — historical and contemporary — for the creation of art and music.
- Engage in sophisticated oral or written communication and critical discussions in which students argue and defend ideas and offer new perspectives.
- Recognize and analyze the significance of cultural diversity in the creation of art and/or music.

Apply classroom theory and practice to experiential learning within Boston's cultural institutions and creative community.

Students will:

- Understand the role and value of cultural institutions in society.
- Recognize the roles and responsibilities of professionals in cultural institutions.
- Apply professional values and ethics in classes and internships.

Departmental Honors

Students must have a 3.5 GPA to apply. A

F = Fall
 S = Spring
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 2 = AY 2013-2014
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 * = Schedule t.b.a.

thesis quality research paper or an independent study project in art or music would be eligible. Students submit a written proposal to the faculty supervisor with whom she would like to work and then to the department for approval. Project must be proposed and approved by April 15 for completion in the following fall semester or by October 30th for spring semester completion. The student must receive an A grade from the professor for the project in order to be awarded department honors.

Art

Courses in art are designed to strengthen students' visual literacy, to help them develop a broad knowledge base, and to hone key creative and communication skills necessary to their professional success. Studio courses focus on the direct practice of art making and visual analysis, encouraging students both in their creative thinking and technical proficiency. Through art history, students explore the cultural, political, and social contexts in which art has been produced and displayed, and expand their writing, and analytic skills. Arts administration courses engage students with contemporary issues and institutions in the cultural community, and build critical, writing and organizational abilities. Art courses complement other disciplines in the humanities, such as history, English, philosophy, and communications. Art majors are strongly urged to include these and other areas in their programs of study and many complete a double major.

Major in Art

The major in art includes courses in art history and studio art practice. Students choose either area to emphasize, depending upon interest and career plans. Either emphasis can serve as a foundation for further study at the graduate level in art history or practice.

The study of art leads to careers in a wide variety of fields, such as teaching, publishing,

arts administration, museum or gallery work, commercial art and design, architecture, city planning, painting, photography, or printmaking, etc. In all of these areas, the major in art would profitably be combined with a major in another area, such as English, history, philosophy, management, communications, or mathematics.

Each student is encouraged to augment the required courses with in-depth study in the liberal arts and additional courses in the major; each student works with her advisor to develop a coherent course program that will meet her educational goals.

Requirements: Students are required to take 28 semester hours in art, exclusive of the independent learning requirements. Students will choose an emphasis in art history or art studio.

Emphasis in Art History:

There is no strict sequence in which art history courses must be taken, although the introductory courses ART 141 and 142 are normally taken first.

The required courses are:

- Five courses in art history
ART 100 is not accepted for the major.
 - Two courses in art practice
- The independent learning requirement may be taken in art or another field.

Emphasis in Studio Art:

Students are strongly encouraged to take ART 111, 112 and/or 138, 139 before taking related upper-level courses. Required courses are:

- Five courses in studio art
- ART 154 and one other art history course
ART 100 is not accepted for the major.

The independent learning requirement may be taken in art or another field.

Minors in Art

The Department of Art and Music offers four minors in art as listed below. A minimum of eight semester hours must be taken within the department to complete a minor in art, arts administration, photography, or music.

Minor in Art

An art minor may emphasize either studio art or art history:

- Art History: ART 111 or 112 and four art history courses
- Studio Art: one art history and four studio art courses

ART 100 will be accepted for the art minor.

Minor in Arts Administration

See page 57.

Minor in Photography

A minor in photography requires five courses from the following:

- ART/COMM 138 and/or 139
 - Two or three from the following: ART/COMM 232, 237, 239, 256, 230, 291
- ART 291 is strongly recommended.
- Either ART 249 or ART 154

Minor in Music

A minor in music consists of four music history/theory courses (two at the 200 level or above) and one elective in music history, theory, or performance. A minimum of twelve semester hours must be taken within the department to complete a minor in music.

COURSES

Art Studio Courses

ART 111 Introduction to Studio Art: Drawing (M1) (F-1,2; S-1,2)

4 sem. hrs.

Introduces basic pictorial concepts and techniques while investigating or interpreting sources such as portraits, landscapes, still life, and interior and architectural space. Uses slides, critique, and homework assignments to expand on skills

developed in class and provide insight into the cultural and historical context in which stylistic development takes place. Requires no previous studio experience. Kiely, Lynch.

ART 112 Introduction to Studio Art: Color (M1) (F-1,2; S-1,2)

4 sem. hrs.

Investigates the role of color in perception and in pictorial structure through studio work in painting and mixed media. Uses slides to depict works of art from different periods and cultures and considers the relation between the cultural and historical situation of the artistic and stylistic development. Requires no previous experience, although ART 111 is strongly encouraged. Kiely, Lynch.

ART 117 Printmaking (M1) (F-1)

4 sem. hrs.

Presents a variety of basic printmaking processes including wood block, calligraphy, drypoint etching, stenciling, embossing, and monotypes. These techniques will be used to explore the transformation of drawings, designs, and ideas into prints. Popinchalk.

ART 119 Sculpture (M1) (S-1,2)

4 sem. hrs.

Introduces students to hands-on experience with the design and creation of small abstract and representational sculpture. Explores a broad range of natural and manufactured materials (such as found and neglected objects, cardboard, wire, and plaster) to create mobiles, wall hangings, reliefs, and freestanding sculptures. Requires no previous studio experience. Lynch, Bresler, Staff.

ART 121 Artist's Books (M1) (F-2)

4 sem. hrs.

Introduces creative bookmaking as a form of visual expression. Addresses the book as an art object. Students will be introduced to several ways of making books, unique construction, and basic hand-printing methods. Emphasizes thinking visually about content. Lynch.

ART/COMM 138 The Poetry of Photography (M1) (F-1,2; S-1,2)

4 sem. hrs.

Like a poem, the art photograph often uses metaphor, allusion, rhythm, and profound atten-

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 * = Schedule
 t.b.a.

tion to detail. In this course, students will learn to create artful photographs, and acquire the skills and craft of using a 35mm camera, developing black and white film, and making prints in the darkroom. Bresler, Sills.

ART/COMM 139 Color Photography and the Digital Lab (M1) (F-1,2; S-1,2)

4 sem. hrs.

Teaches the art and craft of contemporary color photography with emphasis on using the medium as a means of personal expression. Hands-on demonstrations demystify how manual and digital cameras work. Students learn effective Photoshop and Camera Raw techniques to produce color prints with impact. Bresler.

ART 183 Drawing the Human Figure (M1) (F-1,2)

4 sem. hrs.

Offers a more animated perspective to a spatial environment than ART 111. Requires no previous studio experience and covers techniques and concepts that may overlap basic drawing. Includes work with a live model in numerous contexts and explores a broad range of media and techniques. Relates the figure to other figures, an environment, or more conceptual interpretations. Kiely, Staff.

ART 211 Drawing II: Contemporary Approaches (S-2)

4 sem. hrs. Prereq.: ART 111, ART 183, or ART 213 or consent of the instructor.

Emphasizes graphic and conceptual inventiveness leading to the capacity for creating independent projects in various media. Students will experiment with a range of marking systems, found imagery, mixed media, and color while working from observational, abstract, conceptual, cultural, and personal sources. As a final project, students will create a series of related works. Kiely, Lynch.

ART 213 Painting I (M1) (F-1,2)

4 sem. hrs. Prereq.: Students are strongly encouraged to have taken ART 111, 112, or 183. Students are introduced to a wide range of basic approaches to painting, emphasizing the development of perceptual, organizational, and critical abilities. Studio projects will utilize traditional and non-traditional methods and will work from

observational sources (still life, figure) and with abstraction. Emphasizes color as it relates to both individual expressive concerns and pictorial structure. Stresses technical and conceptual understudying of painting practices. Kiely, Lynch.

ART 215 Screen Printing (M1) (S-1)

4 sem. hrs. Prereq.: Students are strongly encouraged to have taken ART 111, ART 112, or ART 117.

Teaches various methods of screen printing, including paper and photo emulsion stencils, direct application of screen painting fluid, as well as screen preparation and reclamation. Students learn the operation of an exposure unit, various registration techniques, and good studio practice. Popinchalk.

ART 216 Screen Printing and Propaganda (S-2)

4 sem hrs.

Introduces students to the silk-screen process and to its historical roots in advertising, promotion, and propaganda. Students will learn a variety of techniques for screen printing as they study the way artists, communities, and political groups have used silkscreen to get their message across to a wide audience. Popinchalk.

ART 222 Alternative Visions in Painting (S-2)

4 sem. hrs. Prereq.: Requires no previous experience, but students are strongly encouraged to have taken ART 111, ART 112, ART 211, and/or ART 213.

Explores a variety of forms of representation vital to contemporary painting practices from the 1950s to the present, with an emphasis on non-representational painting, mixed media, and appropriation. Students will create work in paint, mixed media, collage, relief, and installation. Kiely, Staff.

ART/COMM 230 Special Topics in Photography*

4 sem. hrs.

Focuses on a particular theme or methodology in photography and offers in-depth exploration and development of a portfolio. Staff.

ART 232 Advanced Digital Workshop (S-1)

Prereq.: ART 139.

Students will refine creative and technical skills

with a camera, Photoshop, and lighting. Students focus on two long-term projects, honing their ability to produce dynamic color and/or B/W digital prints. Discussions of contemporary issues, and visits to galleries and museums complement an emphasis on developing a strong personal style. Bresler.

ART/COMM 237 Advanced Black and White Photography (S-1)

4 sem. hrs. Prereq.: ART/COMM 138.
Emphasizes the making of fine art photographs with attention to the aesthetics of creating photographic images in conjunction with learning advanced exposure and printing technique. Students will work on projects to explore and deepen their ideas. Black and white photography in the traditional darkroom. Sills, Bresler.

ART/COMM 239 Documentary Photography (F-2)

4 sem. hrs. Prereq.: ART/COMM 138 or 139.
Offers an opportunity to use color or black and white photography to describe, understand, and interpret the world around us by creating photographic essays on subjects of students' choosing. Gives attention to refining technical skills while delving into aesthetic issues of significance and meaning in images. Studies the documentary tradition as a basis to develop work. Sills.

ART/COMM 256 Approaches in Contemporary Photography (F-1)

4 sem. hrs. Prereq.: ART/COMM 138 or 139.
Expands explorations in color and/or black and white photography through self-designed photographic projects. Refines visual and technical skills. Includes two or three long-term projects, critiques, discussion of the work of art photographers, visits to exhibitions, and technical exercises. Bresler, Sills.

ART 291 Seminar on Photography (S-2)

4 sem. hrs. Prereq.: One 200-level course in photography or consent of the instructor.
Offers students the experience of creating semester-long projects using color and/or black and white photography. Includes study of photographic theory, with readings by Barthes, Sontag, and other writers on photography. Bresler, Sills.

ART 331 Special Topics in Studio Art (S-1)

4 sem. hrs. Prereq.: ART 111, 112, 183 or 213 or consent of the instructor.
Offers an intensive study in a particular area of studio art. Kiely, Staff.

Art History Courses

ART 100 Objects and Ideas: A Museum History of Art (M1) (F-1,2; S-1,2)

4 sem. hrs.
Introduces the history of art based on the world-class museum collections in the Boston area. Includes slide lectures and weekly field trips to Boston-area museums and galleries, including the Museum of Fine Arts, Harvard Art Museums, the Institute of Contemporary Art, the Gardner Museum, and others. Counts towards the art minor. Lynch.

ART 141 Introduction to Art History: Egypt to Mannerism (M1) (F-1,2)

4 sem. hrs.
Explores the idea of art as a visual language, why people make art, what purpose art serves, and how art reflects values and ideas. Discusses painting, sculpture, and architecture ranging from the Egyptian pyramids to Michelangelo's Sistine Ceiling. Students develop their ability to recognize and analyze art from a wide range of cultures, and to understand the variety of contexts in which art was made. They study firsthand and write about the collections at the Museum of Fine Arts and the Gardner Museum. Hanni.

ART 142 Introduction to Art History: Baroque to the 20th Century (M1) (S-1,2)

4 sem. hrs.
Introduces paintings, sculpture, and architecture from Europe and the United States made between 1600 and the present. Explores the careers of key artists and interprets objects from this period, considering such issues as obstacles and opportunities for women artists at various periods, changing views on what art should accomplish in society, and the development of unconventional approaches to art during this century. Uses the collections of the Museum of Fine Arts and the Gardner Museum to study the work of such important artists as Rembrandt, Goya, Cassatt, Monet, O'Keeffe, Warhol, and others. Hanni.

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Course
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2 = AY 2013-2014
M = Mode
* = Schedule
t.b.a.

ART 154 Contemporary Art (M1) (F-1,2)

4 sem. hrs.

Examines art from 1945 to the present with emphasis on the changing nature of the art object, role of the artist, and audience for art in the second half of the 20th century. Emphasizes primarily, but not exclusively, American art with attention to emerging awareness of feminism, multiculturalism, and postmodern critical influences. Hopkins.

ART 174 (TC) Collecting Culture: Perspectives on Art Collections in Britain (M1) (S-2)

4 sem. hrs.

Studies significant collections of art and antiquities in museums, galleries, and country houses in and near London; how they were formed; and their relationship to changing social and political contexts in Britain. Topics include classical and Assyrian art at the British Museum in relationship to empire building in 18th- and 19th-century England, portraiture as a document of changing aristocratic ideals and national identity, and the Victoria and Albert Museum as an example of social reform. Hanni.

ART/EDUC 205 Thinking Through Art (F-1; S-2)

4 sem. hrs.

Examines the Visual Thinking Strategies teaching method, in which open-ended group discussions of visual art help learners of all ages to develop critical thinking skills. Students will explore the theory and research underpinnings, practice facilitating discussion, study assessment strategies and consider applications of VTS in both classrooms and art museums. Guest speakers and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary. Grohe.

ART 210 Architecture of Boston (F-2)

4 sem. hrs.

Uses Boston and Cambridge to explore the history and theory of modern and pre-modern American and European architecture. Considers such landmarks as Richardson's revivalist Trinity Church, Pei's international-style Hancock Tower, and Le Corbusier's sculptural Carpenter Center within the wider context of significant development. Lectures and museum and site visits

required, as well as walking tours exploring Boston as architecture and urban design. Orwig.

ART 243 The Rise and Fall of French Impressionism (F-1)

4 sem. hrs.

Students study the periods and artists in Europe who paved the way for the development of Impressionism in the 1860s, including the influence of photography on art after 1840. The class frequently visits the superb 19th century painting collection at the Museum of Fine Arts to study in person the works of Cassatt, Manet, Degas, Monet, and others. The course also considers significant subject and stylistic changes as artists moved away from Impressionism around 1900. Hanni, Staff.

ART 244 20th-Century Art (S-2)

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required, to take ART 100, 141, or 142.

Why did art change so radically at the beginning of the 20th century? This course explores the development of cubism, surrealism, abstraction, feminism, and other approaches to modern art by considering artists' responses to social, scientific, and technological changes of the period. Students will study the painting, sculpture, and photography as well as significant writings by 20th century artists to further an understanding of how and why artists turned away from many of the traditions of art history. Hanni.

ART 245 American Art (M1) (S-1)

4 sem. hrs.

This museum-based course relies on the outstanding American collection at the Museum of Fine Arts to study painting, photography, decorative arts, and sculpture from the colonial period to the 20th century. Considers how the nation during various historical periods defined and presented itself through art. Explores the experiences of women artists in America and the changing role of the U.S. in the international art world. Investigates themes of portraiture, landscape, and the development of modernism. Examines artists such as Copley, Sargent, Homer, Cassatt, and O'Keeffe and many others at the Museum of Fine Arts. Hanni.

ART 246 Art in the Age of Rembrandt (M1) (S-2)

4 sem. hrs.

Concentrates on European painting and sculpture during the 17th century, with emphasis on the art of the Netherlands. Considers careers of significant women artists, the popularity of landscape and portraiture, and changes in the commissioning and selling of art. Includes visits to works by Rubens, Rembrandt, Steen, Van Dyck, and others in the collections of the Museum of Fine Arts and the Gardner Museum. Hanni.

ART 247 Art, Women and the Italian Renaissance (F-2)

4 sem. hrs.

Examines the development of new ways of thinking about the world during the Italian Renaissance and how they affected the art and culture of that period. Students will consider how women and men were educated in the arts, the role of workshops in artistic training, and the influence of male and female patrons as they study the painting, sculpture, and architecture of the period 1300-1600. The course makes frequent use of the collections at the Gardner Museum and the Museum of Fine Arts. Hanni.

ART 248 Women and Art (F-2)

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required, to take ART 100, 141, or 142.

Surveys paintings, sculpture, photography, and architecture by women artists from medieval times to the present; analyzes the representations of women in the visual arts; and introduces theoretical issues related to feminist theory and the place of women in an expanding canon. Examines the contributions of artists such as Georgia O'Keeffe, Eva Hesse, Lee Krasner, and Cindy Sherman. Staff.

ART 249 History of Photography (M1) (F-1)

4 sem. hrs.

Surveys the history of photography, covering major developments from the 1830s to the present. Studies the medium in a broad cultural framework, with concentration on images and ideas and the cross-influence between photography and painting. Covers developments in art photography, documentary, and photojournalism. Hanni, Staff.

ART 251 African Art: 3000 BC to the Present (M1) (S-1)

4 sem. hrs.

Introduces African art from 3000 BC through the present, including Egyptian, Ashanti, Benin, Dogon, Bambara, Ife, and Ethiopian art, as well as art from other African cultures. Includes guest speakers (artists, historians, curators, etc.) and visits to museums. Staff.

ART 252 Arts of China and Japan (M1) (S-2)

4 sem. hrs.

Introduces the cultures of Japan and China through a study of painting, sculpture, and architecture. Considers stylistic developments and regional and historical characteristics in the context of the social, religious, and political history of these countries. Makes use of the superb Asian collection at the Museum of Fine Arts for an important opportunity to study firsthand a wide variety of Asian art. Staff.

ART 255 African American Art (M1) (F-2)

4 sem. hrs.

Surveys the history of African American art, with a strong emphasis on the contributions of African people to American culture, including special attention to the role of African people in developing world art. Includes tours of museums, galleries, artists' studios, and other institutions involved in the arts. Staff.

ART 343 Special Topics in Art History (S-1)

4 sem. hrs.

Provides in-depth examination of a geographical area, time period, or theme. Uses a seminar format to equip students with greater facility in visual analysis, art historical methodologies, bibliographic study, individual research, and critical evaluation. Staff.

ART 347 Art of the Gardner Museum (S-2)

4 sem. hrs.

Examines the Isabella Stewart Gardner Museum in depth: the woman responsible for its existence, the cultural contexts in which it was formed around the turn of the century, and those in which it exists today. Through readings and course meetings at the museum, this upper-level seminar explores the organization of the Gardner, special exhibitions, the roles of various departments, and the challenges of being an idiosyncratic museum in 21st-century America.

F = Fall
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 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Hanni.

ART 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

ART 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Staff.

ART/MUS 370 Internship in Art or Music (F-1,2; S-1,2)

4 or 8 sem. hrs.

Offers students “hands-on” experience in an arts organization such as a gallery, museum, music program, concert hall, or arts nonprofit. Internship sites are selected in consultation with advisor based on interest and learning goals. Staff.

Interdisciplinary Major in Arts Administration

The Department of Art and Music offers this interdepartmental major in conjunction with the Department of Communications and the Program in Management. The major provides an opportunity for students to prepare for careers in the arts, including management; public relations; promotion and marketing; budgeting; art or music editing in museums or publishing houses; and management of public and corporate art activity, foundations, art galleries, and concert halls. A student may choose courses in art or music, depending upon her strengths and interests. Internship experience in one of these areas is an integral part of the major. The major offers a choice of emphasis in either management or communications. Departmental advising assists students in selecting the track appropriate for their career goals.

Requirements: Students are required to take 52 semester hours including 32 in the art or

music department and 20 in either management or communications as listed below.

Art

Two out of four studio courses; students cannot choose both ART 138 and ART/COMM 139

ART 111 Introduction to Studio Art: Drawing

ART 112 Introduction to Studio Art: Color
ART/ Introduction to Photography and
COMM 138 the Traditional Lab

ART/ Introduction to Photography and
COMM 139 the Digital Lab

In addition:

ART 141 Introduction to Art History: Egypt to Mannerism

ART 142 Introduction to Art History: Baroque to the 20th Century

AADM 143 State of the Arts: An Introduction to Arts Administration

AADM 390 Arts in the Community

One elective in art history

Music

MUS 120 Introduction to Music: The Middle Ages to Early Romanticism

MUS 121 Introduction to Music: Early Romanticism to the Present

AADM 143 State of the Arts: An Introduction to Arts Administration

AADM 390 Arts in the Community

Three electives in music history, theory, or performance

Communications Track

COMM 122 Writing and Editing Across the Media

COMM 186 Introduction to Public Relations and Marketing Communications

COMM 281 Writing for Public Relations and Integrated Marketing Communications

and two of the following courses:

COMM 120 Communications Media

COMM 121 Visual Communication

- COMM 124 Media, Messages, Society
 COMM 210 Introduction to Graphic Design: Principles and Practices (requires COMM 123)
 COMM 220 Video Production
 COMM 244 Web I: Design for the World Wide Web (requires COMM 210)
 COMM 260 Journalism (requires COMM 122)
 COMM 262 Media Convergence
 COMM 310 Feature Writing (requires COMM 122)
 COMM 322 Digital Cultures: Communications and New Media

Business Track

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 221 Project Management
 MGMT 234 Organizational Communication and Behavior
 MGMT 238 Managing Your Venture's Financial Bottom Line
 MGMT 250 Principles of Marketing

Recommended:

- ECON 100 Principles of Microeconomics
 ECON 101 Principles of Macroeconomics
 MATH 118 Introductory Statistics

Marketing Track

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 250 Principles of Marketing and three of the following courses:
 MGMT 230 Consumer Behavior
 MGMT 231 Creating Brand Value
 MGMT 232 Beyond Advertising: Marketing Communications in the Age of Social Media
 MGMT 233 Developing Customer Relations
 MGMT 236 Retail Management
 MGMT 348 The Sustainable Supply Chain
 MGMT 394 Comparative Retail Strategies

Recommended:

- ECON 100 Principles of Microeconomics

- ECON 101 Principles of Macroeconomics
 MATH 118 Introductory Statistics

Entrepreneurship Track

- MGMT 237 Introduction to Entrepreneurship
 MGMT 238 Managing Your Venture's Financial Bottom Line
 MGMT 250 Principles of Marketing
 MGMT 337 Leading Your Entrepreneurial Venture

Students select one elective chosen from the following list after writing a rationale for the selection to the minor advisor: MGMT 224 Socially Minded Leadership, MGMT 230 Consumer Behavior, MGMT 231 Creating Brand Value, MGMT 232 Beyond Advertising: Marketing Communications in the Age of Social Media, MGMT 233 Developing Customer Relations, MGMT 234 Organizational Communication and Behavior, MGMT 236 Retail Management, MGMT 260 Principles of Finance, MGMT 341 Global Business, ECON 214 Women in the World Economy, ECON 222 Comparative Economies in East Asia, ECON 239 Government Regulation of Industry, ECON 241 Business Competition and Antitrust Policy, SOCI 267 Globalization, SOCI 348 Re-envisioning the Third World, SJ 220 Working for Social Justice, SJ 222 Organizing for Social Change.

Recommended:

- ECON 100 Principles of Microeconomics
 ECON 101 Principles of Macroeconomics
 MATH 118 Introductory Statistics

Minor in Arts Administration

An arts administration minor may emphasize either music or art and management or communications.

- AADM 143 and one other AADM course
- Two art history or two music history courses
- One course from the following: COMM 122, COMM 186, MGMT 100, and MGMT 110

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

COURSES

AADM 143 State of the Arts: An Introduction to Arts Administration (M1) (F-1,2)

4 sem. hrs.

Studies cultural organizations, their functions, and their role in a changing society. Instruction emphasizes “backstage” and “firsthand” exposure to visual and performing arts organizations through site visits, guest lecturers, readings, and discussion. Topics include the multicultural arena, public art, and the management of visual and performing arts institutions. Moore.

AADM 253 Special Topics in Arts Administration (F-1; S-2)

4 sem. hrs.

Focuses on a particular theme or methodology in arts administration and offers in-depth exploration and development of expertise in the field. Staff.

AADM 236 Arts Administration Institute/New York City (S-1)

4 sem. hrs. Prereq.: Consent of instructor.

Offers firsthand experience of the rich cultural landscape of a major urban center in a four-week on-site experiential program that focuses on the following questions: What new relationships are emerging between art markets, philanthropy, public funding, and nonprofit arts organizations? What is the nature of “the public trust” in the art world of the 21st century? How do arts organizations balance tradition and change in a multicultural and global environment? What roles do arts administrators play in linking the arts to their audiences? Combines readings, research activities, guest speakers, and visits to events and programs. Staff.

AADM 390 Internship and Seminar: Arts in the Community (S-1,2)

8 sem. hrs. Prereq.: AADM 143 or consent.

Provides an integrated seminar and internship experience for students in arts administration. Combines academic and experiential learning in a professional context. Includes internships in museums, galleries, or concert halls; theater companies; or other institutions involved in the arts. Reading and writing assignments explore issues related to nonprofit arts management. Staff.

MUSIC

Music by its very nature absorbs prevailing musical, social, and expressive influences from many diverse cultures, thereby becoming truly international in spirit. Courses in music are designed as cultural enrichment for students whose principal interests are in other disciplines and for students pursuing a major in music. Music courses develop the student’s ability to listen intelligently to a wide spectrum of music from many traditions. The introductory courses present a general appreciation of music by exploring traditional Western music as well as examples from non-Western cultures. Such experience is extremely beneficial to a liberal arts education and will enhance the student’s creative work and performance in the humanities, science, and other professional areas. It also provides an excellent background for more specialized offerings. There is no strict sequence in which music courses must be taken; however, the introductory courses (MUS 120 or 121) are normally taken first.

Students who take MUS 349 Directed Study at the New England Conservatory are required to take MUS 110, 111, 120, or 121 during their first semester of applied music. Depending upon the student’s musical background and with the permission of the instructor, it is possible to fulfill the course requirement for MUS 349 Directed Study with any Simmons music history or theory course. A student’s musical and technical proficiency on any instrument or voice should be at an intermediate level or above. Therefore, a consultation with the music faculty is necessary before registration can be completed. The department welcomes students wishing to develop joint majors with other departments; such students should consult with the music faculty about ways to integrate their interests.

Majors in Music

Majors offered in music lead to a BA and include arts administration, a music major

with a music history track, or an applied music (performance) track. The program is academically oriented and intended for liberal arts students who choose to study music as a humanistic discipline. The study of music can lead to careers in a wide variety of fields, including teaching, performance, arts administration, music editing and publishing, recording, programming for radio and television broadcasts, etc. The major in music would be enriched if combined with a major in another area, such as English, communications, management, or history.

Requirements: Students are required to complete 32 semester hours in one of the tracks listed below.

Applied Music Track

- Four applied music courses
- One course in music theory
- One course in music history and literature
- Two electives chosen from music history or theory courses, depending upon interest

Music History Track

- Four music history and literature courses (two at the 200 level or above)
- One course in theory or theoretical studies
- One applied music course
- Two electives chosen from music history, theory, or applied studies, depending upon interest

Interdepartmental Major and Minor in Arts Administration

The Department of Art and Music offers an interdepartmental major in arts administration with an emphasis in music. Information concerning this major begins on page 56. A minor in arts administration is also offered. See page 57.

Minor in Music

A music minor consists of four music history/theory courses (two at the 200 level or

above) and one elective in music history, theory, or performance. A minimum of 12 semester hours must be taken within the department to complete a minor in music.

Other Programs

The New England Conservatory of Music

Performance studies and music theory courses regularly offered at the New England Conservatory of Music may be elected for credit by qualified students. (See MUS 349 below) Under the provisions of an inter-institutional agreement between the New England Conservatory of Music and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the conservatory, subject to certain specified conditions, the details of which should be obtained from the Department of Art and Music and the registrar's office. A Simmons student who wishes to pursue a course at the conservatory must be recommended by the music faculty at Simmons College. The student will then be referred to the New England Conservatory of Music. Simmons College and the New England Conservatory reserve the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected.

The Simmons College Concert Choir *Danica Buckley, Music Director*

The Simmons College Concert Choir is a 30- to 40-voice women's chorus open to all women in the Simmons community, including undergraduate, graduate, and continuing education students, as well as faculty and staff. Rehearsals begin in September and January and take place once a week. The concert choir prepares two programs each year, performing at least one major concert at the end of each semester, as well as with the New England

F = Fall
S = Spring
U = Summer
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2 = AY 2013-2014
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Philharmonic Orchestra each spring. The repertoire includes a wide range of music written for women's voices from the Renaissance to the 20th century, including work from the Simmons College Songbook. Some choral singing experience is helpful but not necessary.

Minor in Performing Arts

The Colleges of the Fenway minor in performing arts integrates performing experiences with classroom study of the performing arts: dance, music, theater, and performance art. The minor includes study, observation, and practice of the performing arts. It consists of Introduction to Performing Arts, three discipline-specific courses (dance, music, and theater), and one upper-level course, as well as three semesters of an approved performance ensemble. Contact Professor Gregory Slowik, the Simmons College performing arts advisor, for more information.

COURSES

MUS 110 The Language of Music (M1) (F-1)

4 sem. hrs.

Introduces the language of music in Western and non-Western traditions. Discusses musical notation and terminology, tonal melodic singing and hearing, meter, rhythmic practice, and beginning concepts of harmony. Provides an excellent background for other music courses. Slowik.

MUS 111 How Music Works (S-1)

4 sem. hrs.

Discusses the music of many stylistic periods and their place within various societies. Studies examples of nontraditional notation leading to discussions and analysis of a range of compositions. Requires a basic understanding of music notation and familiarity with the keyboard. Builds on concepts from MUS 110. Note: MUS 110 and 111 are designed in sequence but may be taken separately. Slowik.

MUS 120 Introduction to Music: The Middle Ages to Early Romanticism (M1) (F-2)

4 sem. hrs.

Surveys trends and innovations that occurred in

international music from the Middle Ages to early Romanticism. Emphasizes listening to and understanding a wide variety of music. Topics include Hildegard of Bingen; cathedral composers of France, Italy, and Germany; Bach; Handel; Mozart; Beethoven; and others. Slowik.

MUS 121 Introduction to Music: Early Romanticism to the Present (M1) (S-2)

4 sem. hrs.

Surveys multicultural trends and innovations that occurred in international music from early Romanticism to contemporary music.

Emphasizes listening to and understanding a wide variety of music. Topics include the influence of non-Western cultures, such as African and Asiatic, on international music; works of women composers; and ragtime, jazz, and musical theater. Slowik.

MUS 125 The Symphony (M1) (S-1)

4 sem. hrs.

Enhances the listener's appreciation of the modern symphony orchestra, trends from pre-classical composition into the 21st century. The development of orchestral instruments and symphonic forms are studied. Integrates live concerts by the Boston Symphony Orchestra in Symphony Hall and by the New England Philharmonic Orchestra. Slowik.

MUS 130 (TC) Music in Austria: The Imperial Legacy (M1) (S-2)

4 sem. hrs.

Examines the lives of Haydn, Mozart, and Beethoven. Beginning in Salzburg we study compositions by Mozart and other composers of Salzburg and attend performances in 18th-century houses, churches, and palaces where these composers worked on a daily basis. Then our venue changes to Vienna, which offers an opportunity to experience the energy of a great city that has been a musical and political capital for centuries. Day trips include the lakes region of Salzburg, the Austrian Alps, and museums and historic sites. Slowik.

[MUS 141 Mozart: The Man and His Music (M1)

4 sem. hrs. Not offered in 2012–2014.]

Focuses on Mozart's life and music primarily by studying his compositions. Develops an understanding of the structure of the music as well as

Mozart's relationship with 18th century Vienna. Discusses the effect of the Enlightenment upon the aristocracy, the church, and the musician. Requires no previous background in music. Slowik.

MUS 165 Music in Film (M1) (S-2)

4 sem. hrs.

Introduces the unique art of music for film. Screens films representing various eras and cultures and explores the film score. Presents genres including adventure, drama, musical, science fiction, and animated films. Studies music by the greatest film composers, including Max Steiner, Bernard Herrmann, John Williams, and others. Slowik.

MUS 222 Music in America (M1) (F-2)

4 sem. hrs.

Introduces America's multicultural musical tradition, including Native American, African American, and Hispanic contributions, with consideration of related material such as painting, sculpture, architecture, dance, and literature. Gives special attention to work songs, jazz, blues, ragtime, concert repertoire, and musical theater and their influence upon European cultures. Slowik.

MUS 232 Bach to Beethoven: Music in the 18th Century (M1) (S-1)

4 sem. hrs.

Surveys music and related disciplines in the 18th century. Discusses great changes in society, contact with non-Western countries, and the musician's place within society. Topics include Bach and Handel, E. Jacquet de la Guerre, Haydn and Mozart, the American and French Revolutions, Voltaire, Jefferson, and others. Slowik.

MUS 234 Music of the Romantic Tradition (M1) (S-2)

4 sem. hrs.

Studies 19th-century musicians, such as Debussy, Puccini, and Rimsky-Korsakov, who created music that was international and multicultural and influenced by Asiatic and Indonesian cultures, such as Japan and Bali. Introduces diverse topics, including art songs; fascination with the macabre; the "romantic" artist; and women composers — Clara Schuman, Fanny Mendelssohn-Hensel, and America's first well-

known female composer, Amy Beach. Slowik.

MUS 239 The Music that Changed the World (M1) (F-1)

4 sem. hrs.

Looking for new means of self-expression, musicians, artists, and writers rejected traditional forms and methods of creativity in Paris at the turn of the 20th century. Students study these explosive new ways of creating music, art, and literature that changed the world forever. Topics include Debussy, Impressionism, Stravinsky, Picasso, Gertrude Stein. Slowik.

MUS 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs.

Private lessons with faculty of the New England Conservatory. Requires music and technical ability at an intermediate level on an instrument or voice. Department approval is required. Staff.

MUS 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs.

Individualized projects at an advanced level. Slowik.

MUS/ART 370 Internship (F-1,2; S-1,2)

4 sem. hrs.

Refer to ART 370. Staff.

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Department of Biology

D. Bruce Gray, *Chair and Associate Professor*

*Mary Owen, *Professor*

Jane Lopilato, *Associate Professor*

**Elizabeth Scott, *Associate Professor*

Maria Abate, *Assistant Professor*

Randi Lite, *Associate Professor of Practice*

Charlotte Russell, *Senior Lecturer*

Jyl Richards, *Laboratory Manager*

Tracy Machcinski, *Laboratory Supervisor*

Victoria Galloway, *Administrative Assistant*

* *On sabbatical leave fall 2012*

** *On sabbatical leave spring 2013*

The department's offerings are designed to help students develop an understanding of the scope and the specialties of biology, as well as an appreciation of modern biological trends. An inquiry-based approach is utilized in the laboratory components of biology courses; this experience is integral to a student's understanding of scientific principles and allows the student to apply critical thinking, problem solving, and creativity in approaching scientific problems. Undergraduate preparation in biology may lead to career opportunities in university, hospital, government, and commercial laboratories in areas such as animal and plant physiology, developmental and evolutionary biology, genetics and molecular biology, neurobiology, cell biology, biochemistry, microbiology, immunology, ecology, marine biology, public health, and biotechnology. The curriculum also prepares students for graduate study in biology, medicine, dentistry, veterinary science, and allied health careers.

Cooperation with other departments in the College provides opportunities for joint programs, such as interdisciplinary majors. The following is a list of majors and programs offered by the Biology Department:

- Biology
- Biochemistry
- Environmental Science
- Exercise Science

- Neuroscience and Behavior
- Public Health
- Accelerated five year programs: BS Biology/MS Nutrition, BS Exercise Science/MS Nutrition, or BS Public Health/MS Nutrition (jointly offered with Nutrition Department in School of Health Studies)
- Certification for teaching biology at the middle school and secondary school levels is also possible by enrollment in the education department.

For further information about the Biology Department refer to: www.simmons.edu/undergraduate/academics/departments/biology/.

For information on the Premedical Program refer to: www.simmons.edu/undergraduate/academics/departments/pre-med/.

Major in Biology

Biology is the study of life and includes a broad range of biological disciplines. Undergraduate women are well-prepared for graduate studies and careers with a strong foundation in biological principles and methodology, as a result of the department's student centered classroom, laboratory, and research experiences. For students desiring a broad education in the life sciences, ranging from the molecular and cellular level to that of populations and ecosystems, this major provides maximum flexibility in preparation for careers in biology, biotechnology, and related fields; it also serves as excellent preparation for graduate and professional schools.

Requirements: Students planning a program in biology satisfy the core requirements by taking the following courses:

Year 1:

- | | |
|----------|-----------------------|
| BIOL 113 | General Biology |
| BIOL 218 | Principles of Zoology |

Year 2:

- | | |
|----------|-------------------|
| BIOL 222 | Animal Physiology |
| BIOL 225 | Cell Biology |

Year 3:**BIOL 336 Genetics**

To complete the minimum requirements, students must take three additional courses in biology, at least two of which must be numbered 300 or higher. In the senior year, students must satisfy their independent study requirement by taking two semesters of BIOL 350, BIOL 355, or BIOL 370.

Prerequisites: Students are required to take CHEM 111 or 113, 114, and 225 as well as MATH 120 or its equivalent. Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include additional courses in CHEM 226, MATH 121, and a year of physics. Students interested in careers in dentistry, medicine, optometry, podiatry, veterinary medicine, and the allied health professions should consult the health professions advisor, Professor Mary Owen, Department of Biology.

Minor in Biology

A minor in biology requires BIOL 113 General Biology and four additional courses in biology, all of which must be designated BIOL and numbered 200 or above. Students should contact the department chairperson to discuss course selection.

No more than two courses can be counted from transfer credits; these must be approved by the department chairperson.

Education Track

This track is recommended for students majoring in elementary school education who desire a general science background with an emphasis in biology. It is not recommended for students planning on graduate school or research careers. Students wishing to teach on the secondary level must take the courses detailed above to fulfill the major in biology.

Requirements: Students taking the education

track should enroll in BIOL 113 General Biology and CHEM 111 Introductory Chemistry: Inorganic in their first year. In subsequent years, students should enroll in four biology courses numbered above 200, one of which should be either BIOL 245 Principles of Ecology or BIOL 333 Marine Biology. Students must also take BIOL/PHYS 103 Great Discoveries in Science and any two of the following: CHEM 112 Introductory Chemistry: Organic, NUTR 111 Fundamentals of Nutrition Science, or PHYS 105 Science and Technology in the Everyday World: The Way Things Work.

The independent learning requirement can be satisfied by successfully completing EDUC 382 Practicum: Elementary School (Grades 1–6) or two semesters of BIOL 350 or BIOL 370.

Joint Major in Biochemistry

The major in biochemistry is jointly administered by the departments of biology and chemistry and is approved by the American Chemical Society. The rapidly growing field of biochemistry involves the application of biological and chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena.

Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields.

Requirements: The program consists of a core of chemistry and biology courses beginning in the first year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminat-

ing in a thesis. In addition, there are six pre-requisite courses in biology, chemistry, calculus, and physics.

The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take MATH 120 and/or MATH 121 during the summer. The advanced biochemistry lab, CHEM 347, provides an opportunity to learn more advanced techniques in biotechnology.

Graduate School Preparation

To meet the ACS standards described above under chemistry major, biochemistry majors must include two additional 300-level chemistry electives chosen from CHEM 341, CHEM 343, CHEM 346, CHEM 347, or CHEM 348.

Requirements:

First Year

- BIOL 113 General Biology
- BIOL 221 Microbiology
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 114 Organic Chemistry I
- MATH 120 Calculus I
- MATH 121 Calculus II

Sophomore Year

- BIOL 225 Cell Biology
- CHEM 225 Organic Chemistry II
- CHEM 226 Quantitative Analysis
- PHYS 112, 113 Fundamentals of Physics

Junior Year

- BIOL 337 Molecular Biology
- CHEM 331 Thermodynamics and Kinetics
- CHEM 345 Biochemistry
- 300-level elective in biology or chemistry

Senior Year

- 300-level elective in chemistry or biology

Biochemistry majors do their independent study research either in chemistry (CHEM 355) or in biology (BIOL 350 or BIOL 355). If registered for CHEM 355, biochemistry majors must also register for CHEM 390 Chemistry Seminar.

Joint Major in Environmental Science

Environmental science is a joint major offered by the Departments of Biology and Chemistry. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities as well as graduate programs in this area. Environmental science is a broad interdisciplinary field working to understand the interactions among physical, chemical, biological, and human factors. A comprehensive understanding of how the environment functions and the influence of human actions has the potential for improved conservation, sustainable development, and restoration of natural resources. Concerns about environmental degradations are ever more pressing in the 21st century and have led to a growing demand for specialists in this field as well as programs to train these specialists.

Tracks

There are two tracks within the Environmental Science major: 1) the Environmental Biology Track, which emphasizes both laboratory and field component as well as broad interdisciplinary alternatives (see description of Environmental Biology Track below), and 2) the Environmental Chemistry Track, which emphasizes an analytical laboratory approach to environmental problems (see Chemistry Department for details on Environmental Chemistry Track).

Biology Track

Prerequisites

- BIOL 113 General Biology (M4)
- MATH 118 Introductory Statistics
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 112 Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I

Requirements:

- BIOL 104 Introduction to Environmental

	Science
BIOL 245	Principles of Ecology (prereq. BIOL 113)
BIOL 322	Seminar in Evolutionary Biology
ECON 100	Principles of Microeconomics (M5)
ENVI 201	Environmental Forum (2 credits)
PHIL 139	Environmental Ethics

Electives

In consultation with and with approval of the environmental biology concentration advisor, the student selects a total of six electives in addition to the required and prerequisite course requirements. With approval of the concentration advisor courses not included in this list can be selected as electives if consistent with the student's subfield concentration.

Three elective courses from the Science list: (at least one at the 300-level)

BIOL 218	Principles of Zoology
BIOL 221	Microbiology or other relevant microbiology course
BIOL 222	Animal Physiology
BIOL 333	Marine Biology
BIOL 336	Genetics
BIOL 340	Plant Biology or BIOL 107 Plants and Society
BIOL 345	Tropical Marine Biology (Field study travel)
BIOL 347	Human Development and Genetics
CHEM 226	Quantitative Analysis
CHEM 227	Energy and Global Warming
CHEM 342	Mechanistic Toxicology
HON 308	Sustainability and Global Warming
SURV 150	Overview of Surveying Technology (Wentworth) – GIS Skills
MATH 120	Calculus I
MATH 227	Biostatistical Design and Analysis
NUTR 150	International Nutrition Issues
PHYS 110	Introduction to Physics I
PHYS 111	Introduction to Physics II

Three elective courses from the Arts and

Humanities course list:

ART 245	American Art
ECON 239	Government Regulation of Industry
ECON 247	Environmental Economics
HIST 205	Global Environmental History
MGMT 224	Socially-Minded Leadership
POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 217	American Public Policy
POLS 220	International Organization and Law
SOCI 241	Health, Illness, and Society
SOCI 245	International Health
SOCI 267	Globalization

Independent Learning

This all-College independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis, or BIOL 370 Internship or in the chemistry department through CHEM 350 Independent Study in Chemistry.

Chemistry Track

Prerequisite Courses (24 credits):

BIOL 113	General Biology
CHEM 113	Principles of Chemistry or CHEM 111 Introductory Chemistry: Inorganic
MATH 120	Calculus I
MATH 121	Calculus II
PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II

Requirements:

BIOL 104	Introduction to Environmental Science or BIOL 245 Ecology
CHEM 114	Organic Chemistry I
CHEM 226	Qualitative Analysis
CHEM 223	Introduction to Biochemistry or CHEM 345 Biochemistry
CHEM 227	Energy and Global Warming

or CHEM 331 Thermodynamics
 CHEM 390 Chemistry Seminar (1 credit)
 ENVI 201 Environmental Forum I (2 credits)
 MATH 118 Introductory Statistics
 PHIL 139 Environmental Ethics
 Independent Study/Internship

Electives (8 credits)

Choose two:
 CHEM 225 Organic Chemistry II
 CHEM 341 Advanced Analytical Chemistry
 or CHEM 342 Mechanistic Toxicology
 HON 308 Sustainability and Global Warming

Independent Learning

This all-College independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis, or BIOL 370 Internship or in the chemistry department through CHEM 350 Independent Study in Chemistry.

Exercise Science Program

This program provides a challenging educational experience for students who wish to pursue health/fitness careers. The major provides hands-on experience in the health/fitness industry tied to core academic preparation in the science of exercise and health. Students of exercise science will have the requisite coursework for graduate programs in physical therapy, clinical exercise physiology, kinesiology, and exercise science. Graduates of an exercise science program may work in commercial fitness centers, health clubs, community centers, corporate wellness programs, and non-profit health promotion organizations. They may lead group exercise sessions, personal training sessions, and create and manage programs and facilities.

Exercise Science Major

Majors will complete four pre-requisite courses, a core consisting of ten courses plus two electives spread out across their four years. All majors are required to have CPR and

First Aid Certifications by the end of the junior year. The suggested sequence for core courses is:

First Year

BIOL 113 General Biology (prereq. for BIOL 246)
 CHEM 111 Introductory Chemistry: Inorganic (prereq. for BIOL 231)
 CHEM 112 Introductory Chemistry: Organic (prereq. for BIOL 231)

Sophomore Year

BIOL 231 Anatomy and Physiology I
 BIOL 232 Anatomy and Physiology II
 BIOL 246 Foundations in Exercise and Health
 MATH 118 Introductory Statistics
 PSYC 101 Introduction to Psychological Science
 NUTR 112 Introduction to Nutrition Science

Junior Year

SNHS 361 Exercise Assessment and Prescription
 PSYC 232 Health Psychology
 BIOL 332 Exercise Physiology
 PHYS 110 Introduction to Physics I (prereq. for SNHS 362)
 CPR with AED Training at Heartsaver level (Health Care Provider level for DPT students)
 First Aid Certification

Senior Year

BIOL 370 Internship (8 credits)
 BIOL 362 Kinesiology
 Elective from list
 Elective from list

For Students in the Accelerated Physical Therapy program:

PT 602 and 603 Integrated Clinical Experience (2 credit) and PT 610 and 612/650 Research Methods and Applying Research to Practice (5 credit) are equivalent to 8 credits of internship.
 PT 625 Fundamentals of Movement Sciences I is equivalent to BIOL 362 Kinesiology.

PHYS 111 is both a requirement for the PT program and is an elective from the exercise science list.

Exercise Science Electives:

BIOL 221 and 221L	Microbiology and lab
PHYS 111 and 111L	Introductory Physics II and lab
SOCI 241	Health, Illness, and Society
SOCI 345	Health Care Systems and Policy (SOCI 101 prereq.)
SOCI 266	Sociology of Sports
NUTR 110	Sociocultural Implications Nutrition
CHEM 223	Introduction to Biochemistry
NUTR 311	Nutrient Metabolism (CHEM 223 prereq.)
MCPHS BEH405A	Mind-Body Medicine

Minor in Exercise Science

The exercise science minor allows any interested student an opportunity to gain knowledge of the role that exercise plays in health and disease. The minor consists of the following five courses:

BIOL 246	Foundations of Exercise and Health
BIOL 332	Exercise Physiology
MATH 118	Introductory Statistics
SNHS 361	Exercise Assessment and Prescription

Elective from the exercise science list

For further information about the program in exercise science, contact Professor Randi Lite (Department of Biology).

Students planning to attend medical, dental, or veterinary school should contact Professor Mary Owen, Health Professions Advisor (Department of Biology), as early as possible to be sure to incorporate the courses required for admission to these professional schools.

Joint Major in Neuroscience and Behavior

Students interested in both biology and psy-

chology may wish to choose the interdisciplinary major in neuroscience and behavior. Neuroscience draws from the social, natural, mathematical, and life sciences to address intriguing and difficult issues related to behavior and experience. This fast-growing field is yielding exciting new discoveries regarding the biological bases of behavior, conscious experience, and the relationship between physical and mental health. Completion of the major prepares students to work in a variety of research and clinical settings and, with judicious selection of electives, serves as an excellent preparation for advanced work in biology, psychology, or for medical, dental, or veterinary school. For further information about the program in neuroscience and behavior, contact Professor Bruce Gray (Department of Biology) or Professor Rachel Galli (Department of Psychology). Students planning to attend medical, dental, or veterinary school should contact Professor Mary Owen, Health Professions Advisor (Department of Biology), as early as possible to be sure incorporate to the courses required for admission to these professional schools.

Requirements: Majors will complete a core consisting of nine courses plus five track-specific courses spread throughout their four years. A suggested sequence for core courses is:

First Year

PSYC 101	Introduction to Psychological Science
BIOL 113	General Biology
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry

Sophomore Year

MATH 118	Introductory Statistics
PSYC 201	Biological Psychology
PSYC 203	Research Methods in Psychology

Junior Year

PHIL 237	Philosophy of Mind
One course from the basic process category in psychology:	

- PSYC 232 Health Psychology
 PSYC 243 Cognitive Psychology
 PSYC 244 Drugs and Behavior
 PSYC 245 Memory and Learning
 PSYC 247 Perception

Senior Year

- PB 347 Seminar in Psychobiology

Majors select one of two concentrations to add to the core:

(A) Neurobiology Track

- CHEM 112 Introductory Chemistry: Organic Chemistry
 or CHEM 114 Organic Chemistry
 BIOL 225 Cell Biology
 BIOL 334 Neurobiology
 BIOL 337 Molecular Biology
 An additional 200-level or higher biology course.

(B) Cognitive and Behavioral Track

- BIOL 342 Topics in Behavioral Biology
 PSYC 301 Research in Biopsychology
 or PSYC 303 Research in Cognitive Processes
 A 200-level or higher biology course
 Two additional courses from the neuroscience list.

Courses cannot double count for both core sequence and the neuroscience lists.

Neuroscience List

- PSYC 231 The Nature of Abnormal Behavior
 PSYC 232 Health Psychology
 PSYC 243 Cognitive Psychology
 PSYC 244 Drugs and Behavior
 PSYC 245 Memory and Learning
 PSYC 247 Perception
 PSYC 301 Research in Biopsychology
 PSYC 303 Research in Cognitive Processes
 CS 112 Introduction to Programming
 PHIL 136 Philosophy of Human Nature
 PHIL 238 Ways of Knowing
 BIOL 222 Animal Physiology
 BIOL 225 Cell Biology
 BIOL 231 Anatomy and Physiology I
 BIOL 334 Neurobiology
 BIOL 335 Developmental Biology

- BIOL 336 Genetics
 CHEM 112 Introductory Chemistry: Organic
 CHEM 223 Introduction to Biochemistry
 NUTR 111 Fundamentals of Nutrition
 Science
 or NUTR 112 Introduction to Nutrition
 Science

Independent Learning

This all-College independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis, or BIOL 370 Internship or in the psychology department through PSY 350 Independent Study in Psychology or PSYC 380 Fieldwork in a Psychological Setting. Arrangements should be made with the student's psychobiology advisor before the end of the junior year.

Public Health Program

This program provides a unique and challenging educational experience for students who wish to combine an interdisciplinary liberal arts education with a specialty focus on public health. The major provides conceptual foundations and empirical bases for analyzing the interplay between science, society, and health, and prepares students for a variety of public health careers. The minor allows pre-med students and other health professions students an opportunity to augment their specialty education with this broad perspective. There is a rising demand for public health professionals, due to increased global concerns regarding infectious and chronic disease epidemiology, food and water safety, sanitation, and environmental health issues. Public health professionals have excellent employment prospects, as researchers, community health workers, and health program managers.

Public Health Major

Majors will complete a core consisting of nine courses plus five track-specific courses spread out across their four years.

The suggested sequence for core courses is:

First Year

- BIOL 113 General Biology
 BIOL 104 Introduction to Environmental Science
 SOCI 241 Health, Illness, and Society

Sophomore Year

- BIOL 221 Microbiology — A Human Perspective
 MATH 118 Introduction to Statistics
 NUTR 150 International Nutrition Issues
 or SOCI 245 International Health

Junior Year

- SOCI 345 Health Care Systems and Policy
 BIOL 346 Epidemiology and Infectious Disease

Senior Year

- PH 347 Seminar in Public Health

Majors select one of two tracks to add to the core:

(A) Biology Track

- BIOL 246 Foundations of Exercise and Health
 BIOL 347 Human Development and Genetics
 CHEM 111 Introductory Chemistry: Inorganic
 CHEM 112 Introductory Chemistry: Organic

Students must choose one additional course from the biology list:

Biology Electives

- BIOL 245 Ecology
 BIOL 338 Microbial Pathogenesis
 BIOL 341 Microbiology of Food, Water, and Waste
 CHEM 327 Energy and Global Warming
 HON 303 HIV/AIDS Intersections of Science
 IT 225 Health Informatics
 MGMT 234 Organizational Communication and Behavior
 MATH 227 Biostatistical Design and Analysis
 MATH 229 Regression Models
 NUTR 110 Sociocultural Implications of

Nutrition

- PHIL 131 Biomedical Ethics
 POLS 217 American Public Policy
 PSYC 232 Health Psychology

(B) Social Analysis Track

- NUTR 150 International Nutrition Issues
 SOCI 239 Introduction to Social Research
 SOCI 245 International Health

Students must choose three additional courses from the social analysis list:

Social Analysis Electives

- AST/SOCI/ WGST 232 Race, Gender, and Health
 HON 303 HIV/AIDS Intersections of Science
 IDS 228 Service Learning in Nicaragua (TC)
 IT 225 Health Informatics
 MATH 227 Biostatistical Analysis and Design
 MATH 229 Regression Models
 MGMT 234 Organizational Communication and Behavior
 PHIL 131 Biomedical Ethics
 POLS 217 American Public Policy
 PSYC 232 Health Psychology
 SJ 220 Working for Social Justice
 SJ 222 Organizing for Social Change
 SOCI 210 Body Politics
 SOCI 339 Qualitative Research Workshop
 AST/SOCI/ WGST 340 Intimate Family Violence

Independent Learning

This all-College independent learning requirement (eight semester hours) will be met through courses in the biology or sociology departments, usually in the senior year. In the biology department it will be met through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis, or BIOL 370 Internship. In the sociology department, it will be met through SOCI 350 Independent Study, SOCI 355 Thesis, SOCI 370 Internship, or SOCI 380 Fieldwork. All students will be required to submit a thesis and make an oral presentation of their work at an approved internal or exter-

nal symposium. Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

Public Health Resources in Boston

Students will be encouraged to attend open lectures on public health in Boston. In addition, courses developed at Simmons will integrate guest speakers from the pool of expertise in the area.

Minor in Public Health

The minor consists of the following five courses:

- BIOL 104 Introduction to Environmental Science
- BIOL 346 Epidemiology and Infectious Disease
- MATH 118 Introductory to Statistics
- SOCI 241 Health, Illness, and Society
- SOCI 245 International Health
or SOCI 345 Health Care Systems and Policy

For further information about the program in public health, contact the Program Directors: Professor Elizabeth Scott (Department of Biology) or Professor Valerie Leiter (Department of Sociology). Students planning to attend medical, dental, or veterinary school should contact Professor Mary Owen, Health Professions Advisor (Department of Biology), as early as possible to be sure to incorporate the courses required for admission to these professional schools.

BS Biology/MS Nutrition Program

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Biology and a minor in chemistry and a Master's of Science degree in Nutrition. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Application to

this program occurs in the second semester of the student's junior year and is directed to the Chair of the Nutrition Department. A grade point average of 3.3 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted toward the undergraduate degree credits, and also fulfill two of the graduate course requirements, giving the students a significant tuition reduction.

Requirements for the undergraduate biology major, chemistry minor, and graduate degree in nutrition:

Year One

- FYS 101 First Year Seminar
- FYW 101 First Year Writing
- BIOL 113 General Biology
- CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry
- Modern Language (101)
- BIOL 218 Zoology
or BIOL 221 Microbiology
- CHEM 114 Organic Chemistry I
- MCC 102 Culture Matters
- Modern Language (102)

Year Two

- CHEM 225 Organic Chemistry II
- Modern Language (201)
- MATH 120 Calculus I
- Mode 1 Elective
- CHEM 226 Quantitative Analysis
- BIOL 225 Cell Biology
- NUTR 112 Introduction to Nutrition Science
- Elective

Year Three

- BIOL 231 Anatomy and Physiology I
- CHEM 345 Biochemistry
- NUTR 237 The Practice of Community
Nutrition
- Mode 2 Elective
- BIOL 232 Anatomy and Physiology II

BIOL 300-level elective
 MATH 118 Introductory Statistics (M₃)
 Mode 5 Elective

Year Four

SNHS 410 Research Methods
 BIOL 350 Independent Laboratory Research
 or BIOL 370 Internship
 BIOL 336 Genetics
 Mode 6 Elective
 SNHS 450 Health Care Systems
 BIOL 300-level elective
 Elective

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA to continue in the program. Please visit www.simmons.edu/snhs/programs/nutrition/index.php and view the *Nutrition Catalog* for graduate requirements.

BS Exercise Science/MS Nutrition Program

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in exercise science and a Master of Science degree in nutrition and health promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Application to this program occurs in the second semester of the student's junior year and is directed to the SNHS Director of Admissions. A grade point average of 3.3 is required, but no GRE scores are necessary.

The curriculum for this program is described below. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted to the undergraduate degree credits***, and also fulfill two of the graduate course requirements,

giving the students a significant tuition reduction.

Requirements for the undergraduate exercise science major and graduate degree in nutrition:

Year One

FYS 101 First Year Seminar
 FYW 101 First Year Writing
 BIOL 113 General Biology
 CHEM 111 Introductory Chemistry:
 Inorganic
 Modern Language (101)
 CHEM 112 Introductory Chemistry: Organic
 MCC 102 Culture Matters
 Modern Language (102)

Year Two

BIOL 231 Anatomy and Physiology I
 Modern Language (201)
 MATH 118 Introductory Statistics
 Mode 1 Elective*
 PSYC 101 Introduction to Psychological
 Science
 BIOL 232 Anatomy and Physiology II
 NUTR 112 Introduction to Nutrition
 Science

Elective

Year Three

PSYC 232 Health Psychology
 CHEM 223 Biochemistry
 NUTR 237 The Practice of Community
 Nutrition

Mode 2 Elective*

BIOL 332 Exercise Physiology
 SNHS 361 Exercise Assessment and
 Prescription

PHYS 110 Introductory Physics I

Mode 5 Elective*

First Aid and CPR/AED Training

Year Four

BIOL 362 Kinesiology
 BIOL 370 Internship (8 credits)
 SNHS 410 Research Methods***
 Mode 6 Elective*
 SNHS 450 Health Care Systems***

Elective from the exercise science list**
 Elective (general)
 Elective (general)

*Modes M1, M2, M5, M6 do not have to be taken in order listed.

**** Exercise Science Electives:**

- BIOL 221 Microbiology
- PHYS 111 Introductory Physics II
- SOCI 241 Health, Illness, and Society
- SOCI 345 Health Care Systems and Policy (SOCI 245 prereq)
- SOCI 266 Sociology of Sports
- NUTR 110 Sociocultural Implications of Nutrition
- CHEM 223 Introduction to Biochemistry (required course for BS/MA program)
- NUTR 311 Nutrient Metabolism (CHEM 223 prereq)
- MCPHS BEH405A Mind-Body Medicine

***Note that one of these courses would be taken as a fifth course during the senior year. Students need 127 unique credits to graduate with an undergraduate degree. This allows them to substitute one 3-credit course for the usual 4-credit offerings at Simmons. Since both of the graduate courses are 3-credits, then the student would have to take one of these as a fifth course, if they didn't have an extra course prior to the senior year.

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA to continue in the program. Please visit www.simmons.edu/snh/academics/nutrition/curriculum.shtml and view the *Nutrition Catalog* for graduate requirements.

BS Public Health/MS Nutrition Program

The public health major is an interdisciplinary major in biology and sociology and offers two tracks (biology and sociology). An accelerated five-year BS Public Health (biology track)/MS Nutrition program is jointly offered

by the Biology Department, College of Arts and Sciences and the Nutrition Department, School of Nursing and Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Application to this program occurs in the second semester of the student's junior year and is directed to the SNHS Director of Admissions. A grade point average of 3.3 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted to the undergraduate degree credits***, and also fulfill two of the graduate course requirements, giving the students a significant tuition reduction.

**Requirements for the undergraduate public health major and graduate degree in nutrition:
 Year One**

- FYS 101 First Year Seminar
- FYW 101 First Year Writing
- BIOL 104 Introduction to Environmental Science
- BIOL 113 General Biology
- SOCI 241 Health, Illness, and Society
- CHEM 111 Introductory Chemistry: Inorganic
- CHEM 112 Introductory Chemistry: Organic
- MCC 102 Culture Matters
- Modern Language (101)

Year Two

- BIOL 221 Microbiology
- MATH 118 Introductory Statistics
- NUTR 112 Introduction to Nutrition Science
- BIOL 246 Foundations of Exercise
- Modern Language (102)

Mode 1 Elective*

BIOL 231 Anatomy and Physiology I

BIOL 232 Anatomy and Physiology II

Year Three

SOC1 345 Health Care Systems and Policy

BIOL 346 Epidemiology and Infectious Disease

BIOL 347 Human Development and Genetics

Modern Language (201)

Mode 2 Elective*

CHEM 223 Biochemistry

NUTR 237 The Practice of Community Nutrition

Year Four

BIOL 350/370 Independent Study/Internship (8 credits)

PH 347 Seminar in Public Health

Biology Elective

Mode 5 Elective*

Mode 6 Elective*

SNHS 410 Research Methods

SNHS 450 Health Care Systems***

*Modes M1, M2, M5, M6 do not have to be taken in order listed.

***Note that one of these courses would be taken as a fifth course during the senior year.

Students need 127 unique credits to graduate with an undergraduate degree. This allows them to substitute one 3-credit course for the usual 4-credit offerings at Simmons. Since both of the graduate courses are 3-credits, then the student would have to take one of these as a fifth course, if they didn't have an extra course prior to the senior year.

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA to continue in the program. Please visit www.simmons.edu/snhs/academics/nutrition/curriculum.shtml and view the *Nutrition Catalog* for graduate requirements.

Policy on Combinations of Double Majors or Minors

Students may double major or have a combination of a major and a minor or two minors from among the different majors above, with some restrictions. Some combinations are not allowed. Please see the biology department website for the detailed policy.

COURSES

BIOL 102 Biology of Human Development (M4) (F-2)

4 sem. hrs. Not a prerequisite for further courses in the department.

Explores human development across the life span and the issues and processes that recur throughout that span. Examines human development from the embryonic period through aging and provides a practical understanding of individual growth and change. Includes lecture and laboratory sessions. Owen.

BIOL/PHYS 103 Great Discoveries in Science (M4) (F-1,2)

4 sem. hrs. Not a prerequisite for further courses in the department.

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Includes lecture and laboratory sessions. Staff.

BIOL 104 Introduction to Environmental Science (S-1,2)

4 sem. hrs.

Introduces basic principles of ecology and environmental science relevant to the interactions between humans and their environment, unity and interconnections of life, and processes that drive ecological health. Relevance of ecology to today's society with emphasis on natural resource use, conservation, and the relationships of ecological health to human health. Staff.

BIOL 107 Plants and Society (M4) (S-2)

4 sem. hrs. Not a prerequisite for further courses in the department.

Covers basic plant form, function, and life cycle,

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 * = Schedule t.b.a.

as well as plant diversity as related to human use and potential uses of plant biotechnology. Surveys the historical and current use of plants by humans as sources of food, beverages, medicines, clothing, and shelter. Includes lecture and laboratory sessions. Staff.

BIOL 109 Biology of Women (M4) (S-2)

4 sem. hrs. Not a prerequisite for further courses in the department.

Considers biological factors that contribute to sex identification and the role of women in contemporary society. Emphasizes the genetic, developmental, anatomical, and physiological differences between the sexes and the behavioral consequences of those differences. Includes lecture and laboratory sessions. Staff.

BIOL 113 General Biology (M4) (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Introduces basic principles of biology, including cell structure and function, biochemistry, and metabolism; Mendelian and molecular genetics; and discussion of the theory of evolution. Includes lecture and laboratory sessions. Staff.

BIOL 113HON Honors General Biology (F-1,2)

4 sem. hrs. Prereq.: Admittance in the honors program.

See description for BIOL 113 General Biology. Staff.

BIOL 123N Principles of Microbiology (M4) (F-1,2) [For nursing majors]

4 sem. hrs. Does not satisfy requirements for biology major or minor.

This introductory course provides the basis for understanding the nature of human disease caused by microbial pathogens and viral agents. It covers the fundamental principles of cell structure and compares prokaryotic and eukaryotic cells; viral agents; bacterial genetics and antibiotic resistance; the principles of infectious disease, pathogenesis, and immune response; the importance of vaccination as a key public health measure; nosocomial infection; and hospital infection control. Scott, Staff.

BIOL 218 Principles of Zoology (S-1,2)

4 sem. hrs. Prereq.: BIOL 113 or consent of instructor.

Studies animal form and function, the origin of animal diversity, and the strategies that animals use to thrive in diverse environments. Considers taxonomy and phylogeny of major animal groups. Includes lecture and laboratory sessions. Abate.

BIOL 221 Microbiology (S-1,2; U-1,2)

4 sem. hrs. Prereq.: BIOL 113, CHEM 111 or 113; completed or concurrent enrollment in CHEM 112 or 114.

Introduces the biology of microorganisms: bacteria, viruses, and fungi. Stresses control of microbial populations, systematic study, and use of quantitative methods. Includes lecture and laboratory sessions. Scott, Staff.

BIOL 222 Animal Physiology (F-1,2)

4 sem. hrs. Prereq.: BIOL 113 and BIOL 218.

Studies basic organ system functions in vertebrates and selected invertebrates. Uses living and preserved animals as well as computer simulation to reveal underlying principles of integration of cardiovascular, respiratory, excretory, digestive, reproductive, nervous, and endocrine function in animals. Includes lecture and laboratory sessions. Gray, Owen.

BIOL 225 Cell Biology (S-1,2)

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; CHEM 111 or 113; CHEM 112 or 114; or consent of instructor.

Presents a thorough study of the cell, including structure, function, cell diversity, and methods of analysis. Examines major biochemical pathways of the cell in relation to particular organelles. Laboratory exercises introduce a wide range of techniques used by cell biologists. Lopilato, Owen.

BIOL 231 Anatomy and Physiology I (F-1,2; U-1,2)

4 sem. hrs. Prereq.: BIOL 113 and BIOL 218, 221, or 246; CHEM 111 or 113; and CHEM 112 or 114.

Presents an integrated approach to the fundamental facts and concepts of human anatomy and physiology. Examines the constituents of the human body through investigation of tissue types and histology, with further emphasis on skeletal, muscular, and nervous systems, and

endocrine control. Laboratory includes histology, gross anatomy, dissection, and physiological experiments. Lite, Russell.

BIOL 231N Anatomy and Physiology I (S-1,2)
[For nursing majors]

4 sem. hrs. Prereq.: BIOL 123 or BIOL 113; CHEM 110 or CHEM 111 or CHEM 113.
See description for BIOL 231 Anatomy and Physiology I. Gray, Staff.

BIOL 232 Anatomy and Physiology II (S-1,2; U-1,2)

4 sem. hrs. Prereq.: BIOL 123 or BIOL 113; BIOL 231; CHEM 110 or CHEM 111 or CHEM 113.
Introduces structural relationships and functional integration of major systems of the human body, with emphasis on cardiovascular, lymphatic, immunological, respiratory, digestive, metabolism, renal, reproductive, and homeostatic systems. Laboratory includes histology, gross anatomy, dissection, and physiological experiments. Lite, Russell.

BIOL 232N Anatomy and Physiology II (F-1,2) [For nursing majors]

4 sem. hrs. Prereq.: BIOL 123; BIOL 231; CHEM 110.

See description for BIOL 232 Anatomy and Physiology II. Gray, Staff.

BIOL 245 Principles of Ecology (F-1)

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; or consent of the instructor.

Examines interrelations of plants and animals and the environment. Covers biological adaptations and biogeochemical cycles. Analyzes geographical, chemical, and biological aspects of the environment and their application to conservation, with an emphasis on New England. Includes fieldwork in mountain, marsh, bog, and rocky-shore ecosystems. Staff.

BIOL 246 Foundations of Exercise and Health (S-1,2)

4 sem. hrs. Prereq.: BIOL 113.
Class and lab introduce the student to the foundations of exercise that enhance health and prevent disease. Students learn to evaluate epidemiologic literature, studying factors that link lack of physical activity with the major chronic diseases of the present time. Lite.

BIOL 331 Immunobiology (S-1)

4 sem. hrs. Prereq.: BIOL 225 and CHEM 225, or consent of the instructor.

Considers the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. Canfield.

BIOL 332 Exercise Physiology (F-1,2)

4 sem. hrs. Prereq.: BIOL 222 or BIOL 231.

Studies the physiological and adaptive responses of the human body to acute and chronic exercise stress. Examines how exercise affects major organ systems across the spectrum of healthy and unhealthy populations. Laboratory uses a variety of exercise equipment to apply physiological concepts to exercise testing, prescription, and training. Lite.

BIOL 333 Marine Biology (S-1)

4 sem. hrs. Prereq.: BIOL 218; CHEM 111 or 113; and CHEM 112 or 114.

Introduces the marine environment and its diverse communities, focusing on the classification and adaptations of marine organisms. Studies geological, physical, and chemical aspects of the environment. Includes laboratory sessions and field trips. Abate.

BIOL 334 Neurobiology (F-2)

4 sem. hrs. Prereq.: BIOL 225 or BIOL 231 or consent of the instructor.

Introduces human brain function using comparative and evolutionary concepts with emphasis on molecular, cellular, and neurophysiological techniques. Uses neuropathologies and disorders to illustrate basic concepts. Laboratory introduces students to neuroanatomy and basic techniques in neuroscience research. Gray.

BIOL 335 Developmental Biology (S-2)

4 sem. hrs. Prereq.: BIOL 225.

Studies the morphological changes that occur in the development of organisms and the molecular events that underlie these processes. Laboratory sessions explore the development of many organisms, including vertebrates, invertebrates, and plants. Owen.

F = Fall
S = Spring
U = Summer
TC = Travel
Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule
t.b.a.

BIOL 336 Genetics (F-1,2)

4 sem. hrs. Prereq.: BIOL 225 or consent of the instructor.

Studies the principles of classical and molecular genetics in both eukaryotic and prokaryotic genetics systems as well as population and evolutionary genetics. Emphasizes problem solving to illustrate techniques of genetic analysis. Includes lecture and laboratory sessions. Lopilato.

BIOL 337 Molecular Biology (S-1)

4 sem. hrs. Prereq.: CHEM 225 and BIOL 225 or consent of the instructor.

Examines gene structure and function; regulation of DNA, RNA, and protein synthesis; the control of gene expression; and the use of recombinant technology as an investigative tool. Includes lecture and laboratory sessions. Lopilato.

BIOL 338 Microbial Pathogenesis (F-2)

4 sem. hrs. Prereq.: BIOL 225.

Considers host-pathogen relationships by exploring the molecular and cellular mechanisms by which selected viruses, bacteria, and parasites invade host cells, commandeer cellular machinery, evade the host immune response, and cause cellular damage. Drug and vaccine development will also be considered. Lopilato, Staff.

BIOL 339 Special Topics in Biology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. An intensive study of a specific topic in biology. Topics vary from year to year in response to faculty expertise, student interest, and current developments in biology. Staff.

BIOL 340 Plant Biology (S-2)

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; CHEM 111 or 113; CHEM 112 or 114; or consent of the instructor.

Introduces the physiology, biochemistry, and control of growth and development in higher plants. Topics include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant pathogen relations. Includes lecture and laboratory sessions. Staff.

BIOL 341 Microbiology of Food, Water, and Waste (F-1)

4 sem. hrs. Prereq.: BIOL 221 or consent of

instructor.

Applies the principles of microbiology to food and beverage production, and to understanding the challenges of producing safe food and drinking water in developed and developing countries. The use of microbes in waste bioremediation is also considered. Laboratory sessions provide opportunities for research on selected topics. Lectures, labs, field trips. Scott.

BIOL 342 Behavioral Biology (F-1)

4 sem. hrs. Prereq.: BIOL 113, BIOL 218 or 221, CHEM 111 or 113, CHEM 112 or 114 or consent of instructor.

Examines the modern hypothesis-driven scientific study of behavior. Interactions between the genome and environmental factors are studied in invertebrate and vertebrate species including the human in the following areas: communication, feeding, predation, courtship, parenting, cooperation, and aggression. Includes a semester-long fieldwork project. Gray.

BIOL 345 Tropical Marine Biology (S-2)

4 sem. hrs. Prereq.: BIOL 113 and BIOL 218 or consent of the instructor.

Explores the interrelationships of marine organisms and their environment. Includes lecture and laboratory components at Simmons College and a 10-day field trip experience at a field station on the island of San Salvador, Bahamas. Provides the opportunity to explore the open ocean and coral reefs and contributes to a better understanding of the delicate biological balance on isolated islands. Owen.

BIOL 346 Epidemiology of Infectious Disease (S-1,2)

4 sem. hrs. Prereq.: BIOL 113 and BIOL 104 or consent of the instructor.

Introduces the basic methods for infectious disease epidemiology and case studies of important disease syndromes and entities. Basic methods include descriptive epidemiology, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness. Scott, Staff.

BIOL 347 Human Development and Genetics (S-1)

Prereq.: BIOL 104 and BIOL 113.

Explores human development across the life span and the effect of genetic and environmental factors on growth, development, and human behavior; includes analysis of the impact of early-life conditions on the health of individuals and populations. Intersects with courses in the public health major including nutrition, exercise physiology, and epidemiology. Owen.

BIOL 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

BIOL 350 Independent Laboratory Research (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Senior standing, consent of the department.

Usually taken for two semesters (eight semester hours) but may be elected for one semester (eight semester hours) at the discretion of the faculty sponsor. Arrangements for satisfying this independent learning requirement should be made with the student's advisor or BIOL 350 coordinator before the end of the junior year. Staff.

BIOL 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: One semester of BIOL 350 or BIOL 370, Senior standing, consent of the department.

Includes a thesis and an oral presentation at a scientific meeting or symposium. Required for all students completing an honors thesis in biology. Students must register for BIOL 350 or BIOL 370 in the first semester of their senior year. Staff.

BIOL 362 Kinesiology (S-1,2)

4 sem. hrs. Prereq.: PHYS 110, BIOL 231.

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles for the understanding of human movement and performance. Musler.

BIOL 370 Internship (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Senior standing, consent of the department.

Provides a supervised professional experience off campus. Potential sites include clinical settings, government agencies, conservation groups, and zoos. Placement is the student's responsibility, with the support of the Career Education Center and the approval of the department.

Arrangements for satisfying this independent learning requirement should be made with the student's advisor or BIOL 370 coordinator before the end of the junior year. Staff.

NB 347 Seminar in Neuroscience (S-1,2)

4 sem hrs. Prereq: Consent of the instructor.

Normally open to only senior neuroscience and behavior majors.

Addresses current topics through readings, presentations, field trips, and other activities.

PH 347 Public Health Senior Seminar (F-1,2)

4 sem. hrs. Prereq: Consent of the instructor.

Normally open only to senior public health majors.

Addresses the history of public health, discusses the current fields of public health and offers the student the opportunity to explore and learn about employment and graduate opportunities through readings, video and film, guest speakers, field trips, presentations, and other activities. Scott. Leiter.

School of Nursing and Health Sciences Courses for Exercise Science Majors**SNHS 361 Exercise Assessment and Prescription (S)**

4 sem. hrs. Prereq.: BIOL 332, or consent of instructor.

Class and lab familiarize students with the basic principles and practices of fitness assessment and exercise prescription for healthy individuals and those with controlled risk factors.

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Department of Chemistry and Physics

Richard W. Gurney, *Chair and Associate Professor*

Michael D. Kaplan, *Professor*

Leonard J. Soltzberg, *Professor Emeritus*

John Warner, *Visiting Professor*

Michael J. Berger, *Associate Professor*

Jennifer A. Canfield, *Associate Professor*

*Nancy E. Lee, *Associate Professor*

Erica M. Gunn, *Assistant Professor*

Michael Jordan, *Senior Lecturer*

Changqing Chen, *Senior Lecturer*

Cheryl L. Lavoie, *Senior Lecturer*

Roman Barankov, *Lecturer*

Joseph Genevich, *Physics Lab Technician*

Joanne Saro, *Administrative Assistant*

Chemistry and physics lie at the foundation of modern science. Careers in these fields span the entire range of contemporary technologies. The majors in chemistry and physics provides training for students planning careers in the chemical and physical sciences and also for those whose interests lie in biology, medicine, veterinary, dental, pharmacy, materials science, chemistry management, secondary education, the environment and sustainability. Our program is built upon on a strong foundation of materials science, sustainability, green principles, and we instill these ethics throughout our curriculum and research. Courses in chemistry and physics also provide a strong service to majors in Public and Allied Health. More than half of the total Simmons College undergraduate population will, at some stage of their degree program, take a course in the Department of Chemistry and Physics and the curriculum of the Department is designed to satisfy the diverse needs of all these students.

Each graduate of our Department will have completed an integrated, rigorous program, which includes foundational course work in chemistry/physics and in-depth course work in chemistry/physics or chemistry/physics-

related fields. The ACS-certified degrees further emphasize laboratory experience and the development of professional skills. Advanced coursework and educational activities outside the traditional classroom, such as independent research, provide students the opportunity to conduct individual research projects or participate as a member of a research team. Writing and defending their senior independent study thesis also further strengthens and better prepares our majors to enter not only graduate and professional schools but also directly into clinical and research related industries directly upon graduation.

Our innovative research-integration program brings students into genuine laboratory research projects in their courses beginning in the first semester of their first year. After declaring a major in our department, students select one of the individual laboratory study/bench carrels in the W. M. Keck Independent Study Laboratory (S430) or within a Faculty research laboratory, where they carry out much of the rest of their laboratory and course work. Grants to Simmons have provided the department with instrumentation beyond the scope usually available at undergraduate colleges. The American Chemical Society (ACS) promotes excellence in chemistry education for undergraduate students through approval of our baccalaureate chemistry program. The ACS certifies that we offer our students "a broad-based and rigorous chemistry education that provides students with the intellectual, experimental, and communication skills to participate effectively as scientific professionals."

At graduation, chemistry majors will have a set of fundamental competencies that are knowledge-based, performance/skills-based, and professional. In addition to the chemistry and biochemistry major approved by the American Chemical Society, and the physics major Simmons offers a number of special chemistry and physics related programs:

- Interdisciplinary major in environmental science (tracks in chemistry or biology)
- Dual degree in chemistry (B.S.) and pharmacy (PharmD), in collaboration with Massachusetts College of Pharmacy and Health Sciences
- Joint major in chemistry and management
- MAT in teaching chemistry fast-track - (The MAT fast-track program permits students to decrease the time required to obtain a master's degree by starting graduate courses during the undergraduate years. A science major may pursue this program to obtain secondary school teaching credentials.)
- M.S. in science librarianship fast-track – (The program in library and information science will appeal to students interested in the application of new technology to science information retrieval.)
- Minor in sustainability provides a broad, interdisciplinary view of the approaches needed for progress without environmental degradation.
- Minor in physics of materials
- M.S. in Chemistry or Applied Physics (through an articulation with the University of Oregon Masters Internship Program - a 1-year program - following the Simmons B.S. in Chemistry, Biochemistry or Physics. For the program in physics, see pages 207-210.

Student Competencies:

Knowledge-Based

All our graduates will be able to:

1. Master a broad set of chemical knowledge concerning the fundamentals in the basic areas of the discipline (organic, inorganic, analytical, physical, and biological chemistry).
2. Solve quantitative and qualitative problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem. Rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution, test the correctness of the solution, and interpret the results.

Performance/Skills-Based

All our graduates will demonstrate the ability to:

3. Design chemical experiments, properly carry out the experiments, be able to troubleshoot experiments, appropriately record and interpret the results, and recognize what constitutes “reasonable” data.
4. Use standard laboratory equipment, modern instrumentation, and classical techniques to carry out experiments.
5. Follow proper procedures and regulations for safe handling and use of chemicals.
6. Communicate the concepts and results of laboratory experiments through effective writing and oral communication skills.
7. Use computers in data acquisition and processing and use available software as a tool for data analysis.
8. Employ modern library search tools to locate and retrieve scientific information about a topic, chemical, chemical technique, or an issue related to chemistry.

Professional

All graduates will:

9. Maintain the integrity of data and demonstrate ethical and professional standards, in accordance with the American Chemical Society guidelines for professional conduct.
10. Act in a highly ethical and professional capacity as a scientist in the articulation, evaluation, and employment of methods and chemicals that are benign for human health and the environment, which include but are not limited to the 12 Principles of Green Chemistry, the 12 Principles of Green Engineering, and the Principles of Global Sustainability as set forth by the Report of the Brundtland Commission, Our Common Future, in 1987.
11. Successfully pursue personal career objectives following graduation. These may include an advanced education in professional or graduate school, a scientific career in government or industry, a career in teaching, or a related career.

12. Function successfully as part of a team, exhibit good citizenship in group interactions, and be an active contributor to group projects.

American Chemical Society Certified Majors

Graduates who attain an ACS certified degree must complete requirements that exceed those of the non-certified degrees. The certification ensures that the comprehensive undergraduate experience provides an excellent foundation for a career in the molecular sciences. A certified degree signifies that a student has completed “an integrated, rigorous program, which includes introductory and foundational course work in chemistry and in-depth coursework in chemistry or chemistry-related fields. The certified degree also emphasizes laboratory experience and the development of professional skills.”

Certification that the student's curricular program has met the ACS Certification is not required for any career or graduate study. ACS Certified Majors include:

B.S. Chemistry

Major in Chemistry

B.S. graduates in chemistry work in laboratories developing pharmaceuticals, cosmetics, energy resources, solutions to environmental problems, and other areas of modern industry. A chemistry bachelor's degree is also excellent preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. With the M.S. or Ph.D., a scientist can take responsibility for planning research and supervising laboratories. Excellent career opportunities are found in private industry, in government laboratories, and on college and university faculties.

Sequencing Requirements

Students considering a major in chemistry should take CHEM 113 and 114 during their first year. In some cases, students with little or

no previous high school background may be advised to take CHEM 111 instead of 113. MATH 101 will be recommended by advisors for students in chemistry who may need to review basic mathematical concepts. By the middle of the junior year, students should have taken MATH 220 and PHYS 112 and 113.

Major in Chemistry

First Year

CHEM 113 Principles of Chemistry
 CHEM 114 Organic Chemistry I
 MATH 120 Calculus I
 MATH 121 Calculus II

Sophomore Year

CHEM 225 Organic Chemistry II
 CHEM 226 Quantitative Analysis
 PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II

Junior Year

CHEM 331 Thermodynamics and Kinetics
 CHEM 332 Quantum Mechanics and
 Molecular Structure
 MATH 220 Multivariable Calculus
 A 300-level elective in chemistry

Senior Year

CHEM 355 Independent Study with Thesis
 (eight semester hours)
 CHEM 390 Chemistry Seminar (required; 1
 credit)
 A 300-level elective in chemistry

300-level electives in chemistry include:

CHEM 341 Advanced Analytical Chemistry
 CHEM 342 Mechanistic Toxicology
 CHEM 343 Advanced Topics in Modern
 Chemistry
 CHEM 345 Biochemistry
 CHEM 347 Advanced Topics in Biochemistry

ACS Certified Major in Chemistry

To meet ACS Certification, the student's program must also include CHEM248 (Junior Year) and CHEM 345 or CHEM 223 (Senior Year). The two additional 300-level electives

must be chosen from CHEM 341, CHEM 342, CHEM 343, or CHEM 347.

Interdisciplinary Major in Biochemistry

The major in biochemistry is jointly administered by the departments of biology and chemistry and is approved by the American Chemical Society. The rapidly growing field of biochemistry involves the application of biological and chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena. Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields. The program consists of a core of chemistry and biology courses beginning in the first year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics. The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take MATH 120 and/or MATH 121 during the summer. The advanced biochemistry lab, CHEM 347, provides an opportunity to learn more advanced techniques in biotechnology in a fully research integrated environment.

Graduate School Preparation

To meet the ACS standards described above under chemistry major, biochemistry majors must include two additional 300-level chemistry electives chosen from CHEM 341, CHEM

342, CHEM 343, CHEM 347, or CHEM 348.

Requirements:

First Year

BIOL 113 General Biology
 BIOL 221 Microbiology
 CHEM 111 Introductory Chemistry: Inorganic
 or CHEM 113 Principles of Chemistry
 CHEM 114 Organic Chemistry I
 MATH 120 Calculus I
 MATH 121 Calculus II

Sophomore Year

BIOL 225 Cell Biology
 CHEM 225 Organic Chemistry II
 CHEM 226 Quantitative Analysis
 PHYS 112, 113 Fundamentals of Physics

Junior Year

BIOL 337 Molecular Biology
 CHEM 331 Thermodynamics and Kinetics
 CHEM 345 Biochemistry
 300-level elective in biology or chemistry

Senior Year

300-level elective in chemistry or biology

Biochemistry majors do their independent study research either in chemistry with a thesis and an oral defense (CHEM 355) or in biology (BIOL 350). If registered for CHEM 355, biochemistry majors must also register for CHEM 390 Chemistry Seminar.

Joint Major in Environmental Science

Environmental science is a joint major offered by the Departments of Chemistry and Biology. The major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities as well as graduate programs in environmental science. Environmental science is a broad interdisciplinary field working to understand the interactions among physical, chemical, biological, and human factors. A comprehensive understanding of how the environment functions and the influence of human actions has the potential for improved conservation, sustainable development, and

restoration of natural resources. Concerns about environmental degradation are ever more pressing in the 21st century and have led to a growing demand for specialists in this field as well as programs to train these specialists.

Biology Track

Prerequisites:

- BIOL 113 General Biology
- MATH 118 Introductory Statistics
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 112 Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I
- ECON 100 Principles of Microeconomics

Requirements (18 credits):

- BIOL 104 Introduction to Environmental Science
- BIOL 245 Principles of Ecology (prereq. BIOL 113)
- BIOL 322 Seminar in Evolutionary Biology
- ENVI 201 Environmental Forum (2 credits)
- PHIL 139 Environmental Ethics

Electives

In consultation with and with approval of the Environmental Biology concentration adviser, the student selects a total of six electives in addition to the required and prerequisite course requirements. With approval of the concentration advisor courses not included in this list can be selected as electives if consistent with the student's sub-field concentration.

Three elective courses from the Science list (at least one at the 300-level):

- BIOL 218 Principles of Zoology
- BIOL 221 Microbiology or other relevant microbiology course
- BIOL 222 Animal Physiology
- BIOL 333 Marine Biology
- BIOL 336 Genetics

- BIOL 340 Plant Biology or BIOL 107 Plants and Society
- BIOL 345 Tropical Marine Biology (Field study travel)
- BIOL 347 Human Development and Genetics
- CHEM 226 Quantitative Analysis
- CHEM 227 Energy and Global Warming
- CHEM 342 Mechanistic Toxicology
- HON 308 Sustainability and Global Warming
- SURV 150 Overview of Surveying Technology (Wentworth) – GIS Skills
- MATH 120 Calculus I
- NUTR 150 International Nutrition Issues
- PHYS 110 Introduction to Physics I
- PHYS 111 Introduction to Physics II

Two elective courses from the Arts and Humanities course list:

- ART 245 American Art
- COMM 181 Public Speaking and Group Discussion
- ECON 101 Principles of Macroeconomics
- ECON 239 Government Regulation of Industry
- ECON 247 Environmental Economics
- HIST 205 Global Environmental History
- MGMT 224 Socially-Minded Leadership
- MGMT 237 Introduction to Entrepreneurship
- POLS 101 Introduction to American Politics
- POLS 102 Introduction to International Politics
- POLS 217 American Public Policy
- POLS 220 International Organization and Law
- SOCI 241 Health Illness and Society
- SOCI 245 International Health
- SOCI 267 Globalization

Chemistry Track

Prerequisite Courses (24 credits):

- BIOL 113 General Biology
- CHEM 113 Principles of Chemistry or CHEM 111 Introductory Chemistry: Inorganic
- MATH 120 Calculus I
- MATH 121 Calculus II

- PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II

Requirements (32 credits):

- BIOL 104 Introduction to Environmental Science
 or BIOL 245 Ecology
 CHEM 114 Organic Chemistry I
 CHEM 226 Qualitative Analysis
 CHEM 223 Introduction to Biochemistry
 or CHEM 345 Biochemistry
 CHEM 227 Energy and Global Warming
 or CHEM 331 Thermodynamics
 CHEM 390 Chemistry Seminar (1 credit)
 ENVIR 200 Environmental Forum I (2 credits)
 MATH 118 Introductory Statistics
 PHIL 139 Environmental Ethics

Electives (8 credits)

Choose two:

- CHEM 225 Organic Chemistry II
 CHEM 341 Advanced Analytical Chemistry
 CHEM 342 Mechanistic Toxicology
 HON 308 Sustainability and Global Warming

***Joint Major in Chemistry-
 Management***

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons (e.g., public relations, political advising, and lobbying). The independent learning requirement is ordinarily fulfilled by MGMT 370 Internship (eight semester hours) in a project related to the management or financial aspects of science-related organizations, such as science museums or hospital laboratories. These internships are administered by the management program according to the normal procedures of MGMT 370. In rare

instances, the independent learning requirement may be fulfilled by CHEM 355 (eight semester hours) or by a non-science related internship in MGMT 370.

First Year

- CHEM 111 Introductory Chemistry: Inorganic
 or CHEM 113 Principles of Chemistry
 CHEM 114 Organic Chemistry I
 MATH 120 Calculus I
 MATH 121 Calculus II

Sophomore Year

- CHEM 225 Organic Chemistry II
 CHEM 226 Quantitative Analysis
 PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II
 ECON 100 Principles of Microeconomics
 MGMT 100 Introduction to Management and Principled Leadership

Junior Year

- CHEM 331 Thermodynamics and Kinetics
 or CHEM 332 Quantum Mechanics and Molecular Structure
 ECON 101 Principles of Macroeconomics
 MGMT 110 Principles of Financial Accounting
 MGMT 234 Organizational Communication and Behavior
 MATH 118 Introductory Statistics

Senior Year

- MGMT 250 Principles of Marketing
 or MGMT 260 Principles of Finance
 Chemistry elective
 Internship/independent study
 CHEM 390 Chemistry Seminar

Strongly recommended electives:

- MGMT 340 Strategy
 and the remaining course from MGMT 250 or MGMT 260.

***Dual-Degree Program in Chemistry
 and Pharmacy***

Under the provisions of an inter-institutional agreement with the Massachusetts College of

Pharmacy and Health Sciences (MCPHS), Simmons College offers a seven-year dual major (dual-degree) program for Simmons students, leading to the BS degree in chemistry from Simmons and the PharmD degree from MCPHS. Interested students should consult the chair of the chemistry department (Gurney) or the chemistry pharmacy advisor (Lee).

Pharmacy is an integral part of the health care community and industry. The PharmD degree, followed by state licensing, leads to a variety of opportunities in community or hospital pharmacy, ambulatory care, long-term care, regulatory agencies, and practice management. The dual-degree program requires one year more to complete than a regular entry-level six-year PharmD but, by adding the BS in chemistry, offers more flexibility in career options, particularly for a student who is interested in research.

MCPHS, a member of the Colleges of the Fenway consortium, is located on Longwood Avenue, one block from Simmons, and accredited by the New England Association of Schools and Colleges and the Accreditation Council on Pharmacy Education. It was organized as a private institution in 1823 to educate men and women in the profession of pharmacy. In addition to the professional PharmD degree, MCPHS offers undergraduate and professional degrees in a number of health-related areas and research-oriented MS and PhD degrees in the pharmaceutical sciences.

The curriculum begins with three full years at Simmons. In the second semester of her third year, a student enrolls for the three-credit course Health Care Delivery at MCPHS, and follows the normal MCPHS transfer procedures. In the fourth year, eight semester hours of senior research plus seminar are carried out at Simmons, and an almost full load of coursework in pharmacy is started at MCPHS. The fifth and sixth years are spent entirely at MCPHS, and the pharmacy curriculum is completed in the seventh year with 36 weeks

of experiential education.

Students fulfill the degree requirements of both institutions; no degree is awarded until the entire program is complete. At that time, the student receives a PharmD degree from MCPHS and a BS degree in chemistry from Simmons.

Licensure in pharmacy in Massachusetts requires 1,500 hours of internship (practical pharmacy) plus a state board examination. One thousand hours of the internship are arranged by the student and are paid. The student usually begins the internship with summer or academic-year appointments after transferring to MCPHS. The balance of the internship requirement is met by satisfactory completion of the experiential education during the seventh year. State licensing examinations are generally taken during the summer following graduation.

Students interested in the dual-degree program should talk to the chair of the chemistry department as early as possible in their programs. Students apply for admission to MCPHS during their junior year at Simmons through MCPHS's normal transfer student admission process. Although MCPHS agrees to give qualified Simmons students preference, it is their right to determine final suitability for entry into the professional pharmacy program.

Requirements for the chemistry major:

(First three years plus independent study)

Year One

BIOL 113	General Biology
BIOL 218	Principles of Zoology
CHEM 111	Introductory Chemistry: Inorganic
or CHEM 113	Principles of Chemistry
CHEM 114	Organic Chemistry I
MATH 120	Calculus I
MATH 121	Calculus II

Year Two

BIOL 221	Microbiology
CHEM 225	Organic Chemistry II
CHEM 226	Quantitative Analysis

- PHYS 112 Fundamentals of Physics I
 PHYS 113 Fundamentals of Physics II
 PSYC 101 Introduction to Psychological Science

Year Three

- CHEM 331 Thermodynamics and Kinetics
 CHEM 332 Quantum Mechanics and Molecular Structure
 CHEM 345 Biochemistry
 ECON 101 Principles of Macroeconomics
 MATH 118 Introductory Statistics

Year Four

- CHEM 355 Independent Study with Thesis

A detailed description of the dual-degree program is available from the chemistry department office.

Minor in Chemistry

A minor in chemistry consists of two 100-level courses (111 or 113 and 112 or 114); one or two 200-level courses; and one or two 300-level courses. Minors can be designed to meet the special interests of a variety of students. An environmental interest would be met by the CHEM 111 or 113, 112, 226, 227 and 341 or 342 sequence; math students could elect CHEM 112, 113, 226, 332, and 343; biologists could easily obtain a chemistry minor by electing CHEM 111 or 113, 114, 225, 226, and 345. Students in majors constructed from the offerings of two departments (biochemistry, environmental science) do not obtain a minor in either department. No more than one course in the minor should be taken pass/fail.

Minor in Physics of Materials

Please see the description under the Program in Physics.

Minor in Sustainability

The sustainability minor cultivates a broad, interdisciplinary view that seeks to solve contemporary problems in a way that does not create future problems.

Required Courses (8 credits):

- ENVI 201 Environmental Forum (2 credits taken two times)
 PHIL 139 Environmental Ethics

Electives (12 credits)

Students take one course from each group in consultation with faculty consultation.

Scientific Issues

- BIOL 104 Introduction to Environmental Science
 BIOL 245 Ecology*
 CHEM 108 Crime Science (M4)
 CHEM 227 Energy and Global Warming
 HON 308 Sustainability and Global Warming: Predicting the Future (M3)*
 PHYS 105 Science and Technology in the Everyday World (M4)

Economic and Political Issues

- ECON 247 Environmental Economics*
 ECON 239 Government Regulation of Industry*
 POLS 217 American Public Policy (M5)*
 POLS 245M Politics of Newly Industrializing Countries

Social Issues

- HIST 205 Global Environmental History (M5)
 MGMT 224 Socially Minded Leadership (M6)*
 SJ 220 Working for Social Justice (M6)
 SOCI 241 Health, Illness and Society
 SOCI 245 International Health
 * Indicates courses with prerequisites

Integrated BS/MAT or MS Programs

Integrated programs permit students to obtain bachelor's and master's degrees in less time than it would take to do the programs separately. Students begin the master's degree program during their junior and senior years. The integrated program in education, described under the Department of Education on page 120 helps to fulfill a great unmet

need for qualified chemistry teachers at the high school level. The integrated program in chemistry and library and information science leads to a B.S. in chemistry and a M.S. in library and information science. Information about this program can be obtained from the chemistry department or from the Graduate School of Library and Information Science. Biotechnology and other private-sector and government research organizations actively seek science information specialists with this combination of qualifications.

COURSES

CHEM 108 Crime Science (M4) (S-1,2)

4 sem. hrs.

Examines the role that the natural sciences play in analyzing physical evidence collected at a crime scene. Students begin by defining science and understanding why the government has placed special qualifiers on scientific expert witnesses. Students will survey the sciences used in a modern crime lab to understand the principles behind the analyses. Three hours lecture, four hour laboratory per week. Hebard.

CHEM 110 General, Organic and Biological Chemistry (F-1,2; U-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement or MATH 101.

Survey of chemistry. Atomic and molecular structure, solutions, states of matter. Naming of inorganic and organic compounds. Chemical reactions. Structure and function of the biological molecules of life. Nutrition and metabolism. Emphasis on chemistry in a clinical context. Laboratory includes experience with materials and techniques of clinical relevance. Four hours lecture, four hours laboratory per week. This course can not be used as a substitute for CHEM 111 or CHEM 113. Lavoie.

CHEM 111 Introductory Chemistry: Inorganic (M4) (F-1,2; U-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement or MATH 101.

Designed for students majoring in nursing, physical therapy, or nutrition. Covers basic con-

cepts with special reference to inorganic compounds, including chemical equations, the periodic table, chemical bonding, and equilibrium. Assumes no previous knowledge of the subject or sophisticated background in mathematics. Laboratory correlates with and amplifies the lecture material and presents fundamental laboratory techniques, including instrumental methods. Three lectures, one discussion period, and one laboratory per week. Gunn.

CHEM 112 Introductory Chemistry: Organic (S-1,2; U-1,2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113.

Covers nature of the covalent bond, structure of organic compounds, and their reactions and reaction mechanisms. Introduces structure and biochemical functions of compounds important to life. Three hour lecture, and one laboratory per week. For concentrators in paramedical or science-related fields. Lee, Chen.

CHEM 113 Principles of Chemistry (M4) (F-1,2)

4 sem. hrs. Prereq.: A satisfactory score on the Simmons chemistry placement examination.

Provides a quantitative development of a few fundamental topics: connections between chemical behavior and molecular structure, with special reference to molecular modeling; dynamic chemical processes; and energy, entropy, and chemical equilibrium. Emphasizes applications of chemistry to real-world problems. Laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures and one laboratory per week. Berger.

CHEM 114 Organic Chemistry I (S-1,2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113.

Covers fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Surveys functional groups, classes of organic compounds, and their reactions. Provides in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three hours lecture, two discussion periods, and a four-hour laboratory per week. Gurney.

CHEM 221 Cultural Ecology and Sustainability: Lessons from Iceland (TC) (S-1,2)

4 sem. hrs.

Focuses on sustainability through community in one of the most remote, geologically unique, and environmentally friendly countries in the world. Participate in hiking expeditions, conservation and tree planting near Mt. Hekla, Iceland's most active volcano, and living in one of the world's unique eco-villages to understand how this country has committed itself to become more sustainable. Berger and Oakes.

CHEM 223 Introduction to Biochemistry (S-1,2)

4 sem. hrs. Prereq.: CHEM 114 or CHEM 112.

Covers chemical processes in living organisms, with special emphasis on human nutrition. Studies carbohydrates, lipids, proteins, and enzymes; their function in living systems; and their metabolic pathways and regulation. Three lectures per week. Canfield.

CHEM 225 Organic Chemistry II (F-1,2)

4 sem. hrs. Prereq.: CHEM 114 or CHEM 112 with consent of the instructor.

Extends CHEM 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three hours lecture, two discussion periods, and a four-hour laboratory per week. Lee.

CHEM 226 Quantitative Analysis (S-1,2)

4 sem. hrs. Prereq.: CHEM 113 or CHEM 111 with consent of the instructor.

Presents theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base, redox equilibria and their application in potentiometric, gravimetric, and titrimetric, and coulometric methods; spectrophotometry; chromatographic separations; and analytical data evaluation and computer data reduction. Three hours lecture, one discussion period and a four-hour laboratory per week. Berger.

CHEM 227 Energy and Global Warming (S-1)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. Explores our use of energy and its effect on

climate. We will discuss the direct and indirect evidence for global warming and evaluate the importance of human factors. We will evaluate different "models" used by scientists and economists to forecast future impacts of climate change as well as the "true" costs and benefits of energy alternatives. This course will provide you with the facts and tools needed for informed participation in the global warming "debate" as both scientist and concerned citizen. Three hours lecture and one laboratory per week. Berger.

CHEM 248 Inorganic Chemistry (F-1,2)

4 sem. hrs. Prereq.: CHEM 113 or CHEM 111 with consent of the instructor.

This course is required for a chemistry degree with American Chemical Society (ACS) certification and focuses on descriptive Inorganic Chemistry. Topics include nuclear and coordination chemistry, theories of bonding, crystal field theory, acids and bases, oxidation-reduction and everyday applications of inorganic chemistry. The Laboratory gives students experience with inorganic synthesis, qualitative analysis, spectroscopy, and characterization of optical and magnetic properties of inorganic materials. Berger.

CHEM/PHYS 331 Thermodynamics and Kinetics (F-1,2)

4 sem. hrs. Prereq.: CHEM 226, PHYS 113, and MATH 121.

Treats in detail the states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanisms. Laboratory studies once a week emphasize the application of concepts developed in the lectures. Kaplan.

CHEM/PHYS 332 Quantum Mechanics and Molecular Structure (S-1,2)

4 sem. hrs. Prereq.: CHEM 226, PHYS 113, and MATH 121.

Covers the wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Laboratory work comprises spectroscopic and computer modeling studies. Gunn.

F = Fall
S = Spring
U = Summer
TC= Travel Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

CHEM 341 Advanced Analytical Chemistry (S-2)

4 sem. hrs. Prereq.: CHEM 226.

Examines the theory and practice of selected instrumental methods in analytical chemistry. Covers digital methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data. The instrumental methods include mass spectrometry, gas phase and HPLC chromatography, and UV-VIS, IR, AA and fluorescence spectroscopy. CHEM 341L, the laboratory accompanying the lecture, provides experience with a number of analytical instruments to solve practical as well as research-based problems. Berger.

CHEM 342 Mechanistic Toxicology (F-2)

4 sem. hrs. Prereq.: CHEM 225 and CHEM 223, CHEM 345, or BIOL 225.

Survey of the relationship between chemistry and industrial technology and their impacts on human health and the environment. Investigation of how industrial organizations can address health and environmental issues in the early design stage for products and processes. Within the framework of the twelve principles of green chemistry, case studies of industry/government activities will be analyzed in order to link molecular structure to societal implications. Warner.

CHEM 343 Advanced Topics in Modern Chemistry (F-1)

4 sem. hrs.

Builds on previous work in organic and physical chemistry to explore developments at the frontier of modern chemistry and biochemistry. Covers specific topics chosen based on current developments and the interests of the students and faculty involved and incorporates modern synthetic, instrumental, computer, theoretical, and biochemical methods in the exploration of these topics. Staff.

CHEM 345 Biochemistry (F-1,2)

4 sem. hrs. Prereq.: CHEM 225 and CHEM 226 or consent of the instructor; BIOL 225 strongly recommended.

Covers organizing principles of living systems; structure and function of proteins, sugars, and lipids; mechanism and kinetics of enzymes; introduction to bioenergetics; and integration

and control of metabolic pathways. One laboratory per week emphasizes modern instrumentation such as Western blotting, column chromatography, HPLC, and spectrophotometer metric methods. Canfield.

CHEM 347 Advanced Topics in Biochemistry (S-1,2)

4 sem. hrs. Prereq.: CHEM 345.

Covers modern biochemical techniques such as protein expression, protein purification, and enzyme assays. Emphasizes development of independent laboratory skills. Canfield.

CHEM 349 Directed Study (F-1,2; S-1,2)

4 or 8 sem. hrs.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

CHEM 350 Independent Study (F-1,2; S-1,2)

4 or 8 sem. hrs.

Selection of a research project involving scientific literature search and related laboratory work. Results presented in a research paper and a poster presentation. Staff.

CHEM 355 Independent Study with Thesis (F-1,2; S-1,2)

8 sem. hrs.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. Results presented in a thesis and a poster presentation. Staff.

CHEM 390 Chemistry Seminar (F-1,2; S-1,2)

1 sem. hr.

Required of all chemistry, chemistry/pharmacy, and biochemistry majors completing CHEM 355. Other interested students are invited to attend. Staff.

Courses taught through the Colleges of the Fenway**ENVI 200 Environmental Forum [Colleges of the Fenway] (S-1,2)**

2 sem. hrs.

Provides a forum for different disciplines and

interests to assess current environmental topics. Examines scientific, socioeconomic, and political aspects of environmental issues. Includes a service learning component and encourages interaction with local, regional and national environmental advocates. Students will develop applied research skills and make oral and written presentations.

F = Fall
S = Spring
U = Summer
TC= Travel
Course
1 = AY 2012-
2013
2 = AY 2013-
2014
M = Mode
* = Schedule
t.b.a.

Department of Communications

James Corcoran, *Chair and Associate Professor*

*Marlene Fine, *Professor*

Bob White, *Professor*

Judith Aronson, *Associate Professor*

Ellen Grabiner, *Associate Professor*

Joan Abrams, *Professor of Practice*

Dan Connell, *Professor of Practice*

Len Mailloux, *Senior Lecturer*

Judith Richland, *Senior Lecturer*

Andrew Porter, *Lecturer and Internship Director*

Alissa Miller, *Multimedia Classroom Manager*

MJ Craig, *Assistant Lab Manager*

Gabriela Antunes, *Administrative Assistant*

Additional Teaching Faculty

Sidney Berger

* *On sabbatical leave academic year 2012–2013*

The mission of the Department of Communications at Simmons College is to ensure that students receive a strong liberal arts education while also providing them with strong career preparation. It is an experiential learning environment that encourages our students to become lifelong learners committed to excellence. It is an environment that seeks a balance between concepts and theory, and the skills needed to produce media content in any professional setting where people use technology to exchange information. Those settings include business, education, and social services, as well as journalism, broadcasting – TV, radio, and Internet – newspapers, magazines, public relations, advertising, and graphic design. That combination prepares our students for jobs today—and for the jobs of tomorrow—because we know that rapid changes in technology will demand that our students

know how to adapt to dramatic changes in their work and how they do that work. It also is an approach that is highly interdisciplinary – drawing from political science and international relations, art, sociology, and cinema and media studies.

Major in Communications

The major in communications focuses on “how people use messages to generate meaning within and across all kinds of contexts, cultures, channels, and media.” Meaning generation is central to the work we do in the Department of Communications; that focus is the tie that binds together the concentration areas within the major and the core courses required of all majors. Whether a student is studying journalism, graphic design, public relations and marketing communications, or new media, she is learning how to create meaning. This emphasis on media convergence – that is the intersection and interaction of the multiple media disciplines – is at the center of what is going on in the real world. This program of study culminates in advanced coursework and capstone experiences like internships, independent study, and Studio Five — the department’s student-run, professional communications workplace. Each student majoring in communications is required to take 40 semester hours of study in the Department of Communications.

Step One: Three courses (12 semester hours)

Step Two: Three or four developmental courses, depending on concentration (12–16 semester hours)

Step Three: Two or three required electives, depending on concentration (8–12 semester hours)

Step Four: Independent learning options (options offered by the department to fulfill the all-College independent learning requirement of 8 semester hours)

Step Five: Senior Seminar/StoryTelling (4 semester hours)

Step One: The Communications Core Requirements

The major requires three core courses that explore the areas of media and society, writing and editing, visual communication and the technology currently driving emerging media. A blend of theory and hands-on, practical projects prepares students for further developmental work in one of the department's concentrations of study:

COMM 121 Visual Communication
 COMM 122 Writing and Editing Across the Media
 COMM 124 Media, Messages, and Society

Students should complete the three core courses by the end of the second year of study in a four-year program. A student should declare her major at the end of the sophomore year. In this recommended sequence, the student would complete the core and then choose a concentration to declare at this time.

Step Two: Developmental Coursework

The department's academic program offers six concentrations of study. They are:

- Graphic Design
- Journalism
- Media Arts
- Public Relations/Marketing Communications
- Web Design and Development (Joint major with Computer Science)
- Interdisciplinary Major in Arts Administration

The step two developmental coursework has been organized into three or four required courses, depending on concentration, normally taken in sequence. Step two work can begin during the first two years of a student's program and can be taken concurrently with step one, provided the student takes the necessary prerequisite core courses.

Step Three: Required Electives

Students will have a list of courses from which to choose between two or three electives depending on concentration. This arrangement allows students optimum flexibility and an opportunity to build competencies across areas of the discipline.

Step Four: Senior Seminar/StoryTelling (Capstone experience)

This capstone course extends the theoretical underpinnings offered in the department while engaging students in the telling of a single story across media, from oral history, to podcast, from written essay, to photo essay, ultimately to the intersection of word and image, availing ourselves of the new technologies that combine them in the service of creating story.

Step Five: Independent Learning Options (Capstone Experiences)

Students majoring in communications have four options to complete the all-College independent learning requirement. Ideally, the student should choose two of the four to complete the independent learning requirement of eight credits. Students may take up to 16 credits of field-based independent learning credits.

COMM 350 Independent Study
 COMM 370 Internship
 COMM 380 Field Experience
 COMM 390 Studio Five: A Communications Workplace

Departmental Honors

The Department of Communications offers the opportunity for students with a superior record in the major to receive departmental honors. To qualify for departmental honors, students must: Have a minimum 3.5 grade point average in the major during the second semester of the junior year (or upon completion of 80 credits); complete an eight credit

(two semester) thesis or project that has been approved by the department under the supervision of a faculty member in the department and receive a grade of A or A- on that thesis or project; and present their work to the department in a public forum.

Procedure:

The department will invite those eligible students judged able to do an independent project or thesis to develop a proposal and identify a faculty member to supervise their project or thesis. Students may choose to decline the invitation.

If a proposal is accepted, the student will register for COMM 350 (Independent Study) in both the fall and spring semesters.

The supervising faculty member and at least one other department faculty member will grade the thesis or project. Students whose project or thesis receives an A or A- will receive departmental honors; that designation will appear on their transcripts.

Departmental Recognition

The Department of Communication does not offer the designation “departmental recognition.” Instead, outstanding students may be named to Lambda Pi Eta, the national honor society for students in communications.

Concentrations in the Communications Major

Graphic Design Concentration

Students may pursue a design concentration focusing on print, web, multimedia, or a combination.

Prerequisites/Requirements Outside the Communications Department

May be taken concurrently with the Communications core.

The following three studio art courses:

- ART 111 Introduction to Studio Art: Drawing

- ART 112 Introduction to Studio Art: Color
- COMM/ART 138 The Poetry of Photography

Plus one of the following courses to satisfy the prerequisite in art history:

- ART 141 Introduction to Art History: Egypt to Mannerism
- ART 142 Introduction to Art History: Baroque to the 20th Century

Design History at Mass Art or other university with consent of design advisor.

Electives for Non-Art Majors

- ART 111 Introduction to Studio Art: Drawing
- ART 112 Introduction to Studio Art: Color

Step Two

Four required courses

- COMM 210 Introduction to Graphic Design
- COMM 240 Intermediate Graphic Design I: Typography
- COMM 248 Intermediate Graphic Design II: Type and Image
- COMM 340 Advanced Design

Step Three

Two electives, at least one at the 300-level

- COMM 244 Design for World Wide Web
- COMM 246 Digital Imaging for Design
- COMM 262 Media Convergence
- COMM 320 Media and the First Amendment
- COMM 322 Digital Cultures: Communication and New Media
- COMM 328 Special Topics (when appropriate)
- COMM 333 Web II: Motion Graphics for the Web

Step Four

- COMM 344 Senior Seminar/Storytelling

Journalism Concentration

Students may pursue a writing track in journalism and/or professional writing.

Step Two

Three required courses:

COMM 260 Journalism
 COMM 265 Editing Copy and Proof
 COMM 320 Media and the First Amendment

Step Three

Three electives, at least one at the 300-level:

COMM 163 Radio Operations
 COMM 181 Public Speaking and Group Discussion
 COMM 262 Media Convergence
 COMM 263 Broadcast Writing
 COMM 268 Human Rights in South Africa
 COMM 269 Globalization on a Shoestring
 COMM 310 Feature Writing
 COMM 315 Opinion/Editorial Writing
 COMM 322 Digital Cultures: Communication and New Media
 COMM 328 Special Topics in Communications (when appropriate)

Step Four

Required:

COMM 345 Senior Seminar/Storytelling

Media Arts Concentration

Students may pursue a media arts concentration that combines written, visual, and electronic media.

Step Two

Three required courses:

COMM 120 Communications Media
 COMM 210 Introduction to Graphic Design: Principles and Practice
 COMM 262 Media Convergence

Step Three

Three elective courses, at least one 300-level course

COMM 163 Radio Operations
 COMM 220 Video Production
 COMM 222 Animation
 COMM 240 Intermediate Graphic Design: Typography
 COMM 244 Design for WWW

COMM 246 Digital Imaging for Design
 COMM 260 Journalism
 COMM 263 Broadcast Writing
 COMM 269 Globalization on a Shoestring
 COMM 320 Media and the First Amendment
 COMM 322 Digital Cultures: Communication and New Media
 COMM 328 Special Topics in Communications (when appropriate)
 COMM 333 Web II Motion Graphics for the Web

Step Four

Required:

COMM 345 Senior Seminar/Storytelling

Public Relations/Marketing Communications Concentration

Students may pursue a concentration in PR/marketing communications and choose electives to focus in a particular area.

Step Two

Four required courses:

COMM 186 Introduction to Public Relations and Marketing Communications
 COMM 210 Introduction to Graphic Design
 COMM 281 Writing for Public Relations and Integrated Marketing Communications
 COMM 325 Public Relations Seminar

Step Three

Two electives, at least one at the 300-level:

COMM 181 Public Speaking and Group Discussion
 COMM 262 Media Convergence
 COMM 265 Editing Copy and Proof
 COMM 286 Advertising
 COMM 320 Media and the First Amendment
 COMM 322 Digital Cultures: Communication and New Media
 COMM 326 Advertising and Copywriting
 COMM 328 Special Topics in Communications (when

appropriate)

Step Four

Required:

COMM 344 Senior Seminar/Storytelling

Web Design and Development (Joint major with Computer Science)

Step One: Core

The core classes focus on providing students with a foundation for the other steps in their major.

COMM 121 Visual Communication

COMM 210 Introduction to Graphic Design

CS 112 Introduction to Programming

Step Two: Developmental

COMM 240 Intermediate Graphic Design I:
Typography

COMM 244 Web I: Design for the World Wide
Web

CS 113 GUI and Event-Driven
Programming

IT 320/ Web Services and Web-Centric

CS 321 Computing

Step Three: Electives

Students take two electives, not all from the same discipline (CS/COMM)

CS 227 Computer Networks

CS 327 Security Issues in a Networked
Environment

COMM 246 Digital Imaging for Design

CS 333 Database Management Systems

COMM 248 Intermediate Graphic Design II:
Type and Image

COMM 340 Advanced Design

IT 343 Systems Analysis & Design

COMM 333 Web II: Motion Graphics for the
Web

Step Four:

COMM 344 Senior Seminar/Storytelling

Interdisciplinary Major in Arts Administration

For more information, please see page 53.

Minors in Communications

Students who wish to pursue a general minor in communications may do so by completing the three required core courses, along with two electives. Other concentration-specific minors available are:

Graphic Design

Required

COMM 121 Visual Communications

COMM 210 Introduction to Graphic Design

COMM 240 Intermediate Graphic Design I:
Typography

Electives for Non-Art Majors – (select 2)

ART 111 Drawing

ART 112 Color

COMM/ART 138 The Poetry of Photography

Electives for Art Majors (select 2)

COMM 244 Web I: Design for the World Wide
Web

COMM 246 Digital Imaging for Design

COMM 248 Intermediate Graphic Design II:
Type and Image

COMM 262 Media Convergence

COMM 320 Media and the First Amendment

COMM 328 Special Topics (when appropriate)

COMM 333 Web II: Motion Graphics for the
Web

COMM 340 Advanced Design

Journalism

Required

COMM 122 Writing Across the Media

COMM 260 Journalism

COMM 265 Editing Copy and Proof

Electives (select 2)

COMM 124 Media, Messages, & Society

COMM 262 Media Convergence

COMM 263 Broadcast Writing

COMM 268 South Africa
 COMM 310 Feature Writing
 COMM 315 Opinion/Editorial Writing
 COMM 320 Media and the First Amendment
 COMM 328 Special Topics (when appropriate)
 COMM 322 Digital Cultures: Communication and Social Media

Media Arts

Required

COMM 120 Communications Media
 COMM 121 Visual Communications
 COMM 124 Media, Messages, and Society

Electives (select 2)

COMM 210 Introduction to Graphic Design
 COMM 220 Video Production
 COMM 222 Animation
 COMM 244 Web I: Design for the World Wide Web
 COMM 246 Digital Imaging for Design
 COMM 262 Media Convergence
 COMM 320 Media and the First Amendment
 COMM 322 Digital Cultures: Communication and Social Media
 COMM 333 Web II: Motion Graphics for the Web

Public Relations and Marketing Communications

Required

COMM 124 Media, Messages, and Society
 COMM 186 Introduction to Public Relations and Marketing Communications
 COMM 281 Writing for Public Relations

Electives (select 2)

COMM 181 Public Speaking
 COMM 260 Journalism
 COMM 262 Media Convergence
 COMM 265 Editing Copy and Proof
 COMM 286 Introduction to Advertising
 COMM 315 Opinion/Editorial Writing
 COMM 320 Media and the First Amendment
 COMM 325 Public Relations Seminar
 COMM 326 Advertising and Copywriting

COMM 328 Special Topics (when appropriate)
 COMM 322 Digital Cultures: Communication and Social Media

Radio

Required

COMM 122 Writing Across the Media
 COMM 163 Radio Operations
 COMM 263 Broadcast Writing

Electives (select 2)

COMM 124 Media, Messages, and Society
 COMM 262 Media Convergence
 COMM 269 Globalization on a Shoestring
 COMM 320 Media and the First Amendment
 COMM 322 Digital Cultures: Communication and Social Media

Web Design and Development: (Joint minor with Computer Science)

Required

CS 112 Introduction to Programming
 COMM 121 Visual Communications
 COMM 244 Web I: Design for the World Wide Web
 CS 321 Web Services and Web-Centric Computing
 COMM 210 Introduction to Graphic Design or CS 333 Database Management Systems

Interdisciplinary Minor in Cinema and Media Studies

A minor in Cinema and Media Studies is comprised of two required courses and three electives.

Required Courses

ENGL 195 Art of Film
 ENGL 221 The Critical Lens: Introduction to Film and Media Theory

Three Electives May Be Chosen from the Following:

AST 388 Black Popular Culture
 ART/COMM 138 The Poetry of Photography*

- ART/COMM 139 Color Photography and the Digital Lab*
- ART/COMM 232 Digital Photography II*
- ART/COMM 239 Documentary Photography*
- ART/COMM 237 Advanced Photography Workshop*
- ART 249 History of Photography
- MUS 165 Music in Film
- CHIN 214 Contemporary Chinese Cinema,
- COMM 120 Communications Media*
- COMM 121 Visual Communication
- COMM 124 Media, Messages, and Society,
- COMM 222 Animation*
- COMM 220 Video Production*
- COMM 246 Digital Imaging for Design
- COMM 262 Media Convergence
- COMM 333 Web II: Motion Picture Graphics for the Web
- COMM 344 Storytelling*
- ENGL 327 Race and Gender in Psychoanalytic Discourse
- ENGL 354 Studies in Film Genre
- ENGL 398 Feminist Media Studies
- HIST 254 History Through Novels and Films
- HIST 329 Film and Historical Representation
- PHIL 152 Philosophy Through Literature and Film
- SPAN 314 Hispanic Culture as Seen through Film

Restrictions on Electives: One elective must be a production class. (Production classes designated with *) At least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

Post-Baccalaureate Program Leading to a Diploma in Communications

The diploma program can be completed in one year on a full-time basis or over a longer period of time on a part-time basis. It offers graduates of approved colleges an opportunity to pursue post-baccalaureate professional

preparation in the field of communications. A typical program requires 32 semester hours of study and typically includes the following courses:

- COMM 121 Visual Communication
- COMM 122 Writing and Editing Across the Media
- COMM 124 Media, Messages, and Society

Five electives (chosen in consultation with faculty advisor; at least one 300-level course)

Core courses may be waived by the department chair if the diploma student enters with equivalent coursework. Evidence of completion of coursework is required. The student may take additional electives in lieu of the waived core course(s).

COURSES

COMM 120 Communications Media (M1) (F-1,2; S-1,2)

4 sem. hrs.
Serves as an introduction to communication arts and theory, and the world of still and moving pictures. Involves the analysis of media from the point of view of the audience, and the production of media from the point of view of the communicator. Numerous screenings supplement examples and exercises in film, animation, multimedia, and the graphic arts. The atmosphere of the classroom is a media environment: a comfortable theater supported by light and sound. White.

COMM 121 Visual Communication (M1) (F-1,2; S-1,2)

4 sem. hrs.
Introduces the concepts of visual culture and visual literacy with an emphasis on how we perceive and analyze images. From the perspective of consumer and producer of images, the visual experience is deconstructed to illuminate meaning-making practices. Utilizes a variety of theoretical perspectives and approaches to two-dimensional images in print and on the screen. Gabiner, Richland.

COMM 122 Writing and Editing Across the Media (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the fundamental skills of information gathering, writing, and copy editing for the mass media. Covers AP and other writing styles that students will eventually be expected to master to gain recognition as competent communicators. Includes news stories, press releases, web content, opinion articles, and memos. Connell, Porter.

COMM 124 Media, Messages, and Society (M5) (F-1,2; S-1,2)

4 sem. hrs.

Explores how and why the media reflect, affect, create, and mold public opinions, ideas, and values. Examines issues related to the media and society and the content of print and non-print media in terms of the written and visual messages they convey. Corcoran, Fine.

COMM/ART 138 The Poetry of Photography (M1) (F-1,2; S-1,2)

4 sem. hrs.

Like a poem, the art photograph often uses metaphor, allusion, rhythm and profound attention to details. In this course, students will learn to create artful photographs, and acquire the skills and craft of using a 35mm camera, developing black and white film and making prints in the darkroom. Bresler, Sills.

COMM/ART 139 Color Photography and the Digital Lab (M1) (F-1,2; S-1,2)

4 sem. hrs.

Teaches the art and craft of contemporary color photography with emphasis on using the medium as a means of personal expression. Hands on demonstration demystify how manual and digital cameras work. Students learn effective Photoshop and Camera Raw to produce color prints with impact. Bresler.

COMM 163 Radio Operations and Performance (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the radio industry and the fundamentals of station operations. Students will learn the history of the medium and the mechanics of station, studio, and equipment operations, as well as acquire skills in digital audio recording, editing, and production

that will allow them to create broadcast-quality programming. Mailloux..

COMM 181 Public Speaking and Group Discussion (F-1,2; S-1,2)

4 sem. hrs.

Involves preparation and presentation of speeches and consideration of the impact of information and communication on listeners. Provides extensive practice in discussion about present-day problems and topics. Emphasizes rhetorical analysis, persuasion, and ethical issues in public speaking. Abrams, Fine.

COMM 186 Introduction to Public Relations and Marketing Communications (F-1,2; S-1,2)

4 sem. hrs.

Explores the nature and role of communications in marketing and the integration of public relations, advertising, direct marketing, sales promotion, personal selling, and new media in the marketing communications plan. Analyzes marketing communications materials in various media and considers the economic and social implications of promotion. Includes a field assignment. Abrams, Fine.

COMM 210 Introduction to Graphic Design: Principles and Practice (M1) (F-1,2; S-1,2)

4 sem. hrs. Prereq.:COMM 121 or consent of the instructor.

Addresses formal principles, process, and production of 2D design. Complements design lectures, demonstrations, and student presentations with studio projects and critiques. Provides tools to develop conceptual skills; master mechanical tools; utilize design-driven software applications; prepare visual, written, and oral presentations; and learn the process and techniques needed to achieve quality design. Involves lecture/lab. Aronson, Richland.

COMM 220 Video Production (M1) (F-1,2; S-1,2)

4 sem. hrs.

Explores the working methods and production of narrative, personal, documentary, and music video filmmaking. Examines historical examples from Maya Deren to the present, and requires students to plan, shoot, and edit their own short pieces. A course for women who want to make

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movies, it teaches the variety of conditions that lead to the creation of professional productions. White.

COMM 222 Animation (M1) (F-1,2; S-1,2)

4 sem. hrs.

Introduces the technology of three-dimensional computer animation, grounded in the history of traditional animation, applied creatively to individual projects. White.

COMM/ART 230 Special Topics in Photography*

4 sem. hrs. Prereq.: COMM/ART 138 and two additional photography courses or consent of the instructor.

Delves deeply into the practice and theory of photography. General topic is contemporary photography, with readings by Barthes, Sontag, and other theoreticians considered in relation to the work of students and contemporary photographers. Sills.

COMM/ART 232 Advanced Digital Workshop (S-1)

Prereq: ART 139.

Students will refine creative and technical skills with a camera, Photoshop and lighting. Students focus on two long-term projects, honing their ability to produce dynamic color and/or B/W digital prints. Discussions of contemporary issues, visits to galleries and museums complement an emphasis on developing a strong personal style. Bresler.

COMM/ART 237 Advanced Black and White Photography (S-1)

4 sem. hrs. Prereq.: ART/COMM 138.

Emphasizes the making of fine art photographs with attention to the aesthetics of creating photographic images in conjunction with learning advanced exposure and printing technique. Students will work on projects to explore and deepen their ideas. Black and white photography in the traditional darkroom. Sills, Bresler.

COMM/ART 239 Documentary Photography (F-2)

4 sem. hrs. Prereq.: ART/COMM 138 or 139.

Offers an opportunity to use color or black and white photography to describe, understand, and interpret the world around us by creating photo-

graphic essays on subjects of students' choosing. Gives attention to refining technical skills while delving into aesthetic issues of significance and meaning in images. Studies the documentary tradition as a basis to develop work. Sills.

COMM 240 Intermediate Graphic Design I: Typography (F-1,2; S-1,2)

4 sem. hrs. Prereq: COMM 210 or consent of the instructor.

Applies the formal principles of design in the context of typography. Topics include type history and terminology, display and text type for print and screen communication, typographic hierarchy in information design, bookmaking, and concept-based design through typographic layout and manipulation. Includes lectures, discussions, class critiques, and computer lab sessions. Aronson, Richland.

COMM 244 Web I: Design for the World Wide Web (F-1,2)

4 sem. hrs. Prereq.: COMM 210.

Introduces the essential concepts and tools necessary to produce websites. Includes understanding HTML, CSS, creating and editing web graphics, establishing site hierarchy, and designing information architecture. Requires students to create effective user interfaces, test for usability, and manage the website development process. Grabiner, Miller.

COMM 246 Digital Imaging for Design (S-1,2)

4 sem. hrs. Prereq.: COMM 121.

Explores creative approaches to acquiring, manipulating, authoring, and disseminating digital images. In the Adobe Creative Suite environment, students combine natural and digital media, working iteratively in order to achieve unique solutions to their challenges. In-depth exploration of Adobe Photoshop and Illustrator. Grabiner.

COMM 248 Intermediate Graphic Design II: Type and Image (F-1,2)

4 sem. hrs. Prereq.: COMM 240 or consent of instructor.

Reinforces the design process and research-based work. Students create professional pieces after careful investigation and analysis. Emphasizes integrating type and image to

strengthen a message. Addresses information hierarchy, sequencing, grid development on the computer, and multimedia presentations. Assignments include publications, websites, organization identity programs, and expressive use of typography. Aronson.

COMM/ART 256 Approaches in Contemporary Photography (F-1)

4 sem. hrs. Prereq.: ART/COMM 138 or 139. Expands explorations in color and/or black and white photography through self-designed photographic projects. Refines visual and technical skills. Includes two or three long-term projects, critiques, discussion of the work of art photographers, visits to exhibitions, and technical exercises. Bresler, Sills.

COMM 260 Journalism (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122. Immerses students into journalism by covering community issues and events ranging from local and national politics to entertainment and sports. Teaches how to identify news values and make news judgments, as well as acquire note-taking and interviewing skills, understand media ethics and law, and develop news writing techniques. Connell, Corcoran, Porter.

COMM 262 Media Convergence (F-1,2; S-1,2)

4 sem. hrs. Media Convergence is the melding of digital images (still and moving), sound, and typography, to create media for a variety of platforms. This course addresses the rapid changes in media production and distribution and provides hands on knowledge necessary to create, produce, and distribute media. It integrates the study of media history, theory, and design with production skills in film, audio, video, print and digital media—to enable students to advance as media producers. Richland.

COMM 263 Broadcast Writing (S-1,2)

4 sem. hrs. Prereq.: COMM 122. Involves reporting, videotaping, script writing, and videotape editing for the broadcast media. Includes actual news and documentary assignments with production of broadcast news packages utilizing state-of-the-art digital video editing techniques. Mailloux.

COMM 265 Editing Copy and Proof (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122. Teaches how to perceive and correct errors in language written by others. Includes use of professional copyediting symbols and techniques to make needed changes (in spelling, punctuation, word selection, etc.) before the final wording, or “copy,” is readied for printing or broadcast. Explains proofreading techniques. Explores basic pre-writing practices, e.g., ranking and organization of raw story data for a news release or letter to the editor. Berger.

COMM/POLS 268 Human Rights in South Africa (S-1)

4 sem. hrs. Prereq.: COMM 122 or consent of the instructor. Explores changes since the country’s first multiracial elections in 1994 and the extent to which the society reflects the values of its post-apartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience. Connell.

COMM 269 Globalization on a Shoestring (S-1,2)

4 sem. hrs. Prereq.: COMM 122 and/or COMM 163. Gives the student a “virtual study abroad” experience. In conjunction with African University College of Communications (AUCC) in Ghana and schools and participants from around the world, students get to work in a cross-cultural setting using streaming and social media, examining social, cultural, and political issues from a global perspective. Mailloux.

COMM 281 Writing for Public Relations and Integrated Marketing Communications (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122 and 186. Explores the role and function of public relations and marketing communications materials. Examines techniques of writing and editing for identified target publics. Involves producing marketing communications materials intended for internal and external audiences and analyzing the communications efforts of a publicly traded company. Abrams, Fine.

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COMM 286 Advertising (F-1,2)

4 sem. hrs. Prereq.: COMM 124 and 186. Introduces basic elements of advertising theory and practice with an emphasis on the role of creating effective and results-oriented advertising messages. Analyzes advertising case studies to explore concepts and apply them to real-world examples. Provides tools to develop writing and design skills and to create portfolio samples. Includes a team project to create an advertising campaign for a client of choice. Staff.

COMM 310 Feature Writing (F-1,2)

4 sem. hrs. Prereq.: COMM 122 and 260. Builds upon skills and techniques learned in journalism and other writing courses. Challenges students to think, to see stories in their fullness, and to become involved in their own writing. Teaches a narrative style that encourages critical thinking and engages writers, giving them the foundation to put more human aspects into their stories. Includes class discussion and critique of student work. Corcoran, Connell.

COMM 315 Opinion/Editorial Writing (S-1,2)

4 sem. hrs. Prereq.: COMM 122 and COMM 260. Emphasizes persuading readers, or at least getting their attention. Develops research skills to defend arguments. Requires weekly blog and assigned news beats. Also requires regular reading of top columnists. Students produce editorials and columns suitable for publication. Connell, Corcoran, Porter.

COMM 320 Media and the First Amendment (F-1,2)

4 sem. hrs. Prereq: COMM 122 and 124 or consent of instructor. Examines the news media's First Amendment rights and responsibilities, addressing libel, privacy, fairness, and objectivity, as well as current media issues. Discusses the ethical and legal ramifications of communications in a democratic society. Corcoran, Mailloux.

COMM 322 Digital Cultures: Communication and New Media (S-1,2)

4 sem. hrs. COMM 124 or consent of instructor. Communicators are challenged to develop literacies and competencies in what currently

resembles a whirlwind of perpetually emerging communication technologies. Tracing the trajectory of participatory or "social" cultures, we will investigate the impact of these tools on meaning making practices. A hands-on approach grounds this course and its engagement in the long-standing debates in media and cultural theory. Gabiner, Porter, and Abrams.

COMM 325 Public Relations Seminar (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 186 and 281. Surveys public relations methods, research, theories, practices, and campaigns. Discusses the ethics and values of public relations as a profession. Includes case study analysis. Fine.

COMM 326 Advertising Copywriting and Layout (S-1,2)

4 sem. hrs. Prereq.: COMM 286. Concentrates primarily on creating radio spots, magazine layouts, and television storyboards. Elements of effective advertising are considered, such as drawing attention to the ad, motivating the reader, and building a portfolio through writing and revision. Students provide feedback in a focus group-like setting. Staff.

COMM 328 Special Topics in Communications (F-1,2; S-1,2)

4 sem. hrs. Prereq: Junior standing or consent of the instructor. Offers an intense study in a particular area of communications focusing on advanced issues. Staff.

COMM 333 Web II: Motion Graphics for the Web (S-1,2)

4 sem. hrs. Prereq: COMM 244 or consent of the instructor. Explores the emerging field of information design, narrative, auditory experience, interactivity, and emotional depth. Students will investigate the user experience across desktop, mobile, tablet, and other platforms. Examines the ways motion graphics adds meaning to interactive websites, film credits, television openings, advertising spots, and mobile applications and addresses concepts of a global visual language in which the use of familiar symbols and images transcends spoken language. Gabiner, Richland.

COMM 340 Advanced Design (S-1,2)

4 sem. hrs. Prereq.: COMM 240 and 248 or consent of the instructor.

Increases understanding of the designer's role as problem solver and professional design consultant. Provides opportunity to create new portfolio-quality work and explore development of a personal style. Projects include: a personal identity system with professional level résumé and cover letter, prototyping a complex multi-page publication with text and images, a webzine or website, and a branding system. Aronson.

COMM 344 Senior Seminar/Storytelling (F-2, S-2)

4 sem. hrs. Prereq.: COMM 121, COMM 122, COMM, 124 and concentration requirements. Storytelling is perhaps the oldest, most salient form of entertainment, education and enlightenment that humans have engaged in. Students will carry a single story across media, from oral history to podcast, from written essay to photo essay, ultimately to the intersection of word and image, availing themselves of the new technologies that combine text and pictures in the service of creating story. Staff.

COMM 350 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Consent of the department chair. Staff.

COMM 370 Internship (F-1,2; S-1,2; U-1,2)

4-8 sem. hrs. Prereq.: Junior or senior standing, declared major in communications, consent of the instructor, and application filed by Oct. 15 for spring semester or March 15 for summer or fall semesters.

Students develop a personal marketing plan, including resume, cover letter, portfolio, LinkedIn profile, etc. Students practice job sourcing and interviewing and hear from recent grads and professionals in the communications field. Weekly blog required. NOTE: Contact department chair for special consent for 16-semester-hour internships. Senior standing required for eight semester hours. Porter.

COMM 380 Field Experience (S-1,2)

4 sem. hrs.

An eight to 10 hours-per-week field placement in the Greater Boston area, based on the student's

background and interests, available to students who have already completed COMM 370.

Students must apply before October 15 for spring semester; March 15 for summer or fall semester. Students take what they learned in Comm370 and work in class on scheduling information interviews and applying for jobs. Porter.

COMM 390 Studio Five: A Communications Workplace (F-1,2; S-1,2)

4 sem. hrs. Prereq: Completion of the communications department core and track requirements or consent of the instructor.

Provides a faculty-supervised workplace where students undertake projects for nonprofit clients while working as collaborative teams. Requires analyzing client communications needs and providing optimal solutions on budget and deadline. Integrates relevant issues of agency/client relationships, vendor relations, and project management. Grabiner, Porter, Richland.

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Program in Computer Science and Informatics

Margaret Menzin, *Professor*
 Bruce P. Tis, *Associate Professor*
 Nanette Veilleux, *Associate Professor*

Housed in the Department of Mathematics, Statistics and Computer Science the Program in Computer Science and Informatics prepares women for technology-related careers in the global marketplace, for graduate school, and to be knowledgeable, ethical and socially conscious adopters of technology. We also serve the Simmons community by offering service courses to address both the general and specific technology fluency needs of our students. We offer majors and minors in computer science, information technology, health informatics, web design and development and scientific computation. Our survey/service courses address the technology literacy, fluency, and introductory programming needs of students. These courses help the student gain an overview of technology—its use, application, and limitations and can serve as stand-alone courses or as a starting point for more advanced study in one of our four technology areas. We often find that students have a latent interest in, and talent for, technology that blossoms in these courses.

Students may also complete an eight-credit internship where they relate theory learned in class to the actual needs of the workplace. Students have completed internships in industry, government, nonprofits, and academic institutions such as Fuji Film Microdisk, Northeastern University, Raytheon, IBM/Lotus, Hyperactive Multimedia, Meditech, TechSoup Global, Screened Images Multimedia, UPS Field Services, Eduventures, Highrock Covenant Church, Windsor School, Partners Healthcare Information Systems and CakeWalk. It is very common for our students to be offered permanent jobs upon graduation at the company that sponsored their intern-

ship.

Students also have the opportunity to complete significant independent study projects under the guidance of a faculty member, as well as participate as a member of a research team on NSF-funded research projects.

While our courses and majors have a strong technology focus, they also stress teamwork, collaboration, communication, and the development of leadership skills. All courses include a structured laboratory experience with students often solving problems in groups. Our students often double major in areas such as communications, English, education, mathematics, philosophy, Spanish, and management. Our alums work for companies developing educational software, medical support, gene research to cure cancers, research to ensure that voting machines can't be hacked, and writing software to help nonprofits survive.

At Simmons College we help young women find their voices. We prepare them to be leaders in the world and this world needs women in computer science and information technology more than ever.

Major in Computer Science

For students interested in the development of technology, as well as the application of advanced technology, we offer a computer science major and minor. Computer scientists develop solutions to highly technical problems and are generally at the forefront of advanced technology. They learn to think critically, logically, and abstractly. They gain both an understanding of the underlying theory and concepts of computing as well as the facility to integrate theory with practice. They are problem solvers. Students take both foundational courses and advanced technology courses that focus on systems and technology development. Students are prepared for careers in programming, web development, system support, network administration, database design, computer and network security,

applications development, and software engineering.

The department also provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two-semester project, beginning with a preparatory semester of related independent research.

Requirements: A major in computer science requires the following courses:

CS 112 Introduction to Computer Science
 CS 113 GUI and Event-Driven Programming
 CS 226 Computer Organization and Architecture
 CS 227 Computer Networks
 CS 232 Data Structures and Algorithms
 CS 330 Structure and Organization of Programming Languages
 CS 345 Operating Systems
 MATH 210 Discrete Mathematics
 PHIL 225 Ethical, Legal, and Social Issues in Information Technology
 One mathematics course numbered MATH 118 and above

Electives (choice of three)

CS 321 Web-Centric Programming
 CS 327 Security Issues in a Networked Environment
 CS 333 Database Management Systems
 CS 334 Special Topics in Computer Science
 CS 343 or LIS 486 Systems Analysis
 LIS technology courses as approved

Minor in Computer Science

Computing technology pervades our experience, both in the workplace and in our personal lives. An understanding of technology and its application, as well as the development of strong technical skills is valuable to every undergraduate. Students from a wide range of majors frequently minor in computer science.

Requirements:

Web Development

This option provides a strong technical background for anyone wishing to develop web-based applications. Students will learn html, JavaScript, Java, and database design and implementation, as well as the network infrastructure upon which web applications are built, including security considerations.

The curriculum includes:

CS 112 Introduction to Computer Science
 CS 227 Computer Networks
 CS 327 Security in a Networked Environment
 CS 321 Web-Centric Programming
 CS 333 Database Management Systems

Software Development

This option provides an introduction to software development and programming. It is appropriate for anyone considering a major in computer science or interested in application programming.

IT 101 Living in a Digital Society
 CS 112 Introduction to Computer Science
 CS 113 GUI and Event-Driven Programming
 CS 232 Data Structures and Algorithms
 CS 321 Web-Centric Computing

Systems

This option prepares the student to perform user support, system administration, or network administration, and develops the technical expertise needed in many small offices and organizations today. The curriculum includes:

CS 112 Introduction to Computer Science
 CS 226 Computer Organization and Architecture
 CS 227 Computer Networks
 CS 345 Operating Systems
 CS 327 Security in a Networked Environment

And one additional CS course other than CS

111

Open

A custom-designed minor consisting of five courses may be proposed by the student to achieve her specific goals. Faculty members are available to help the student design this minor. The computer science and information technology faculty must approve the final proposal.

Major in Information Technology

For students interested in the assessment of users' technology needs, and the evaluation, application, administration and support of technology, we offer a major and minor in information technology. The major provides students with a solid technical grounding in computer science and information technology, as well as education in the "soft" interpersonal skills of communication, teamwork, critical thinking, and ethical decision-making that are vital to the IT industry. An information technologist determines user needs and then develops, manages, and supports technology based solutions. Students take courses in communication, management, philosophy, and computer science and information technology. Students are prepared for a broad range of careers such as web content provider/ manager, web developer, web administrator, IT consultant, network support, customer/desktop support, system integrator, system analyst, and application developer.

- CS 112 Introduction to Computer Science
- CS 113 GUI and Event-Driven Programming
- CS 227 Computer Networks
- CS 333 Database Management Systems
- CS 321 Web-centric Computing
- CS 327 Security Issues in a Networked Environment
- IT 343 or LIS 486 Systems Analysis

Mathematics

- MATH 210 Discrete Mathematics
- or MATH 118 Introductory Statistics

Philosophy

- PHIL 225 Ethical, Legal, and Social Issues in

Information Technology

Communications

- One of the following:
- COMM 120 Communications Media
- COMM 121 Visual Communication
- COMM 122 Writing and Editing Across the Media
- COMM 181 Public Speaking and Group Discussion

Management

- MGMT 234 Organizational Communication and Behavior
- Three courses from an application domain* or a minor in another discipline are strongly suggested.

Minor in Information Technology

The minor in information technology provides the technology skills and understanding required of every professional in today's workforce. You gain an excellent grounding in technology –an overview of technology and web applications; a familiarity with a modern programming language; the ability to design, create and use a database; a grasp of management issues; and the ability to sharpen your communication skills. This minor is a nice complement to any major at Simmons.

Requirements:

- IT 101 Living in a Digital Society
- CS 112 Introduction to Computer Science
- CS 333 Database Management Systems
- Choose two of the following courses:
- COMM 120 Communications Media
- COMM 121 Visual Communication
- COMM 122 Writing and Editing Across the Media
- COMM 181 Public Speaking and Group Discussions
- MGMT 234 Organizational Communication and Behavior
- PHIL 225 Ethical, Legal, and Social Issues in Information Technology

Major in Health Informatics

Health Informatics is the application of the computing and information technology disciplines to solving problems in the field of health care. This interdisciplinary major includes foundation courses in technology, as well as more advanced topics such as security, database management, web applications development, and systems analysis. Students also learn about the health care industry by taking courses such as health informatics, biomedical ethics, and the health industry market and business model. Electives include courses in sociology, biology and management. The major also provides experiential learning in the health care industry through two experiential placements that will expose our students to both the neediest and to the most sophisticated ends of the health care spectrum. Students graduating in this major would be desirable in IT departments at hospitals and other medium-to-large health care settings, and in companies developing software for the health care industry. There will also be positions in maintaining, modifying and managing software services.

Required Courses

CS 112 Introduction to Computer Science
 CS 113 GUI and Event-Driven Programming
 IT 225 Health Informatics
 MATH 118 Introductory Statistics
 CS 227 Computer Networks
 CS 327 Security in a Networked Environment
 CS 333 Database Management Systems
 CS 321 Web Centric Programming
 IT 343 or LIS 486 Systems Analysis
 PHIL 131 Biomedical Ethics
 One of the following:
 SNHS 450 The Health Care Systems: Interdisciplinary Perspectives
 HCA 500 (SOM 500) Organizational Management (in Healthcare)
 HCA 522 (SOM 522) Management of Health Informatics Systems

Independent learning: To be satisfied in the IT department of a hospital, HMO or at a company which develops software for the health care industry.

Electives

Students are strongly urged to select two or more of the following, depending of their specific interest and in consultation with their advisors:

SOCI 241 Society and Health
 BIOL 346 Epidemiology
 MATH 227 Biostatistical Design and Analysis
 MGMT 110 Financial Accounting
 MGMT 100 Introduction to Management
 Students should also consult with their advisors about the possibilities of a minor in Biology, Management, or Public Health.

Minor in Scientific Computation

The minor in scientific computation deals with the processing of large sets of 'messy data'. A must for anyone planning on attending graduate school.

MATH 118 Introductory Statistics
 MATH 343 Mathematical Modeling
 CS 112 Introduction to Computer Science
 CS 333 Database Management Systems
 A fifth course to be chosen from:
 CS 226 Computer Organization and Architecture
 CS 113 GUI and Event-Driven Programming
 MATH 227 Biostatistical Design and Analysis
 MATH 338 Probability
 A course in differential equations (currently available thru COF)

Major in Web Design & Development

Joint major with the Communications Department.

The explosion of World Wide Web use has driven a need for web designers and developers. People who understand both the art and the science of web development are particularly valued. Graduates will have a firm understanding of the principles of design as

well as an understanding of the technical issues involved in the development of an active web site. Students graduating from this major will have an advantage over traditional web designers because they will have a clear understanding of the elements of web development. Likewise, the students will also have an advantage over traditional web developers because they will possess knowledge of the elements of design.

Outline:

This major combines existing classes from the Communications and Computer Science programs to create a cohesive major in Web Design & Development. It seeks to draw students who are interested in integrating the two facets of web site creation rather than focusing on either the Graphic Design concentration or the Computer Science major.

Step One: Core

The core classes focus on providing students with a foundation for the other steps in their major.

- COMM 121 Visual Communication
- COMM 210 Introduction to Graphic Design
- CS 112 Introduction to Computer Science

Step Two: Developmental

- COMM 240 Typography
- COMM 244 Web 1: Design for the World Wide Web
- CS 113 GUI and Event-Driven Programming
- CS 321 Web-Centric Computing

Step Three: Electives. Students take three electives, not all from the same discipline (CS/COMM)

- CS 227 Computer Networks
- CS 327 Security Issues in a Networked Environment
- CS 333 Database Management Systems
- COMM 340 Type and Image
- COMM 348 Advanced Design.
- IT 343 Systems Analysis & Design

COMM 333 Web II: Motion Graphics.

Step Four: Senior Seminar Core

COMM 395 Senior Seminar.

Step Five: Independent Learning

Students many chose to take independent studies and internships from either the Communications department or the Computer Science program. This will depend on the nature of the independent study or internship. Students may also opt to take COMM 390: Studio 5 for their independent learning requirement.

Degree options: With the approval of her advisors, a student may choose whether to graduate with a Bachelors of Arts or of Science, depending on which discipline she has chosen the preponderance of her course work.

Please keep in mind that this major will not function as simply a Communications concentration because the core classes do not meet the requirements for the Communications core. This major is also not designed as a replacement for the Graphic Design concentration, as students graduating from the major will not receive the entire breadth of the design curriculum or the Communications core. Likewise, it is not a Computer Science major; students will not be exposed to the breadth of the CS field and would need additional courses to move into other application areas.

Interdisciplinary Minor in Web Design and Development:

- CS 112 Introduction to Computer Science
- COMM 121 Visual Communications
- COMM 244 Design for the World Wide Web
- CS 231 Web Centric Programming
- COMM 210 Introduction to Graphic Design or CS 333 Database Management Systems

Technology and Management

There is a growing need for the application of technology in the global marketplace. We encourage our computer science and information technology majors to minor in management. They can complete in a minor in business metrics, finance, leadership, management, marketing, or retail management, which will be invaluable as they enter the workforce.

Integrated B.S./M.S. Programs

Two integrated programs permit students to obtain their B.S. and M.S. degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. The integrated program in education is described under the Department of Education on page 120.

Information about the integrated program in computer science and library and information science is available from the program in Computer Science and Informatics or from the Graduate School of Library and Information Science.

3+1 B.S. in Computer Science/M.S. in Library and Information Science

The world of library and information science is changing –fast. No longer just a home for printed texts, a "library" is any place where creating, storing, and accessing traditional print and emerging digital resources come together.

This evolution is huge, and the vast array of careers it's creating calls for a new breed of highly trained, technologically savvy information professional. The 3+1 Computer Science/Library and Information Science Program will thoroughly prepare you to meet this opportunity.

Pairing a Bachelor of Science in Computer Science with a Master in Library and Information Science, this sought-after combination will give you a versatile technical background as well as advanced knowledge of

the principles, theories, and practices of modern librarianship, digital curation, and content management.

You'll earn your computer science degree in three years in an empowering, state-of-the-art environment. Through coursework and hands-on learning, you'll develop your ability to understand computing foundation and theory and to solve real-world problems through the application of technology.

Master's level coursework in library science will commence by your senior year and culminate in stimulating yet practical independent studies. Our Graduate School of Library and Information Science (GSLIS) is ranked in the country's top 10 by U.S. News & World Report. The faculty are recognized leaders in their fields, while our prime Boston location opens the door to hundreds of prestigious internships.

COURSES

CS 111 The Science of Sound and Image Media (M4) (S-1)

4 sem. hrs.

Examines, through lecture and laboratory exercises, the physical realization of sight and sound and what adaptations must be made to create digital sound recordings, both of speech music, and digital photographs and movies from these sensory inputs. Veilleux.

CS 112/412 Introduction to Computer Science (M3) (F-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics.

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Requires significant projects. Veilleux, Tis.

CS 113/413 GUI and Event-Driven Programming (S-1,2)

4 sem. hrs. Prereq.: CS 112.

Continues CS 112, with emphasis on graphic

F = Fall
 S = Spring
 U = Summer
 TC = Travel
 Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule
 t.b.a.

user interface and event-driven programming (currently Java). Requires significant projects. Veilleux, Tis.

CS 226/426 Computer Organization and Architecture (M3) (F-2)

4 sem. hrs. Prereq.: CS 112 or equivalent or consent of the instructor.

Studies the structure and function of computer hardware, with an emphasis on performance. Includes history of computers, information representation, hardware components and their functions, buses, internal and external memory, input/output, CPU, and instruction sets. Tis.

CS 227/427 Computer Networks (F-1)

4 sem. hrs. Prereq.: CS 112 or consent of the instructor. Introduces the concepts, design, implementation, and management of computer networks. Covers data communication concepts, layered architectures, protocols, LANs, WANs, internetworking, the Internet, Intranets, network management, and network applications with an emphasis on TCP/IP. Tis.

CS 232/432 Data Structures and Algorithms (F-2)

4 sem. hrs. Prereq.: CS 113. Coreq.: MATH 210. Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables, and applications of data structures. Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms. Tis, Veilleux.

CS 321/521 Web-Centric Computing (F-1)

4 sem. hrs. Prereq.: CS 112
Provides knowledge of the current web technologies, including both client- and server-side technologies and AJAX and mash-ups. Offers in-depth study of web architectures; web page creation using the standard HTML5, CSS and JavaScript with jQuery, AJAX and server-side Perl . Studies XML and design of XML schemas and XPath/XSLT. Web services are also examined, including SOA, UDDI, WSDL, SOAP. Menzin.

CS 327/527 Security Issues in a Networked Environment (S-1)

4 sem. hrs. Prereq.: CS 227.

Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, email confidentiality, firewalls, web servers, malware, and security management strategies. Tis.

CS 330/530 Structure and Organization of Programming Languages (S-2)

4 sem. hrs. Prereq.: CS 232, CS 226 or consent of instructor.

Provides a comparison of computer languages and language paradigms (object-oriented, procedural, functional, event-driven) with respect to data structures, control structures, and implementation. Investigates these issues in several languages (currently JAVA, C++, Perl, Ruby, and Scheme). Presents formal language specification including regular, context-free, and ambiguous languages. Veilleux.

CS 333/533 Database Management Systems (S-2)

4 sem. hrs. Prereq.: CS 112.

Offers comprehensive examination of the design and implementation of relational database management systems (DBMS). Teaches the logical organization of databases, E_R design, normalization and use of SQL for data description and retrieval, including triggers and stored procedures; concurrency and security issues and typical solutions. Includes a major project building web interfaces to databases using PHP and MySQL. Introduction to No_SQL solutions. Menzin, Veilleux, Tis.

CS 334 Special Topics in Computer Science*

4 sem. hrs. Prereq.: Junior standing or consent of the instructor. Offers an intensive study in a particular area of computer science focusing on advanced issues. Intended for juniors and seniors concentrating in computer science. Topic varies but may include natural language processing, advanced networking, system/network management, systems programming, network programming, server-side

programming and issues, cryptology, and wireless technologies. Staff.

[CS 343 Systems Analysis and Design

4 sem. hrs. Prereq.: One of MGMT 110, CS 333 and IT 101 or CS 112. Not offered in 2012–2014.]

Teaches the strategies used in designing a complex computer-based application system: identifying stakeholders, gathering information, writing requirements, analyzing for technical and financial feasibility, setting priorities, planning and managing projects, and designing for usability. Includes extensive use of cases and UML for in depth examples. Involves team projects. Menzin.

CS 345/545 Operating Systems (F-1)

4 sem. hrs. Prereq.: CS 226 and CS 232.

Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX/Linux system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming. Tis.

CS 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

CS 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Requires a written proposal, regular meetings with faculty advisor, a final presentation, and a written report. Staff.

CS 355 Honor Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor beginning with the successful completion of CS 350.

Provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two semester project, following a preparatory semester of related independent research. Includes oral defense with members of the department

and a written thesis. Staff.

CS 370 Internship (F-1,2; S-1,2)

4 or 8 sem. hrs. Prereq.: Junior or senior standing and consent of the department. Staff.

IT 101 Living in a Digital Society (M3) (F-1,2; S-1,2)

4 sem. hrs.

Teaches the skills and concepts needed to use, understand, and evaluate information technologies. Students will learn to use current technology confidently, and will know how to effectively adapt to inevitable changes. Word, image, and sound processing; spreadsheet and database applications, search techniques; and web design as well as the social ramifications of technology are explored. Students gain an understanding of computer hardware and networks in order to make informed purchasing, configuration, installation and maintenance decisions. Veilleux, Tis.

IT 225/525 Health Informatics (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq: Completion of the competency in basic mathematics.

Introduces students to major uses of information technology in the health care industry. Studies components of a computer system and major health informatics applications, how a database is organized, and general issues such as consistency, concurrency, back-up, security, integrity, and recovery from failure. Use of Access and introduction to SQL. Teaches how to model health care problems on Excel. Introduction to Electronic Health Records and underlying technologies and standards (XML and UML), Finding and evaluating on-line health information. Menzin.

IT 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

IT 370 Internship (F-1,2; S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

Computer science courses offered at the 400- and 500-level are available to GSLIS students. These courses include additional work at the graduate level. Staff.

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 2 = AY 2013-2014
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Program in East Asian Studies

Zhigang Liu, *Director, Associate Professor of History and Modern Languages and Literatures*

Zachary Abuza, *Professor of Political Science and International Relations*

*Masato Aoki, *Associate Professor and Chair of Economics*

Alister Inglis, *Associate Professor of Modern Languages and Literatures*

Shirong Luo, *Assistant Professor of Philosophy*

Niloufer Sohrabji, *Assistant Professor of Economics*

*On leave spring 2013.

The major in East Asian studies (EAS) is designed to provide students with knowledge and understanding of East Asia, a region that has become increasingly significant in the post- Cold War era. Students acquire this knowledge by studying an East Asian language as well as courses in other disciplines, including art history, economics, history, literature, management, philosophy, political science, and religion. The East Asian studies major prepares students for further growth beyond college along a variety of paths, including graduate programs, employment overseas, or in business and institutions specializing in East Asia, and service within and to the Asian American community.

A minor in East Asian studies allows students to enhance their major academic program with an understanding of the history, politics, and culture of East Asia. A minor does not require language courses.

Major in East Asian Studies

Requirements: Students must take five courses from the EAS curriculum, including at least one of either HIST 201, HIST 202, or HIST 206. No more than three courses can be taken in any one department.

EAS Curriculum

(20 semester hours)

ART 252	Arts of China and Japan
CHIN 214	Contemporary Chinese Cinema
CHIN 245	Advanced Intermediate Chinese I
CHIN 246	Advanced Intermediate Chinese II
CHIN 250	Masterpieces of Traditional Chinese Literature
CHIN 260	Chinese Calligraphy: Alternate Body Building
CHIN 310	Chinese Civilization: Past and Present
ECON 222	Comparative Economies of East Asia
HIST 201	The Dynamics of Japanese History
HIST 202	Asia to the 18th Century
HIST 203	History of East Asian and U.S. Foreign Relations
HIST 204	Japanese Culture: Gender, Family, and Society
HIST 206	The Rise of Modern China
HIST 207	Gender, Family, and Society in Modern China
HIST 362	Seminar: Reforms and Revolutions in Asia
HIST 364	Seminar: The Rape of Nanjing
JAPN 245	Composition and Conversation
JAPN 310	Japanese Civilization
JAPN 320	Newspaper Kanji and Translation
JAPN 325	Japanese Fables and Onomatopoeia
PHIL 133	Asian Philosophy
PHIL 390	Seminar on Buddhism
POLS 225	International Politics of East Asia
POLS 245	Politics of Newly Industrializing Countries
SOCI 267	Globalization
SOCI 348	Re-envisioning the Third World

Language Courses (20 semester hours)

Students are required to study an East Asian language for five semesters. Students who enter Simmons with at least an intermediate knowledge of an Asian language will be evaluated by a member of the Modern

Languages and Literatures department. In such cases, the language requirement for the major can be satisfied in one of three ways. First, the student can complete five semesters of continued study of the same language. Second, the student can complete five semesters of study of another Asian language. Third, the student can complete five additional courses from the EAS curriculum. Students who enter Simmons with an understanding of an Asian language below an intermediate level can satisfy the language requirement by language study that would raise the student's competence to the advanced intermediate level, plus either further courses in languages or courses from the EAS curriculum.

Capstone Cross-Cultural Experience

(12–16 semester hours)

This requirement consists of two phases:

1. Study abroad or community-based learning.

To encourage engagement in cross-cultural experiences, students complete four semester hours through either study abroad or community-based learning within an Asian American community. Although most students will study abroad, a community-based learning experience may be designed in consultation with a faculty advisor. Students should have adequate language preparation and a significant portion of coursework completed before undertaking this experience. Thus, most students will satisfy this requirement during the junior or senior year. The precise timing will be decided in consultation with the student's advisor.

2. Independent learning and integrative seminar.

Students in the major must complete eight semester hours of independent learning in order to fulfill the College-wide requirement. This has two parts. First, when available, the student must take the designated seminar (in 2011-2012, HIST 364) in her final year. In this seminar, the student will produce either a research paper or some form of creative work

associated with a special interest. The nature and scope of the project will be collaboratively determined with the seminar instructor and/or their advisor. Please contact the program director for further information. This component can be taken either within or outside the EAS curriculum.

The second component may be fulfilled in one of three ways: fieldwork, internship, or independent study. This component can be taken either within or outside the East Asian studies major.

Minor in East Asian Studies

A minor in East Asian studies consists of five courses from the EAS curriculum, one of which may be replaced by an East Asian language course above the 201 level.

COURSES

EAS 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Staff.

EAS 370 Internship (F-1,2; S-1,2)

4-8 sem. hrs. Staff.

EAS 380 Fieldwork (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

EAS 390 Integrative Seminar*

4 sem. hrs. Prereq.: Consent of the department.

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 2013
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Department of Economics

Masato Aoki, *Chair and Associate Professor*

Donald Basch, *Professor*

Carole Biewener, *Professor*

Barbara Sawtelle, *Professor Emerita*

Niloufer Sohrabji, *Assistant Professor*

Marianne Figueiredo, *Administrative Assistant*

Decision-makers at all levels of business, government, and the nonprofit sector frequently evaluate complex economic issues, while intelligent citizenship makes increasing demands on an individual's knowledge of economics. Also, the analytical tools of economics are increasingly important to studies of health care and educational systems, the environment, gender, racial discrimination, technology, government behavior, international relations, community development, and other domestic and global issues of public and private life.

The major in economics provides students with an excellent background for careers in finance, industry, government, and the nonprofit sector. In addition, it prepares students for graduate work in economics, law, business, and public policy. Economics majors develop their institutional knowledge about the business world, the domestic and global economic environment in which businesses, households, and communities operate, and the governmental policies that affect businesses and workers. Further, economics majors develop the ability to analyze complex economic and social issues and to communicate the results of their analysis through writing and oral presentation.

The two-course introductory sequence (ECON 100 & 101) provides students with conceptual frameworks for understanding and evaluating the U.S. economy from theoretical, historical, and global perspectives. Intermediate microeconomics and macroeconomics (ECON 200 & 201) rigorously present

major theoretical approaches and their analytical applications and policy implications.

Economics electives (ECON 125 through 247) extend theoretical and empirical analyses to various aspects of the U.S. and international economies. ECON 203 and 393 apply various mathematical principles and statistical techniques to the analysis of economic issues. In an economics internship (ECON 370) students develop and apply their skills and knowledge in a professional, research, or policymaking setting. The senior thesis (ECON 355) challenges intellectually ambitious majors to propose, research, and write a defensible thesis; the thesis would be the culminating product of a two-semester project and prepare students for graduate-level work, and qualify for consideration for honors in economics.

Economics is complemented by other fields of study in the liberal arts and sciences and in the professional areas. According to their individual interests, strengths, and priorities, students might consider either double-majoring in economics and a complementary discipline or combining the economics major with a minor; indeed, the variety of possible combinations reflects the intellectual and aspirational diversity of the Simmons student body. In addition, the department cooperates with other departments in offering courses in international relations, East Asian studies, women's and gender studies, and public policy. Depending on their areas of special interest and future plans, students might consider the joint major in economics and mathematics, the joint major in financial mathematics, and the minor in public policy studies.

The minor in economics complements the student's major area of study. The minor may provide a broad survey of economic analysis or a focused concentration on particular fields of economic study such as international economics, monetary economics, social analysis, or public policy.

Major in Economics

Requirements: The major in economics requires the successful completion of a total of ten courses, consisting of six core courses and four economics elective courses.

Core courses (all six are required; note the possible substitutions):

ECON 100 Principles of Microeconomics

ECON 101 Principles of Macroeconomics

MATH 118 Introductory Statistics

(MATH 229 Regression Models may be substituted for MATH 118)

ECON 200 Intermediate Microeconomics

ECON 201 Intermediate Macroeconomics

ECON 203 Economic Models and Quantitative Methods

(MATH 120 Calculus I or a higher level calculus course may be substituted for

ECON 203)

Elective courses (select four from the following list):

ECON/ Women and Work

WGST 125

ECON/ Women in the World Economy

WGST 214

ECON 216 Economic Development

ECON 218 International Trade

ECON 220 International Monetary Systems

ECON 222 Comparative Economies of East Asia

ECON 225 Political Economy of U.S. Capitalism

ECON 231 Money and Banking

ECON 236 Public Economics

ECON 239 Government Regulation of Industry

ECON 241 Business Competition and Antitrust Policy

ECON 242 Managerial Economics

ECON 247 Environmental Economics

ECON 390 Special Topics in Economics (not counted as an economics elective if used for the independent learning requirement)

ECON 393 Econometrics (not counted as an

economics elective if used for the independent learning requirement)

Note: ECON 100 and 101 may be taken in any order; this is true also for ECON 200 and 201. Generally, majors complete ECON 100 and 101 by the end of the sophomore year and the remaining core courses by the end of the junior year. ECON 100 and/or 101 are prerequisites for all upper-level courses.

Honors in Economics

Candidacy for honors in economics requires a minimum GPA of 3.67 in economics courses and a thesis proposal, which must be approved by the department normally in the student's junior year. The honors candidate is required to take ECON 350 Independent Study followed by ECON 355 Thesis. Upon completion of the thesis, the department will determine whether the thesis merits designation of honors in economics.

Recommendations: The student should work closely with her faculty advisor, who can provide invaluable assistance in various aspects of the student's success. First, the student may seek guidance in selecting economics courses that focus on a particular field of interest within economics such as international economics, monetary economics, social analysis, or public policy. Second, the advisor may help the student identify non-economics courses that would enhance the student's intellectual growth according to her interests, strengths, and goals. Third, the student may want assistance in identifying student organizations or other co-curricular activities that would enhance her study and application of economics. Fourth, the advisor may assist the student in planning and preparing for graduate study or careers.

Students considering graduate study in economics or related fields should take ECON 393 and courses in calculus and possibly other areas of mathematics; they should also consider various options that combine economics

and mathematics, including the Joint Major in Economics and Mathematics.

Economics majors must also complete eight semester hours of independent learning in order to fulfill the all-College requirement. While the independent learning requirement may be completed in other departments, students are encouraged to complete the requirement within economics. The independent learning requirement can be met within the department through any combination of ECON 350 Independent Study, 355 Thesis, 370 Internship, 390 Special Topics, and 393 Econometrics. ECON 350, 355, and 370 do not count toward the 16-semester hour elective requirement for the economics major. If used for independent learning, ECON 390 and 393 also do not count toward the elective requirement.

Joint Major in Economics and Mathematics

The formal joint major in economics and mathematics is offered with the Department of Mathematics and is administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint major in economics and mathematics provides the opportunity to develop a field of applied mathematics.

Requirements:

ECON 100 Principles of Microeconomics and ECON 101 Principles of Macroeconomics are basic to all other work in economics and should be taken no later than the second year by students considering the joint major. Students electing this joint major are also required to complete the following courses:
 ECON 200 Intermediate Microeconomics
 ECON 201 Intermediate Macroeconomics

ECON 393 Econometrics
 MATH 118 Introductory Statistics
 MATH 120 Calculus I
 MATH 121 Calculus II
 MATH 211 Linear Algebra
 MATH 220 Multivariable Calculus
 MATH 338 Probability
 MATH 339 Probability and Mathematical Statistics

Joint majors in economics and mathematics must also take either three economics electives or two economics electives and MATH 320 Introduction to Real Analysis. In addition, joint majors must complete the all-College independent learning requirement. While the independent learning requirement may be completed in other departments, students are encouraged to complete it within either economics or mathematics. Note: ECON 393 is a required course for the joint major and therefore cannot count toward the independent learning requirement.

Joint Major in Financial Mathematics

The Department of Economics also offers a joint major in financial mathematics with the Department of Mathematics. This major is intended to serve students who are interested in applying the principles of mathematical and economic analysis in the financial services industry. Students graduating with this major might become stock analysts, bond traders, or decision analysts at consulting firms, work in the pension/annuity industry, or go to graduate school in the growing area of financial mathematics. The requirements for the joint major in financial mathematics are described in the listings for the Department of Mathematics.

Minor in Economics

The minor in economics requires the successful completion of a total of five courses, consisting of ECON 100, ECON 101, and any three economics elective courses other than

ECON 390 and ECON 393. For a list of economics electives, see Major in Economics. Note: ECON 200, ECON 201, and ECON 203 cannot be counted toward the minor.

Minor in Public Policy Studies

See page 212.

COURSES

ECON 100 Principles of Microeconomics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Addresses debates about whether market capitalism provides the best institutional context for organizing the production, distribution, and consumption of goods and services. Considers consumer and business behavior under various competitive conditions. Assesses the appropriate role for government policy in improving performance of market capitalism. Staff.

ECON 101 Principles of Macroeconomics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Provides perspective on the economy as a whole. Examines how interactions among national levels of consumption, saving, investment, trade, and government policy cause inflation, unemployment, and the economy's oscillation between prosperity and recession. Pays close attention to current macroeconomic events, including changes in the Federal Reserve's monetary policy and the fiscal impact of the national budget. Staff.

ECON/WGST 125 Women and Work (M5) (S-1,2)

4 sem. hrs.

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the wage gap. Biewener.

ECON 200 Intermediate Microeconomics (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Provides an intermediate study of the neoclassi-

cal theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Emphasizes the way micro decision-making leads to the market allocation of resources. Basch.

ECON 201 Intermediate Macroeconomics (S-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Provides an intermediate study of the evolution of macroeconomic theory, the measurement of key macroeconomic performance variables, and the assumptions, goals, and trade-offs associated with alternative macroeconomic policies. Particular attention is given to the global impacts of domestic fiscal and monetary policy initiatives. Aoki.

ECON 203 Economic Models and Quantitative Methods (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101, and MATH 106 or its equivalent; or recommendation of the department.

Introduces the basic mathematical concepts and techniques most often used in economic analysis. Uses algebra and differential calculus to develop and analyze economic models of consumer and producer behavior and of national income determination. Introduces mathematics of investment including interest, annuities, stocks, and bonds. Sohrabji.

ECON/WGST 214 Women in the World Economy (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

A reading seminar that addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or gender. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world. Biewener.

ECON 216 Economic Development (F-2)

4 sem. hrs. Prereq.: ECON 100 and 101.

A reading seminar that addresses the promises and pitfalls of globalization and economic development by considering the theory and practice of economic development as it relates to people in South America, Central America, Africa, and

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1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

South Asia. Biewener.

ECON 218 International Trade (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101. Introduces students to international trade theory and policy with an emphasis on issues of current interest. Examines theories of why nations trade, the political economy of trade protection and strategic trade policy, debates surrounding the growth of transnational corporations, and concerns about international competitiveness. Sohrabji.

ECON 220 International Monetary Systems (S-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101. Introduces students to international monetary theory and policy. Examines the history and political economy of international monetary systems, the behavior of international financial markets, the balance of payments, exchange rates, international debt problems, and the role of the International Monetary Fund. Emphasizes current events throughout the course. Sohrabji.

ECON 222 Comparative Economies of East Asia (F-1)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Discusses the changing nature of economic systems by comparing the “new capitalisms” in East Asia. Studies the institutions, rules, and regulations in these emerging economies, including banking regulations, foreign investing, and exchange rate regimes, as alternate models of growth and development are formulated. Sohrabji.

ECON 225 Political Economy of U.S. Capitalism (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Analyzes contemporary U.S. capitalism through the prism of class, with emphasis on Marx’s economic theory of class structures, surplus, exploitation, competition, contradiction, and crisis. Critically compares Marxian economic theory to neoclassical and Keynesian theories. Combines lectures and discussions, and develops critical thinking through critical writing. Aoki.

ECON 231 Money and Banking (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Examines the U.S. monetary and financial systems, monetary theories, and monetary policy. Surveys theories of interest rates, theories of the interaction between the economy’s monetary and productive sectors, and monetary policy. Places monetary theories within the context of broad economic debates. Tracks developments in monetary policy and financial markets, analyzing impacts on financial intermediation and the macroeconomy. Aoki.

ECON 236 Public Economics (F-2)

4 sem. hrs. Prereq.: ECON 100. Analyzes government spending and taxes at the national, state, and local level. Topics include growth in government, the future of the income tax in the U.S., expenditure programs for the poor, financing health care and education, the Social Security system, and the relationship among various local, state, and federal governments. Staff.

ECON 239 Government Regulation of Industry (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Examines the government regulation that directly guides, restricts, and overrules private decision-making in the U.S. economy. Overview of such regulation along with in-depth analysis of such cases as pharmaceutical drug regulation, environmental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation. Basch.

ECON 241 Business Competition and Antitrust Policy (S-1)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Analyzes the extent and nature of business competition among business firms in the United States. Particularly focuses on those cases where structure and conduct are purported to deviate significantly from conditions of perfect competition. Examines antitrust policy as a means of improving the performance of American industry. Basch.

[ECON 242 Managerial Economics

4 sem. hrs. Prereq.: ECON 100 and 101. Not offered in 2012–2014.]

Examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency. Utilizes quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation in profit and not-for-profit enterprises. Staff.

ECON 247 Environmental Economics (S-1)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Analyzes environmental problems and policies, with emphasis on the difficulties of measuring environmental costs and benefits. Considers pricing incentives vs. direct control approaches to regulating water pollution, air pollution, atmospheric change and acid rain, and the disposal of solid and hazardous wastes. Staff.

ECON 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

ECON 350 Independent Study (F-1,2; S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the department. Staff.

ECON 355 Thesis (S-1,2)

4 sem. hrs. Prereq.: ECON 350 and consent of the department.

Written as the culmination of a two-semester project, following writing of an acceptable thesis proposal in spring of junior year and writing of a literature review in ECON 350 in fall of senior year. Includes oral defense with members of the department. Required for consideration for honors in economics. Staff.

ECON 370 Internship (F-1,2; S-1,2)

4-16 sem. hrs. Prereq.: Senior standing and consent of the instructor.

Provides students with opportunities for workplace experience and supervised research

projects that incorporate economic analysis. Biewener.

[ECON 390 Special Topics in Economics

4 sem. hrs. Prereq.: ECON 200 and 201 or consent of the instructor. Not offered in 2012–2014.]

Intensively studies a particular area of economics using advanced analytical techniques. Intended for juniors and seniors majoring in economics. Offered in a seminar format with a topic that varies from year to year. Staff.

ECON 393 Econometrics (F-1,2)

4 sem. hrs. Prereq.: MATH 118 and either ECON 200 or 201 or consent of the instructor.

Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to describe economic relationships, to test hypotheses about economic relationships, and to forecast future economic activity. Constructs and tests economic models using a computer statistical package. Sohrabji.

F = Fall
S = Spring
U = Summer
TC= Travel
Course
1 = AY 2012-
2013
2 = AY 2013-
2014
M = Mode
* = Schedule
t.b.a.

Department of Education

Mission Statement

Simmons educates people who share a passion for learning, a commitment to community, and a determination to make a difference. We prepare educators and leaders through clinical experiences and research-based practices in order to enable them to meet the challenges of a more diverse, technological, and global society. We promote equity, excellence, and social justice in a culture of collaboration.

FACULTY

Paul Abraham, *Chair, Professor, Director of the MATESL Program*
 Kathleen Dunn, *Professor Emerita*
 Theresa Perry, *Professor*
 Janie Ward, *Professor*
 Judah Axe, *Assistant Professor*
 Daren Graves, *Assistant Professor*
 Gary Oakes, *Assistant Professor, Director of MAT Program*
 Helen Guttentag, *Professor of Practice, Director of Clinical Programs and Undergraduate General Education*
 Joy Bettencourt, *Associate Professor of Practice*
 Allan Blume, *Associate Professor of Practice, Coordinator of Program at Landmark School*
 Janet Chumley, *Associate Professor of Practice*
 Maryellen Cunnion, *Associate Professor of Practice*
 Ellen Davidson, *Associate Professor of Practice*
 Jane Hardin, *Associate Professor of Practice, Coordinator of South Coast Educational Collaborative Program*
 Madalaine Pugliese, *Associate Professor of Practice and Coordinator of the Program in Assistive Special Education Technology*

Additional Teaching Faculty

Agnieszka Bourret

Charles Cormier
 Natalie Dean
 Charles Deily
 Stephanie Hamel
 Abby Machamer
 Kellie Jones
 Aubrey Love
 Jeffrey Lucope
 Jenny Nam
 Sally Nelson
 Amy Pasquarello
 Karen Price
 Marnie Reed
 Alfred Rocci
 Margaret Rodero
 Thomas Rooney
 Julie Rigo
 Barbara Scotto
 John Ullian

Staff

Suzanne Kowalewski, *Licensing Specialist*
 Nancy Ortega, *Off-Site Program Manager*
 Patrick Cuncliffe, *Administrative Assistant*
 Cynthia Smith, *Administrative Assistant*

Simmons also offers graduate programs in education. For more information, see the Graduate Course Catalog.

Teacher Preparation Programs

Note: The Massachusetts state regulations for licensing may continue to change. Thus, requirements for completing education majors in preparation for licensure may also be modified as the department responds to changes in licensing regulations.

The teacher preparation program complies with Massachusetts licensing requirements and with those of the Interstate Certification Compact, with licensing reciprocity in 42 states. Massachusetts requires that all candidates for licensing in all programs in education pass the Massachusetts Tests for Educator Licensure (MTEL). In order for a candidate to receive a license, that person must 1) success-

fully complete all course and initial licensing requirements of the Simmons program; 2) be recommended for licensure by public school and college faculty at the conclusion of the practicum; and 3) pass all appropriate sections of the MTEL. Candidates seeking out-of-state licensure may additionally be asked to take a similar examination required by that state. Department administrators are available to discuss specific licensing information.

An initial license will be awarded upon recommendation to the Commonwealth of Massachusetts after completion of a baccalaureate with a major in one of the liberal arts and sciences as well as in education. The programs below comply with the requirements of the initial license.

The Department of Education offers the following teacher preparation programs at the undergraduate level:

- Early childhood** elementary***, middle and high school, English, history, mathematics, biology, Spanish and French.
- English as a second language (PreK-6 and 5-12) – page 124*
- Moderate disabilities (PreK-8 and 5-12) page 125*
- Severe disabilities (all levels) page 126*
- Kathleen Dunn Scholars (integrated bachelor's-master's program). Many students opt to become Dunn Scholars and complete their programs in five years. (See description below)

* Students wishing to become licensed in these fields must enroll in the five-year Dunn Scholars Program.

** Starting with the class of 2015, Early Childhood will only be offered as a minor.

*** Starting with the class of 2015, Elementary will only be offered as a five-year program. (See Kathleen Dunn Scholars)

Independent Learning

Education majors can fulfill the all-College independent learning requirement through practica or EDUC 350 or EDUC 388.

Kathleen Dunn Scholars

An integrated bachelor's and master's program is available in most areas, enabling students to complete a reduced-credit master's program during their fifth year, and do a year-long internship in a public school classroom. Students applying for this program are known as Kathleen Dunn Scholars. Dunn Scholars take two to five education courses at the undergraduate level (five for a minor) and complete a full major in a liberal arts area. They must complete eight credits of independent learning either in education or their liberal arts major prior to completion of the bachelor's degree, and apply for admission to the appropriate graduate program at the end of their junior year.

Early childhood students complete requirements for the elementary license at the graduate level and then add on the early childhood license. They must take the liberal arts subject matter courses for both the early childhood and elementary licenses.

Finally, all Dunn Scholars must have a minimum grade point average of 3.0 for admission into the MAT program. Contact the director of undergraduate programs in general education for more information.

A joint social studies–education major is available for students majoring in early childhood or elementary education. See page 112 or contact the director of the general education undergraduate program for further information.

All courses in Stages I, II, and III must be taken for a grade and may not be taken pass/fail.

Students in the four-year program and the Dunn Scholars program must have passing scores on the MTEL Communication, Literacy, and other license required tests before being admitted to the practicum. Students must pass the Communication and Literacy tests no later than the end of the junior year, and must take their subject matter tests as soon as they have completed all of the courses in the

content of their fields. It is strongly advised that elementary students take the Math portion of the elementary subject matter test as soon as they have completed MATH 115 and MATH 116.

Bachelor's Programs in Early Childhood, Elementary, Middle, and High School Content and ESL

Majors are required to complete the following sequence of courses:

Stage I Fundamentals of Education in the Inclusive Classroom (Common Core)

Stage II Subject Matter Field(s)

Stage III Licensure Preparation

Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core) (8 semester hours)

The following courses are required for all general education and ESL majors:

*EDUC 156 Schools in an Era of Change (freshman or sophomore year)

*GEDUC 460 Teaching Strategies for the Inclusive Classroom (junior year)

*Includes fieldwork

Students will be evaluated for writing competence at the conclusion of EDUC 156 and must be recommended by the faculty to advance to GEDUC 460. Students will again be evaluated after completion of GEDUC 460. Those students who have not demonstrated strong academic and literacy skills will be offered other options and will work closely with their advisors to find a match for their child-related interests in a non-licensed field.

Stage II. Subject Matter Field(s)

All students seeking licensure must complete a major in the liberal arts or sciences as well as in education. Courses are chosen from the arts and sciences appropriate to the student's specialization. Requirements for each level are described below. Students should thus plan their liberal arts majors,

college requirements, and courses to fulfill particular subject requirements with their education advisors.

Stage III. Licensure Preparation

Students choose curriculum and methods courses, fieldwork, and student teaching appropriate to their levels and fields of specialization as designated below.

Early Childhood Teacher (PreK-2)

This program is designed for those who wish to be licensed to teach or to be licensed by the Office of Child Care Services. In addition to the common core, students are required to take the Stage II and Stage III courses listed to complete the education major.

Stage II. Subject Matter Core (40 semester hours)

- BIOL/ Great Discoveries in Science
- PHYS 103
- HIST 100 World Civilizations I: Pre-Modern Societies
- HIST 140 History of American Civilization I: 1607-1877
- ENGL 313 Survey of Literature for Children and Young Adults
- MATH 115 Number System and Algebra for Elementary School Teachers
- MATH 116 Geometry and Data Analysis
- NUTR 111 Fundamentals of Nutrition Science
- PSYC 101 Introduction to Psychological Science
- PSYC 235 Developmental Psychology
- SPND 446 Learners with Special Needs
- One art or music course chosen with advisor
- One literature course chosen with advisor

Stage III. Licensure Preparation (36 semester hours)

- Required courses:
- EDUC 108 Introduction to Early Childhood Education
 - EDUC 381 Practicum in Early Childhood:

- PreK–K
- EDUC 386 Practicum in Early Childhood: 1–2 (12 semester hours)
- EDUC 308 Seminar in Teaching and Learning at the Early Childhood and Elementary Levels
- GEDUC 462 Curriculum for the Early Childhood Classroom
- GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom
- GEDUC 467 Math for the Early Childhood and Elementary Classroom

Strongly recommended:

- GEDUC 424 Integrating Educational Technology in the Classroom

Early Childhood Minor (20 semester hours)

Students who are interested in exploring human services or preschool teaching but don't wish to be eligible for state licensure might choose to minor in early childhood. Dunn Scholars (see page 119) might also do a minor and complete their licensure preparation at the graduate level during their fifth year.

- EDUC 108 Introduction to Early Childhood Education
- EDUC 156 Schools in an Era of Change
- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 462 Curriculum for the Early Childhood Classroom
- SPND 446 Learners with Special Needs

Elementary Teacher (Grades 1–6)

In addition to the common core, students must also complete the following courses in Stage II and Stage III for the major in education and to meet state regulations.

Stage II. Subject Matter Field (52 semester hours)

English:

One course in world literature or American lit-

erature and

- ENGL 313 Survey of Literature for Children and Young Adults

Mathematics:

- MATH 115 Number Systems and Algebra for Elementary School Teachers
- MATH 116 Geometry and Data Analysis for Elementary School Teachers

History and Social Studies:

- HIST 100 World Civilizations I: Pre-Modern Societies
- HIST 101 World Civilizations II: Colonialism and Post-Colonialism
- HIST 140 History of American Civilization I
- POLS 101 Introduction to American Politics

Science and Technology Engineering:

- *BIOL/ Science and Technology
- PHYS 103 Engineering: Great Discoveries in Science
- or *BIOL 113 General Biology
- PHYS 105 Science and Technology in the Everyday World: How Things Work
- Child Development:
- PSYC 101 Introduction to Psychological Science
- PSYC 235 Developmental Psychology

Art/Music:

One course chosen with advisor

Stage III. Licensure Preparation (28 semester hours)

Required courses:

- EDUC 308 Seminar in Teaching and Learning at the Early Childhood and Elementary Levels (taken concurrently with EDUC 382)
- EDUC 382 Practicum: Elementary School (Grades 1–6) (12 semester hours)
- *GEDUC 461 Social Studies, Science and the Arts in the Elementary Classroom
- *GEDUC 464 Reading and Language Arts for the Early Childhood and

Elementary Classroom

*GEDUC 467 Math for the Early Childhood and Elementary Classroom

Strongly recommended:

GEDUC 424 Integrating Educational Technology in the Classroom

Starting with the class of 2015:

GEDUC 424 Integrating Educational Technology in the Classroom

GEDUC 417 English Language Learning in the General Education Classroom

SPND 446 Learners with Special Needs

*Includes fieldwork.

Elementary Minor (20 semester hours)

Dunn Scholars (see page 119) might choose to do a minor and complete their licensure preparation at the graduate level during their fifth year. Students complete EDUC 156 and select four of the following courses:

*SPND 446 Learners with Special Needs or other appropriate special education course

*GEDUC 460 Teaching Strategies for the Inclusive Classroom

*GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom

*GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom

*GEDUC 467 Math for the Early Childhood and Elementary Classroom

*Includes fieldwork.

Joint Social Studies–Education Major (36 semester hours)

This joint major is designed for elementary and early childhood education majors. Courses selected offer the best preparation for the social studies curriculum now mandated by the Massachusetts Curriculum Frameworks and taught in public school classrooms, and are designed to prepare candidates for the MTEL now required of all elementary and

special education teacher candidates. Students should work closely with their advisors in the education department to plan a course of study. In addition to the courses prescribed in the joint major, students should take courses to complete the subject matter core required for licensing (Stage II and Stage III) as well as courses that fulfill the College requirements.

American History (8 semester hours):

HIST 140 History of American Civilization I: 1607-1877

or HIST 241 Revolutions in the West and one U.S. history course above the 100-level that includes material from the 20th century

World Civilization (8 semester hours):

HIST 100 World Civilizations I

or HIST 222 Greek and Roman History and one non-U.S. history course above the 100-level that focuses on a period of history since the Renaissance.

Economics (8 semester hours):

ECON 100 Principles of Microeconomics

ECON 101 Principles of Macroeconomics

Political Science (4 semester hours):

POLS 101 Introduction to American Politics

Depth (8 credits):

Two courses above the 100 level, chosen from history or political science and international relations.

Note: Many of the courses in this major include courses in the subject matter core and the modes of inquiry.

Middle School Teacher (Grades 5–8) in Subject Matter Fields

or

High School Teacher (Grades 8–12) in Subject Matter Fields

or

Teacher of Spanish or French (Grades 5–12)

Students preparing to teach at the middle school or high school level must double-major in education and in a subject matter area taught in public schools. In addition to the common core, students are required to take the following courses in Stage II and Stage III.

Stage II. Subject Matter Field(s)

Special subject teachers at the high school and middle school levels must complete the requirements for a major in their subject matter fields. In some areas, additional specific courses are required by state regulations. Students must consult with an advisor in the Department of Education while planning their academic major.

Teacher of biology: A major in biology is required.

Teacher of English: A major in English is required.

Teacher of English as a Second Language: A major in English, or another modern language or other liberal arts majors, are possible. Note, however, that competence in a modern language at or above the intermediate level is required for all. Required ESL subject matter includes the following courses:

- *ML 310 Introduction to Linguistics and English Grammar
- *TESL 445 Fundamentals of Reading and Writing in a Second Language
- TESL 451 Bilingualism and Language Variation in Multicultural Settings
- *TESL 479 Teaching English as a Second Language Methodology and Curriculum Development
- *ML 408 Second Language Acquisition

*Includes fieldwork

See page 124 for more details about English as a Second Language.

Teacher of history: A major in history is required.

Teacher of modern world language: A major in a modern language other than English is required. Twenty semester hours must be above the intermediate level, and advanced composition and conversation, linguistics, and theories of first and second language acquisition must be included. Students must demonstrate fluency as determined by the Department of Modern Languages and Literatures before student teaching. In addition, Massachusetts licensure requires a demonstration of proficiency at or above the advanced level according to ACTFL/ILR guidelines.

Teacher of mathematics: A major in mathematics is required.

Stage III. Licensure Preparation

(32 semester hours)

Required courses:

- PSYC 236 Psychology of Adolescence (Prereq.: PSYC 101)
- EDUC 310 Seminar in Teaching and Learning at the Middle and High School Level (taken concurrently with EDUC 383, EDUC 384, or EDUC 385)
- EDUC 383 Practicum: Middle School (Grades 5–8) (12 semester hours)
 - or EDUC 384 Practicum: High School (Grades 8–12) (12 semester hours)
 - or EDUC 385 Practicum: French, Spanish, ESL (Grades 5–12) (12 semester hours)
- GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School
- *GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- *GEDUC 47– A course in the curriculum of specific subject areas in middle and high school
- *Includes fieldwork

Strongly recommended:

GEDUC 424 Integrating Educational Technology in the Classroom

Middle/High Schools Minor (20 semester hours)

Dunn Scholars (see page 119) might minor in education and complete their licensure preparation at the graduate level during their fifth year.

- *EDUC 156 Schools in an Era of Change
- *SPND 446 Learners with Special Needs or another appropriate course in special education
- *GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- *GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 47- A course in the curriculum of specific subject areas in middle and high school
- *Includes fieldwork

Starting with the class of 2015, all middle and high school candidates must take:

- GEDUC 424 Integrating Educational Technology in the Classroom
- GEDUC 417 English Language Learning in the General Education Classroom
- SPND 446 Learners with Special Needs

English as a Second Language (5–12)

The program in English as a second language prepares teachers to work with non-native English speakers in public schools in self-contained and pull-out classrooms at middle and high school levels. This is a five-year program after which students earn a master's degree (The Dunn Scholar Program). This program should be taken concurrently with a major in one of the liberal arts or sciences. A strong background in a second language and culture is necessary, and a semester abroad is strongly encouraged.

(Students interested in ESL should contact the MATESL program for specific advising.)

First Year

- Modern language (101, 102, or appropriate level)
- PSYC 101 Introduction to Psychological Science
- EDUC 156 Schools in an Era of Change

Sophomore Year

- Modern language (201, 202, or appropriate level)
- PSYC 236 Psychology of Adolescence

Junior Year

- Modern language (240, 245, or appropriate level)
- *GEDUC 460 Teaching Strategies for the Inclusive Classroom

Senior Year

- TESL 451 Bilingualism and Language Variation in Multicultural Settings
- *TESL 479 Teaching English as a Second Language Methodology and Curriculum Development
- *ML 310 Introduction to Linguistics and English Grammar
- *ML 408 Second Language Acquisition (summer after graduation)

* Includes fieldwork

SPECIAL EDUCATION

In the field of special education, Simmons College offers training for Massachusetts licensure for teachers of students with moderate disabilities (Levels: PreK–8 or 5–12) and teacher of students with severe disabilities (Levels: All). Students interested in these programs are required to enroll in the five-year Dunn Scholar Program. Students who select one of these programs must also have a major in the liberal arts or sciences. In addition, as mandated by the Massachusetts Department of Elementary and Secondary Education, all

students must document at least 36 semester hours in upper- and lower-level arts and sciences coursework covering composition; American literature; world literature, including British literature; U.S. history from colonial times to present; world history, including European history from ancient times to the present; geography; economics; U.S. government, including founding documents; child development; science laboratory work; and appropriate mathematics and science coursework (Courses under Elementary Teacher (Grades 1-6) are highly recommended for all Special Education students since these courses form the basis of the preparation for the General Curriculum Tests required by all seeking license in Special Education). Students may opt to minor in special education, but a master's is required to obtain licensure.

The five-year Dunn Scholar Program is essentially the only route to licensure in the programs in Special Education.

Courses are as follows:

First Year

- PSYC 101 Introduction to Psychological Science
- EDUC 156 Schools in an Era of Change

Second Year

- PSYC 235 Developmental Psychology
or PSYC 236 Psychology of Adolescence
- Liberal arts requirements

Third Year

- SPND 446 Learners with Special Needs
- RDG 410 Multisensory Structured Language Strategies for Reading

Fourth Year

- SPND 422 Differentiating Instruction Using Technology Across the Curriculum
- SPND 444 Special Education Laws and Regulations for Teachers and Administrators (2 credits)

- SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (2 credits)
- Independent Study (SPND 350) for eight credits in education or in a liberal arts major

Fifth Year

The courses as listed under the appropriate designation.

Moderate Disabilities (Levels: PreK-8 or 5-12)

This concentration prepares students in inclusive education to work with learners with moderate disabilities in grades PreK-8 or 5-12 emphasizing collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of public or 603 CMR 28.00 approved school settings.

The following courses are included in the post-baccalaureate curriculum:

- SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings
- RDG 406 The Structure of Language for Teachers
- SPND 415 Applied Research I
- SPND 436 Formal and Informal Assessment Elective
- SPND 435 Practicum in Special Education (Moderate Disabilities; PreK-8)
or SPND 440 Practicum in Special Education (Moderate Disabilities; 5-12)
- SPND 438 Practicum in Special Education (Moderate Disabilities; PreK-8)
or SPND 439 Practicum in Special Education (Moderate Disabilities; 5-12)
- SPND 487 Seminar and Fieldwork in Education (2 credits)
- SPND 488 Seminar and Fieldwork in Education (2 credits)

Severe Disabilities (Levels: All)

The severe disabilities (Levels: All) concentration prepares students to work with learners with severe disabilities in inclusive general education classrooms, in self-contained special education classes in general public schools, or in 603 CMR 28.00 approved residential or day schools. The goal is to support meaningful access to curriculum of learners with severe disabilities in inclusive classrooms, the community, and the workplace. Working in preschool, elementary, middle, and high school settings, each student is prepared to teach learners age-appropriate skills using the Massachusetts Curriculum as well as communication techniques, self-help strategies, social behavior skills, and specific vocational training.

The following courses are included in the post-baccalaureate curriculum:

- SPND 415 Applied Research I
- SPND 442 Analysis of Behavior: Principles and Classroom Applications
- SPND 447 Assessment and Curriculum Development for Learners with Severe Disabilities
- SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process
- Elective
- SPND 467 Practicum: Severe Disabilities (Levels: All)
- SPND 468 Practicum: Severe Disabilities (Levels: All)
- SPND 487 Seminar and Fieldwork in Education (2 credits)
- SPND 488 Seminar and Fieldwork in Education (2 credits)

Special Education Practicum

The practicum provides students with an in-depth learning experience under the guidance of skilled cooperating practitioners and College supervisors. In addition, it allows practicum students the opportunity to collaborate with special education and general education instructors, enabling them to meet the stan-

dards under the state regulations for an initial license. This experience involves practicum students in all areas of the Massachusetts Curriculum. Students in Programs in Special Education must pass all applicable sections of the MTEL as designated by the Massachusetts Department of Education, including the Communication and Literacy Skills test, subject matter test, General Curriculum tests (multi-subject and math subtest), and Foundations of Reading test (Moderate Disabilities Only), in order to register for the practicum. Students must submit formal documentation of test scores to the Programs in Special Education prior to registration.

Independent Learning

Special education minors can fulfill the all-College independent learning requirement by completing SPND 350 Seminar and fieldwork in Education.

Minor in Special Education

A student may pursue a minor in special education by completing the following courses: EDUC 156, SPND 446, RDG 410, SPND 422, SPND 444, and SPND 445.

COURSES

EDUC 108 Introduction to Early Childhood Education (F-1,2)

4 sem. hrs.

Provides a comprehensive view of early childhood education with particular focus on the critical examination of models of effective early childhood programs and practices. Emphasizes the social contexts of the education of young children, with attention to the role of culture, families, peers, play, and social behaviors. Examines specific programs and models of early childhood education. Requires site visits. Schnapp.

EDUC 156 Schools in an Era of Change (F-1,2; S-1,2)

4 sem. hrs.

Engages students in a range of issues and ideas that are part of the American educational scene,

including schools as social organizations, special education, the role of technology in teaching, standardized testing, the philosophy and history of education, and the search for instructional excellence and equity in education. Requires fieldwork and computer use. Oakes, Cunnion, Bettencourt.

EDUC 308 Seminar in Teaching and Learning at the Early Childhood and Elementary Levels (S-1,2)

4 sem. hrs. Prereq.: Stage I and II. Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrated curriculum units, and intervention plans for individual learners needing academic or behavioral modifications. Addresses legal and ethical issues, classroom management, communication with parents, and assessment. Reviews professional portfolios. Taken in conjunction with the spring practicum. Staff.

EDUC 310 Seminar in Teaching and Learning at the Middle and High School Level (S-1,2)

4 sem. hrs. Prereq.: Stage I and II. Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrate curriculum units, and consider models of effective classroom management. Focuses on appropriate assessment procedures and adapting curriculum to provide for individual differences. Also addresses effective parent communication, legal and ethical issues, and professional portfolio development. Taken in conjunction with the spring practicum. Staff.

GEDUC 420 Teaching for Content Area Literacy (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I. Focuses on providing secondary teachers with research-based, pragmatic strategies to help their students develop content area literacy. Utilizing a lesson and unit planning framework, students will learn and apply reading, writing, speaking, listening and presenting tools and techniques to their respective content areas. Additionally, students will learn and apply instructional strategies for the “new literacies” associated with the Internet. In turn, these tools, techniques, and instructional strategies will help their students to better access, understand, and communicate content, as well as become independent learners.

Lucove.

GEDUC 424 Integrating Educational Technology in the Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I. Emphasizes understanding the role of technology as a teaching tool within the broader concept of curriculum development. Explores how computer technology can provide new avenues of learning in heterogeneous classrooms. Provides tools to evaluate software, develop lessons using the Internet, use digital cameras and scanners, and explore programs such as Hyperstudio and Inspiration. Involves a major curriculum project integrating a range of technologies. Kennedy, Pasquarello.

EDUC 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

EDUC 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Staff.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

4 sem. hrs. Staff.

GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Stage I. Considers professional issues for middle and high school teachers and students, including current school reform efforts; the multicultural debate; and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course. Davidson, Oakes, Rocci.

GEDUC 460 Teaching Strategies for the Inclusive Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: EDUC 156 and consent of the department. Not open to first-year students. Examines a variety of teaching strategies applica-

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* = Schedule t.b.a.

ble to students in heterogeneous classrooms: techniques to individualize instruction and promote mastery learning; development of cooperative learning strategies; and consideration of specific classroom and behavior management procedures. Requires fieldwork. Bettencourt, Dean, Nam.

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.
Considers methods and materials for elementary curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. Cormier.

GEDUC 462 Curriculum for the Early Childhood Classroom (S-1,2)

4 sem. hrs. Prereq.: Stage I and two courses in child development.
Explores early childhood programming (birth through age eight), focusing on the importance of physical, emotional, and cognitive development. Emphasizes adapting materials and methods to the needs of each child, including those with special needs. Discusses room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and curriculum. Requires participation in workshops and field placement. Schnapp.

GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.
Considers methods of assessment and instruction in creating comprehensive literacy programs with reference to the ELA Frameworks throughout; decoding strategies including phonemic awareness and phonics skills; comprehension strategies; guided reading; literature circles; the writing process; and the integration of children's literature and poetry. Requires two mornings a week of fieldwork if taken concurrently with GEDUC 467. Scotto, Rodero.

GEDUC 467 Math for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.
Considers basic topics of elementary mathematics from contemporary viewpoints to reinforce mathematics learning. Examines varying pupil responses and techniques of instruction and construction of curriculum units. Requires field experience in an inclusive classroom. Includes two mornings a week of fieldwork if taken concurrently with GEDUC 464. Davidson, Hamel.

GEDUC 471 English Curriculum at the Middle or High School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.
Considers issues in the teaching of high school and middle school English, including selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories. Includes observation and aiding experiences in inclusive English classrooms. Rooney.

GEDUC 472 Modern Foreign Language Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I and one course in advanced composition or stylistics.
Considers major pedagogical issues in modern language instruction with specific attention to theories of language acquisition; the development of listening, speaking, reading, and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Includes observation and aiding experiences in inclusive language classrooms. Nelson.

GEDUC 474 History and Political Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.
Considers major pedagogical issues in teaching history and the social sciences, emphasizing selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Includes observation and aiding experiences in inclusive social studies classrooms. Bettencourt.

GEDUC 476 Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Introduces middle and high school science teaching: specific problems, instructional materials, and teaching techniques. Emphasizes observing and aiding inclusive science classes. Love.

GEDUC 478 Mathematics Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Explores contemporary issues and problems in middle and high school level mathematics teaching, including curriculum projects and materials and their origins, rationales, and uses. Emphasizes the teacher's role as a generator of knowledge and curriculum and the formulator of instruction. Includes appropriate field experience. DAILY.

TESL 445 Fundamentals of Reading and Writing in a Second Language (F-1,2)

4 sem. hrs.

Provides an introduction to reading and writing in a second language. Examines theories of reading both first and second language; relevant differences in first and second reading processes and instruction, particularly with beginning readers; and formal and informal reading assessment. Involves tutoring. Writing theory and practice will be examined and instructional approaches to writing, the writing process, and writing assessment will also be considered. Requires fieldwork. Abraham, Staff.

TESL 451 Bilingualism and Language Variation in Multicultural Settings (F-1,2)

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context. Investigates the effects of gender, race, and culture on language use within developmental stages and learning styles of students across grade levels. Emphasizes assessment procedures and the involvement of parents in education. Chumley.

TESL 479 Teaching English as a Second Language Methodology and Curriculum Development (S-1,2)

4 sem. hrs.

Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques – reading and writing processes and instruction and assessment and testing – and their application to curriculum development. Requires fieldwork. Bourret.

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Requires fieldwork. Chumley.

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.

Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Requires fieldwork. Price, Reed.

RDG 406 The Structure of Language for Teachers (F-1,2)

4 sem. hrs.

Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. Progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. Chumley.

F = Fall
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 1 = AY 2012-2013
 2 = AY 2013-2014
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 * = Schedule t.b.a.

RDG 410 Multisensory Structured Language Strategies for Reading (S-1,2)

4 sem. hrs.

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for learners with language and reading challenges. Emphasizes use of these techniques and strategies within inclusive and general education settings. Collins, Machamer, Rigo.

SPND 422 Differentiating Instruction Using Technology Across the Curriculum (U-1,2)

4 sem. hrs.

Explores strategies to incorporate assistive special education technology into classrooms and learners' individualized educational programs. Provides real-world experiences, resources, and skill development in the latest software, adaptive equipment, and best practices. Explores readily implemented practical solutions for inclusive classrooms. Pugliese.

SPND 436 Formal and Informal Assessment (F-1,2)

4 sem. hrs.

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. Stefanini, Waterman, Waters.

SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (F-1,2)

4 sem. hrs.

Focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasizes preventive discipline, classroom environments, and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. Axe, Hardin.

SPND 442 Analysis of Behavior: Principles and Classroom Applications (F-1,2)

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and practices successful in schools, communities, and work settings. Requires fieldwork. Axe.

SPND 444 Special Education Laws and Regulations for Teachers and Administrators (S-1,2; U-1,2)

2 sem. hrs.

Offers an examination of the historical, philosophical, legal and ethical perspectives of educational services for learners with special needs. Reviews the statutory and regulatory foundations pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Students are not required to have a background in law. Blume.

SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (S-1,2; U-1,2)

2 sem. hrs. Prereq. SPND 444.

Offers an examination of the legal requirements as well as the process for the development, implementation and interpretation of the Individualized Education Program (IEP). The IEP forms the basis for the provision of specially designed instruction to students with special needs who are eligible for special education under the provisions of the Individuals with Disabilities Education Act (IDEA). Analysis of IEP meeting procedures and protocols are also integral to this course. Blume.

SPND 446 Learners with Special Needs (F-1,2; U-1,2)

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on language development and communication problems. Requires fieldwork. Evans, Hardin.

SPND 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities (F-1,2)

4 sem. hrs.

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings. Requires fieldwork. Lenane.

SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process (U-1,2)

4 sem. hrs.

Examines employment opportunities and support services available to citizens with severe disabilities. Involves job inventories in local industry and analysis of the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Includes placement and supervision of learners in work-sites. Requires fieldwork. Blume, Williams.

SPND 469 Topics in Clinical Practice (F-1,2; S-1,2)

4–8 sem. hrs.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Staff.

PRACTICA

All student teaching will take place within a 50-mile radius of the College. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during spring recess. In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.00, in order to be recommended for a practicum. All students must document 75 hours of pre-practicum fieldwork prior to advancing to the practicum. Students must also pass the required Massachusetts Tests for Educator

Licensure (MTEL) prior to admission to the practicum. Practica descriptions can be found at the end of course listings for each teacher preparation program.

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification.

For further information for past cohorts, please see our website www.simmons.edu.

EDUC 381 Practicum in Early Childhood: PreK–K (S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

Requires 150 hours in a PreK–K level setting including special needs learners. Includes supervised teaching responsibilities and development of lesson plans, curriculum materials, and learning centers. Taken in spring of junior year and summer I. Guttentag.

EDUC 382 Practicum: Elementary School (Grades 1–6) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an inclusive elementary classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Guttentag.

EDUC 383 Practicum: Middle School (Grades 5–8) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an appropriate inclusive middle school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Staff.

EDUC 384 Practicum: High School (Grades 8–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an appropriate inclusive high school classroom in the metropolitan Boston area. Includes plan-

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2 = AY 2013-2014
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ning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Staff.

EDUC 385 Practicum: French, Spanish, or ESL (Grades 5–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive French, Spanish, or ESL classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Chumley.

EDUC 386 Practicum in Early Childhood: 1-2 (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive 1–2 classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Guttentag.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Limited enrollment. Two full days a week of clinical experience in a private or public school classroom. Guttentag.

Linguistics Courses for Education Majors

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs. Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in the English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Chumley.

Please Note:

Because of the complexities of the

Education Program in meeting all of the state requirements for licensure, it is critical that students follow the study plans developed with their advisors. Deviation from the established program, without approval by the advisor, may result in students having to take an additional semester in order to complete all licensure and graduation requirements.

THE MASSACHUSETTS CORI

Students seeking prepracticum fieldwork placements prior to their practicums or graduate-level internships may be asked by the school district to have a CORI (Criminal Offender Record Information), a criminal background check, done on them. It is very likely that students will be asked for this prior to their placements in their practicums or internships. All candidates applying for teaching positions in Massachusetts public schools will be required to have a CORI completed.

A CORI will reveal any arrest and/or conviction of a felony or misdemeanor in Massachusetts. A school district has the right to refuse placement or employment of any applicant whose CORI reveals any criminal record.

The application for a teaching license in Massachusetts includes the following question: Have you ever been convicted of a felony? The state has the right to refuse a teaching license to any applicant who has a questionable criminal record.

Department of English

Kelly Hager, *Chair and Associate Professor of English and Women's and Gender Studies*

Renee Bergland, *Professor*

Pamela Bromberg, *Professor*

Cathryn Mercier, *Professor and Director of the Center for the Study of Children's Literature*

Lowry Pei, *Professor*

*Afaa Michael Weaver, *Alumnae Professor*

Richard Wollman, *Professor*

Sheldon George, *Associate Professor*

Suzanne Leonard, *Assistant Professor*

Rachel Lacasse, *Administrative Assistant*

* *On sabbatical leave fall 2012*

The study of literature as embodied in the English major has a number of goals: to familiarize the student with the work of important writers; to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature; and to sharpen her understanding of the English language. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker. The student majoring in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time, she develops pragmatic skills that will serve her well in the world of the professions. Simmons English majors have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

Learning Goals

Upon completion of a B.A. in English, a graduate should have gained the following knowledge, skills, and abilities:

1. Disciplinary Skills

Students will be able to read closely and criti-

cally, write critical essays driven by their own insights in conversation with those of published scholars, do research independently, reflect critically on their own analytical thinking, and talk intelligently about their insights in discussions or formal presentations.

2. Disciplinary Content

Students will be able to think about literature on the basis of a reasonably broad knowledge of individual literary works, literary history in different periods (both British and American), and literary or critical theories.

3. Critical-Historical Awareness

Students will be able to discuss how literary works fit into the context of their times and grow out of a society with a particular history and politics. Students will be able to discern the complex relationship of representation to issues of power in relation to race, class, gender, and sexuality.

4. Life Skills after Graduation

Students will be able to write insightfully, read closely, think critically, and do independent research in ways that serve them after graduation, in a variety of career paths or further degree programs. They will be especially aware of the power of language and discourse to shape thought and action.

5. Caring about Literature as Art

Students will be able to recognize, appreciate, and express original insights regarding the artistry of literary works. Some will be able to pursue the creation of such art works on their own.

Requirements

The major in English consists of 10 courses given by, or approved by, the department. The following courses are required of all majors:

ENGL 199 Approaches to Literature

ENGL 200 Introduction to Theory

ENGL 199 is an introduction to the major and

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2 = AY 2013-2014
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is open to all students thinking about majoring in English. All potential majors are urged to take it no later than the beginning of their sophomore year. While ENGL 199 and 200 constitute a sequence and must be taken in that order, this sequence is not necessarily consecutive. ENGL 199 is a class appropriate for incoming first-year students, while ENGL 200 is an advanced course in critical theory, open only to students with sophomore standing and above who have taken 199. Students will thus typically take 199 at the beginning of their first year, and they will take 200 no earlier than the beginning of their second year. ENGL 199 is the prerequisite for all 300-level literature classes offered by the department. Some 300-level classes may have additional prerequisites; see course descriptions below. Students may choose either the creative writing or the literature option for their English major. Additional requirements for each option are described below.

The Creative Writing Option

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
 - One course covering literature from 1610–1800* (ENGL 243, 307, 332, or 342)
 - One course covering 19th-c. English literature* (ENGL 254, 304, 306, 307, 311, HON 304, or HON 305)
 - One course in American literature before 1900 (ENGL 138, 161, 162, 235, 312, 320, or 331)
 - One course in multiethnic literature (ENGL 163, 176, 178, 220, 251, 275, 308, 316, 317, HON 205)
 - Two creative writing courses (ENGL 105, 107, 109, 305, or 350)
 - One literature or creative writing elective
- * 307 may satisfy the literature from 1610–1800 requirement OR the 19th-c. English literature requirement, not both.

Note: Two of these ten courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.

The Literature Option

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
 - One course covering literature from 1610–1800* (ENGL 243, 307, 332, or 342)
 - One course covering 19th-c. English literature (ENGL 254, 304, 306, 311, HON 304, or HON 305)
 - One course in American literature before 1900 (ENGL 138, 161, 162, 235, 312, 320, or 331)
 - One course in multi-ethnic literature (ENGL 163, 176, 178, 220, 251, 275, 308, 316, 317, HON 205)
 - Any three other English courses (one of which may be a creative writing course)
- * 307 may satisfy the literature from 1610–1800 requirement OR the 19th-c. English literature requirement, not both.

Note: Two of these ten courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.

In special circumstances, with agreement of the instructor and approval of the chair, ENGL 349, Directed Study may be substituted for a course offered in a required area. Note that directed study does not count toward the independent learning requirement. In consultation with her departmental advisor, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures. Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the department chair. Such students may want to take greater advantage of the independent learning option. In the Department of English, some or all of the College's independent learning requirement can be met in the following ways: ENGL 350, 355, 370, 380, or 390. Alternatively, English

majors may meet the requirement by taking appropriate courses or completing projects in an area other than English. Internship and Field Work (370 and 380) do not count toward the ten courses required for the major.

Honors in English

To become a candidate for honors in English, a student must have a GPA of 3.67 in English and submit an application and a portfolio by the end of the first semester of her junior year to the chair of the department. The portfolio should include a writing sample, two letters of recommendation, and a statement of intent describing her intellectual interests and reasons for pursuing honors in English. The chair, in consultation with members of the department, will determine candidacy. Honors in English requires that candidates complete the regular English major through either the creative writing option or the literature option, plus ENGL 350, Independent Study, followed by ENGL 355, Thesis. Honors in English also requires that the student maintain a GPA of 3.67 in English. Students intending to continue their specialization in English at the graduate level will find it advisable to take the honors program. Students considering graduate work are also strongly urged to take a significant number of English courses at the 300 level and to take a literature course in another modern language. Interested students should consult with Pamela Bromberg, director of the graduate program in English.

Minor in English

A minor in English requires five courses from departmental offerings, including at least one at the 200 or 300 level.

Interdisciplinary Minor in Cinema and Media Studies

A minor in Cinema and Media Studies is comprised of two required courses and three electives.

Required Courses

ENGL 195 Art of Film
ENGL 221 The Critical Lens: Introduction to Film and Media Theory

Elective Courses

AST 300 Black Popular Culture
ART/COMM 138 Introduction to Photography and the Traditional Lab*
ART/COMM 139 Introduction to Photography and the Digital Lab*
ART/COMM 232 Digital Photography II*
ART/COMM 239 Documentary Photography*
ART/COMM 237 Advanced Photography Workshop*
ART 249 History of Photography
MUS 165 Music in Film
CHIN 214 Contemporary Chinese Cinema
COMM 120 Communications Media*
COMM 121 Visual Communication
COMM 124 Media, Messages, and Society
COMM 222 Animation*
COMM 220 Video Production*
ENGL 354 Studies in Film Genre
ENGL 327 Race and Gender in Psychoanalytic Discourse
ENGL 398 Feminist Media Studies
HIST 254 History through Novels and Film
HIST 329 Film and Historical Representation
PHIL 152 Philosophy through Literature and Film
SPAN 314 Hispanic Culture as Seen through Film

Restrictions on Electives

One elective must be a production class. (Production classes are designated with an *)
At least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

Transfer Students

The English department will accept up to three English classes transferred in toward the minor; we require grades of C or above in

these classes. (Five classes are required for the minor, at least one of which must be at the 200- or 300-level.)

The department will accept up to seven classes toward the major for seniors transferring to Simmons, up to five for juniors, and up to three for sophomores. We require grades of C or above in all classes transferred in toward the major.

All transfer students must take the two 300-level seminars required of English majors at Simmons. (We will accept advanced classes toward the major if students have earned grades of C or above in these classes, but these classes will not satisfy the 300-level requirements.)

Graduate Programs in English

For information about the Master of Arts in English, see the Graduate Course Catalog.

COURSES

Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English majors, and for students just beginning the study of literature: ENGL 111, 112, 121, 163, 172, 178, 193, 195, 199.

ENGL 105 Creative Writing: Non-Fiction (M1) (F-1,2; S-1,2)

4 sem. hrs.

Designed for students with a solid base of writing skill who wish to grow further as writers. Teaches writing of non-fiction that a non-captive audience would willingly read. Focuses primarily on the personal narrative. Pei, Wollman, Weaver, Staff.

ENGL 107 Creative Writing: Fiction (M1) (S-1,2)

4 sem. hrs.

Introduces the discipline of writing the short story. Reading of some classic and contemporary short fiction, and discussion of student drafts in a supportive workshop setting. Pei.

ENGL 109 Creative Writing: Poetry (M1) (F-1,2)

4 sem. hrs.

Targets the eager and curious writer of poems seeking structure, feedback, and models of excellence in a workshop setting. Assumes that those who want to write are those who have been deeply moved by the writing of others. Includes extensive reading and attendance at poetry readings in the Boston area. Weaver, Wollman.

ENGL 111 Greek Mythology and Religion (M2) (F-1,2)

4 sem. hrs.

Examines myths about the principle gods, goddesses, and heroes of ancient Greece, and the influence of Greek mythology on later literature, language, and the visual arts. Includes readings from Homer, Hesiod, Sappho, Ovid, and Greek dramatists. Wollman.

ENGL 112 The Bible (M2) (S-1,2)

4 sem. hrs.

Closely studies the Old and New Testaments, with attention to the problem of strategies of interpretation. Considers themes including the use of metaphor; shifting attitudes toward sex; time and typology; and theological versus cultural perspectives. Wollman.

ENGL 121 Shakespeare (M2) (F-1,2)

4 sem. hrs.

Analyzes major plays with commentary on the theater of Shakespeare's London. Includes films and attendance at live performances of Shakespeare's plays when possible. Wollman.

ENGL 138 American Poetry (M2) (F-2, S-1)

4 sem. hrs.

Studies major American poets and the process by which the creation of a self precedes the creation of one's poetry. Attends to such figures as Walt Whitman, Emily Dickinson, Robert Frost, Marianne Moore, Wallace Stevens, William Carlos Williams, and Robert Lowell. Staff.

ENGL 139 Modern Poetry (F-1, S-2)

4 sem. hrs.

Examines cross-cultural influences in 20th-century poetry, such as the case of the negritude poets, Harlem Renaissance poets, and the French surrealists. Emphasis on American poets such as Langston Hughes, H.D., and William

Carlos Williams. Attention will be given to fundamental approaches to the criticism of poetry. Staff.

ENGL 161 American Literature to the Civil War (M2) (F-1,2)

4 sem. hrs.

Studies American literature from its beginnings to the Civil War; from its pre-literature — recording the encounters among the Native Americans, English, Spanish, French, and Africans — to the first emergence of America's literature of diversity, exemplified by such writers as Douglass, Jacobs, Emerson, Fuller, Thoreau, Hawthorne, Dickinson, and Melville. Bergland.

ENGL 162 American Literature from 1865 to 1920 (M2) (S-1,2)

4 sem. hrs.

Focuses on the responses of American writers to the change from a predominantly rural small-town society to an urban industrialized one and the accompanying challenges to previous racial and gender stereotypes. Texts include poetry by Walt Whitman and Emily Dickinson; fiction by Mark Twain, Henry James, Kate Chopin, Theodore Dreiser, and Edith Wharton; and W.E.B. DuBois's *Souls of Black Folk*. Bergland, George.

ENGL 163 African Influences in American Literature and Culture (M2) (S-1)

4 sem. hrs.

Readings will include autobiographical writings by black people during slavery alongside poetry and significant essays by Emerson, DuBois, and Baldwin. Attention will be given to works of visual art by Augusta Savage and others as well as episodes from documentaries such as *Jazz* and from *The Wire* in what amounts to a multi-disciplinary approach to American literature that will prepare students to consider the development of American literature and culture from a diverse perspective. Weaver.

ENGL 172 20th-century U.S. Fiction (M2) (F-1,2)

4 sem. hrs.

Focuses upon important works by U.S. writers of the twentieth century, including William Faulkner, Langston Hughes, Jack Kerouac, James Baldwin, Ken Kesey, Gloria Naylor, Tim O'Brien and others. George.

ENGL 176 African American Fiction (M2) (F-2)

4 sem. hrs.

Analyzes the possibility of viewing fiction by African Americans as constitutive of a distinctive genre of literature. Highlights certain repeated themes and rhetorical patterns found in fiction by African Americans, but asks if race itself is what finally determines the makeup of the genre. Authors include Douglass, Baldwin, Ellison, Washington, Wright, and others. George.

ENGL 178 Multicultural Themes in Modern American Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Studies personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and non-fictional works by African American, Jewish, Native American, Asian American, Latino, and other authors. Focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. Bergland, George.

ENGL 184 World Drama Survey (M2) (S-1,2)

4 sem. hrs.

This course is a survey of major plays from Europe, the United States and Africa. Dramatists may include Sophocles, Aristophanes, Shakespeare, Ben Jonson, Molière, Ibsen, Strindberg, Chekhov, O'Neill, Brecht, Beckett, Hansberry, Fugard, and August Wilson. Studies social and political contexts of theater, performance practices, and writing about drama. Weaver.

ENGL/WGST 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. Bergland, Bromberg, Hager, Leonard.

ENGL 195 Art of Film (M2) (S-1; F-2)

4 sem. hrs.

Serves as an introduction to film analysis by teaching the basics of mise-en-scène, cinematography, editing, and sound as well as fundamental principles of film narrative, style, genre, and

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theory. Films chosen from a number of different historical periods and national contexts, including classical Hollywood cinema. Leonard.

ENGL 199 Approaches to Literature (F-1,2)
4 sem. hrs.

An introduction to the English major, 199 provides a grounding in the skills and questions basic to the study of literature: how to trace an image, how a novelist constructs a character, what a poet is doing with meter and rhyme, and how to make comparisons between different texts. Required for all English majors. Bergland, Bromberg, George, Hager, Leonard, Pei, Weaver, Wollman.

ENGL 200 Introduction to Theory (S-1,2)

4 sem hrs.; Prereq: ENGL 199
The second half of the required introduction to the English major, this course builds on English 199 and considers how we read, analyze, and write about literature from different critical perspectives, including Postcolonialism and Race Studies, Feminism, Psychoanalysis, Structuralism, Deconstruction, and/or Marxism. Required for all English majors. Bergland, Bromberg, George, Hager, Leonard, Mercier, Weaver, Wollman.

[ENGL 220 African American Autobiographies

4 sem. hrs. Not offered in 2012–2014.]
Presents African American autobiographies as involved continually in literary attempts to redefine both American history and African Americans themselves. Investigates how these works blur the lines between self and community, fact and fiction, in the efforts to dialogue with previous representations of African American identity. Authors include Jacobs, Angelou, Douglass, Baldwin, DuBois, Gates, Hurston and others. George.

ENGL 221 The Critical Lens: Introduction to Film and Media Theory (S-1,2)

4 sem. hrs. Prereq: ENGL 195 recommended.
Introduces students to the main schools of theory in cinema and media studies, including auteur theory, narrative, semiotics, psychoanalysis, Marxism, feminism, queer theory, critical race theory, reception theory, third and accented cinemas. Grabiner. Leonard.

ENGL 235 Identity and Race in the American Literary Imagination: 1820-1890 (F-1)

4 sem. hrs.
Focuses upon the works of major American writers and defines and analyzes how the sentiments and attitudes of the Romantic and Realist periods become intertwined with race in the literary process of imagining and representing American identity. Authors include Stephen Crane, James Fenimore Cooper, Herman Melville, Edgar Allan Poe, Jacob Riis, Harriet Beecher Stowe, and Mark Twain. George.

ENGL 243 The English Novel through Austen (S-2)

4 sem. hrs.
Considers the development of the English novel, with emphasis on narrative technique and the cultural history of the novel in the 18th century. Novelists may include Behn, Haywood, Fielding, Burney, Austen, and Walpole. Bromberg.

ENGL/CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.
Surveys major literary works in both poetry and prose ranging from the influential *Classic of Poetry* to the famous Qing Dynasty collection of supernatural tales, *Strange Stories from a Chinese Studio*. Inglis.

ENGL 254 The English Novel from Victorians to Moderns (F-1)

4 sem. hrs.
Studies major English novelists, such as Charles Dickens, the Brontës, George Eliot, Bram Stoker, H.G. Wells, Radclyffe Hall, and Rebecca West, and at least one non-canonical novelist. Hager.

ENGL 275 American Modernism and the Harlem Renaissance (S-2)

4 sem. hrs.
Focuses on the literature, music, and culture that emerged after WWI in places like Harlem. Examines the period's atmosphere of creativity and experimentation through the works of both major "white" writers like Hemingway, Faulkner, Fitzgerald, and Eliot, and major African-American writers like Hughes, Hurston, Larsen, Du Bois, and Toomer. George.

ENGL 304 Problems in Romantic Literature: The Romantic Rebel (S-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. Bromberg.

ENGL 305 Advanced Creative Writing: Non-Fiction (F-1,2)

4 sem. hrs. Prereq.: ENGL 105, or its equivalent at another college.

Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short reflective exercises intended to sharpen awareness of form and technique in non-fiction. Pei.

ENGL 306 Victorian Literature and Culture (S-1)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill. Hager.

ENGL 307 Jane Austen and Her Contemporaries (F-1)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210 and junior standing.

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole, Frances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts. Bromberg

ENGL 308 The Postcolonial Novel (F-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary postcolonial theory. Bromberg.

ENGL 311 Victorian Children's Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210 and junior standing.

Examines the wide variety of Victorian literature written for children, from fairy tales and non-sense verse to didactic fiction and the bildungsroman. Authors studied may include Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, Dinah Mulock Craik, Christina Rossetti, Robert Louis Stevenson, Charlotte Mary Yonge, and Rudyard Kipling. Hager.

ENGL 312 Classic American Writers (S-1,2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Studies in depth, with critical readings, the major 19th-century writers Hawthorne, Dickinson, and Melville, with attention to their contributions to the development of a distinctively American literature. Bergland.

ENGL 313 Survey of Literature for Children and Young Adults (F-1,2; S-1,2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210 or junior standing.

Provides a broad overview of the field of children's and young adult literature, including historical and contemporary considerations, criticism, and representative works from major genres. Mercier.

ENGL 314 The Invented Self in American Fiction (F-1; S-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Looks at U.S. writers as authors of themselves and creators of their own personae in 20th and 21st-century U.S. fiction. Examines both the literary and societal implications of such self-fabrications in works by writers such as Philip Roth, Jeffrey Eugenides, Anne Tyler, Amy Bloom, Tom Perrotta, Junot Diaz, Patricia Highsmith, Michael Cunningham, Susana Moore, and Cristina Garcia. Leonard.

[ENGL 316 Native American Literature

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2012–2014.]

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon

F = Fall
S = Spring
U = Summer
TC= Travel Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a..

Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by Native and non-Native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria. Bergland.

ENGL 317 Toni Morrison and American Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 or 210, and junior standing.

Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon. George.

[ENGL 318 The Dramatic Imagination in America

4 sem. hrs. Prereq.: ENGL 200 or 210, and junior standing. Not offered in 2012–2014.]

Focuses on 20th-century American plays by writers including Susan Glaspell, Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Reads plays as literature and enacts them in class — as far as possible — as theater. Weaver.

[ENGL 320 American Women's Poetry

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2012–2014.]

Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format. Bergland.

ENGL 321 Studies in Shakespeare (S-1; U-1,2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and ENGL 121 or consent of the instructor.

Closely analyzes a few major plays and varied critical approaches to them. Wollman.

ENGL 323 Special Topics in Literature*

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Offers an intensive study of a particular genre of literature. Staff.

[ENGL 326 Studies in Medieval and Renaissance Literature

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2012–2014.]

Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the 16th century. Wollman.

ENGL 327 Race and Gender in Psychoanalytic Discourse (F-1)

4 sem. hrs. Prereq.: ENGL 200 or ENGL 210, and junior standing.

Investigates psychoanalysis as a theoretical discourse that has been forced continually to rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theorists who have used race and gender to redefine psychoanalysis. George.

[ENGL 328 American Ghosts: The Cultural Politics of Haunting

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2012–2014.]

Examines the discourse of spectralization in American literature, 1620-present: Charles Brockden Brown, Edgar Allan Poe, Maxine Hong Kingston, Leslie Marmon Silko, Toni Morrison, Cristina Garcia, Stephen King, August Wilson, and Tony Kushner. Bergland.

[ENGL 331 Literary Boston

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2012–2014.]

Traces literary representations of Boston, Puritans to the present: Cotton Mather, Catherine Maria Sedgwick, Nathaniel Hawthorne, Louisa May Alcott, Edward Bellamy, Pauline Hopkins, Mary Antin. Margaret Atwood, Dennis Lehane, Jhumpa Lahiri. Bergland.

ENGL 332 English Literature of the 17th Century (F-2)

4 sem. hrs.

Introduces literature of the 17th century through study of the metaphysical wit and cavalier poetry of Donne, Herbert, Marvell, Milton, and Jonson; the prose of Bacon and Browne; and the poetry of Phillips, Wroth, and Amelia Lanyer. Themes include manuscript and print culture, public politics and private culture, and sex and religion. Wollman.

ENGL 342 Studies in 18th-Century Literature (S-1)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. ENGL 200 or ENGL 210 recommended. Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. Bromberg.

ENGL 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

ENGL 354 Studies in Film Genre: Melodrama (S-1)

4 sem. hrs. Prereq: ENGL 195 and junior standing. ENGL 200, 210, or 221 recommended. Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

ENGL 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Typically follows ENGL 350. Taken in the semester in which the thesis will be completed. Staff.

ENGL 370 Internship (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: consent of faculty supervisor and approval of CEC staff. In collaboration with the Career Education Center and under the supervision of a member of the English faculty, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and its connection to their major. Staff.

ENGL 380 Fieldwork (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.

ENGL 390 Seminar in Literary Scholarship (F-1,2)

4 sem. hrs. Prereq.: ENGL 199 or 210 and junior standing.

Offers a framework for advanced independent work in literary studies. Anchored in a common topic that changes each year. Texts include some of the critical and theoretical approaches that help to define the topic. Bergland, Bromberg, George, Hager, Leonard, Wollman.

ENGL 398 Feminist Media Studies (F-2)

4 sem. hrs. Prereq.: ENGL 195 and junior standing. ENGL 200, 210, or 221 recommended. Analyzes how film form positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the "woman's film," feminist documentary, racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism. Leonard.

F = Fall
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 Course
 1 = AY 2012-
 2013
 2 = AY 2013-
 2014
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 t.b.a.

First-Year Experience and Multidisciplinary Core Course

Nanette Veilleux, *Director of the Multidisciplinary Core Course*

The First-Year Experience begins in the student first semester. It is composed of FYS, a 2-credit First-Year Seminar, a 2-credit First-Year Writing course in the fall, and MCC 102, Multidisciplinary Core Course, in the spring. It is a first-year, eight-credit all-College requirement as described on page 14.

FYS 101 First Year Seminar (F-1,2)

2 sem. hrs.

This seminar facilitates the transition from high school to college by introducing first-year students to academic and extracurricular formal and informal opportunities at Simmons. Co-taught by staff and student facilitators, the seminar reflects on key issues and situations traditional first-year students face as they begin college: discovering Boston, taking advantage of resources, managing time, building a resume, and exploring leadership. Students meet one another and explore questions of identity and values in a safe and supporting environment. The course encourages students to develop confidence and compassion as they interact with others and become active, informed, and engaged members of the Simmons community and beyond.

FYW 101 First Year Writing (F-1,2)

2 sem. hrs.

This two-credit writing course introduces first-year students to writing at the college level. The course takes a general, non-disciplinary approach to process writing where students explore voice, content, purpose, and style while meeting the needs of their audience. Starting with personal narrative and communications, students develop critical distance from experiences in order to situate themselves in the larger context of the community within and outside of Simmons.

MCC 102 Multidisciplinary Core Course: Culture Matters (S-1,2)

4 sem. hrs. Prereq.: FYS 101 and FYW 101.

MCC involves two central goals that are mutually reinforcing: to teach critical thinking and writing and to address the challenges and opportunities of living in a multiracial and multicultural society. Focuses on development of student papers, from first draft to revision and editing. Writing assignments vary in length, purpose, and audience.

Transfer students with questions about their enrollment in MCC should consult their Transfer Credit Evaluation and/or consult with the director of MCC.

MCC 103 Multidisciplinary Core Course: Culture Matters for Dix Scholars (F-1,2)

4 sem. hrs. Prereq: Placement by the registrar and MCC director; Dix status.

Designed for adult students. Involves two central, mutually reinforcing goals: to teach critical thinking and writing and to address the challenges and opportunities of living in a multiracial and multicultural society. Pays particular attention to contemporary methods of research and writing an academic paper.

Dix Scholars should complete MCC 103 during their first fall semester at the College.

Dix Scholars whose Transfer Credit Evaluation indicates the completion of one semester of composition at an accredited college prior to matriculation should enroll in MCC 103 in the first semester at Simmons.

Dix Scholars who do not transfer composition courses must take MCC 103 and consult with the director of MCC to identify an additional writing-intensive course. This consultation to identify a second course must happen prior to enrollment in the second writing-intensive course.

Dix Scholars who have completed two semesters of composition at an accredited college prior to matriculation may have completed the Simmons College two-semester writing requirement. Please consult the Transfer Credit Evaluation completed by the Registrar's Office to see how courses have transferred.

Department of History

Laura Prieto, *Chair and Professor*
 Laurie Crumpacker, *Professor*
 Sarah Leonard, *Associate Professor*
 Zhigang Liu, *Associate Professor*
 Stephen Ortega, *Associate Professor*
 Stephen Berry, *Assistant Professor*
 Ulli Ryder, *Lecturer*

Additional Teaching Faculty

Trevor Coates
 Donna Curtin
 Kate Larson

The study of history helps one to make sense of the past and to understand today's internally diverse and internationally complex society. History helps us to learn about individuals and various communities in the context of their times. The Department of History at Simmons College offers courses that introduce students to a variety of historical regions, periods, and methodologies, as well as clusters of courses that give students the chance to develop expertise in a particular area of history such as East Asia, women and gender, or public history. History graduates are well prepared for careers as teachers, librarians and archivists, lawyers, writers, museum curators, National Park or historic site interpreters, researchers, consultants, business people, and government officials. Employers in many fields choose to hire history graduates because of their skills in reading, writing, research, and analysis. The Department of History offers research opportunities and internships in a variety of spheres to help students gain further knowledge and work experience.

Upon successful completion of the history program, students will command a body of knowledge that encompasses political, social, and cultural history in national and transnational contexts. They will be familiar with both micro and macro approaches, with historical turning points and movements, with the transmission of ideas, and with the perception of

change versus continuity. A history major will be able to contextualize people, ideas, and events from the past. She will comprehend the roles of gender, race and ethnicity, and class in shaping historical experience. She will have skill in organizing and articulating ideas orally and in writing. She will locate and examine primary and secondary sources relevant to a particular question. She will read, comprehend, and critique analytical historical writing; she will understand that all history writing involves interpretation on the part of the writer. She will apply her historical knowledge and skills in a number of professional venues.

Major in History

The major in history is composed of 40 semester hours of history courses. The courses are integrated into the major in such a way as to provide academic work in a range of periods, geographical areas, and cultural contexts. Students will select and sequence coursework on an individual basis, with faculty advising, but the department expects that students will be exposed to the study of the Americas, Europe, Asia, the Middle East, and other areas of the world. Most of the courses numbered at the 100 and 200 levels may be taken without prerequisites; however, the department recommends a sequence that begins with relatively introductory courses and progresses toward more specialized courses. A combination of 100- and 200-level work gives students breadth as well as depth in their course of study. Advanced courses at the 300-level provide experience in guided research, and other professional applications of historical knowledge and methods.

Requirements

Category I: Introductory Level

These courses provide the broadest overview of time and geographic scope; they give students a strong background in the sweep of history and long-term patterns. History majors must choose any three courses from the

F = Fall
 S = Spring
 U = Summer
 TC = Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

following:

HIST 100	World Civilizations I
HIST 101	World Civilizations II
HIST 128	Modern European History 1789–1989
HIST 140	History of American Civilization I
HIST 141	History of American Civilization II
HIST 202	Asia to the 18th Century

Students considering a major in history are advised to complete Category I by the end of their sophomore year. History majors who have received a grade of four or five on the advanced placement exam in history may opt to replace one of these introductory courses with an upper-level course.

Category II: Specialization

Each history major designs her own specialization or area of expertise within the discipline. To this end, a cluster of three or more courses for the major should have a specific geographical (such as Asia, Europe, or the U.S.), theme or topic (such as race or gender or migration) or some other defined focus. One course in Category I may count in Category II.

Alternately, the specialization in public history includes three of the following, with HIST 253 as the first course:

HIST 205	Environmental History
HIST 252	History and Material Culture
HIST 253	Boston's Past: Introduction to Public History
HIST 254	History through Novels and Films
HIST 260	Interpreting the Past: The Craft of History
HIST 368	Sites of History: Research Seminar in Public History
HIST 370	Internship at a public history site

Category III: Breadth

The history major should include broad exposure to different time periods and experiences. To gain this, a major must take one

course in each of the following categories:

one course in early or pre-modern history (HIST 202, HIST 205, HIST 222, HIST 223, HIST 224, HIST 225, HIST 235, HIST 240, HIST 241, HIST 371), one course with a focus on race and ethnicity history (AST 240, HIST 210, HIST 211, HIST 213, HIST 217, HIST 231, HIST 237, HIST 240), and one course in historical gender studies (HIST 204, HIST 207, HIST 215, HIST 216, HIST 219, HIST 230, HIST 360, WGST 204).

Category IV: Methods

All majors must take HIST 260: Interpreting the Past, preferably in the spring of junior year. By petition, students in the accelerated BA/MA History program may count HIST 397 to fulfill the Methods requirement for the undergraduate major.

Category V: Advanced Work

One history course at or above the 350 level. This requirement may be fulfilled with a seminar, an internship, a thesis, or an independent study, selected to accord with the students interests and career goals. Majors must declare how they plan to fulfill the independent learning requirement before the end of their junior year.

Seminars and Independent Learning

Enrollment in 300-level seminars is normally open only to seniors and graduate students. They are open to students in any major or program, but prerequisites for undergraduates include at least two history courses (preferably including HIST 260) and consent of the department.

Interdepartmental, Double Majors, Five Year Master's Programs

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. For example, a student may propose an interdepartmental major in European studies or a

double major such as history and secondary education. Other fields that lend themselves to combinations with history are Africana studies, communications, English, modern languages and literatures, economics, political science, sociology, arts administration, women's and gender studies, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a major.

Another possible combination permits fulfilling requirements for the Master of Arts in Teaching (MAT) degree (see the requirements on page 120 along with those leading to the BA. Although the ordinary expectation is that the MAT requires a fifth year of full-time coursework, with careful planning and advising, that time may be shortened.

Two seminars taken in the senior year may fulfill two requirements for the MA in history or for the history/archives management dual degree MS/MA.

A student interested in any of these majors or graduate programs should discuss her plans early in her college career with her advisor and the chairs of the departments involved.

Joint Social Studies–Education Major

A joint social studies–education major is available for students specializing in early childhood, elementary, or special education. Students should contact the chairs of the education and history departments for further information.

Minor in History

Students choosing a minor in history are required to take five courses, at least one of which should be at the 100 level and at least two at the 200 level.

Minor in Gender History

Students choosing a minor in gender history are required to take five courses. One or two courses should be at the introductory level to

gain a general understanding of historical methods, regional contexts, narrative, and chronology. The remaining three or four specialized upper-level courses in gender history should be selected from the following list: HIST 204, HIST 207, HIST 215, HIST 216, HIST 219, HIST 230, and HIST 360.

Minor in Public History

Students choosing a minor in public history are required to take five courses — one at the introductory level, one elective at any level, HIST 253 Boston's Past: Introduction to Public History, and two of the following: HIST 205, HIST 252, HIST 254, HIST 368, HIST 370..

Departmental Honors in History

Departmental Honors in History is offered to qualified students who are eligible according to the designated College requirements, who have a 3.5 minimum GPA in history courses, and who complete a history thesis that meets faculty approval for honors. An honors candidate is required to register in HIST 350 Independent Study in the first semester of her senior year in order to conduct research toward an undergraduate thesis. Upon satisfactory completion of that course, she must write an undergraduate thesis (HIST 355 Thesis) and petition the department chair for Honors. This course of study is especially recommended to the student intending to pursue graduate studies in history or a related subject.

Graduate Programs in History and Accelerated Degrees

The Department of History offers a Master's degree in History as well as dual degree programs in Education (MA History/MAT) and Archives/History (MS/MA in conjunction with the Graduate School of Library and Information Science). Undergraduate students may apply to these graduate programs in their junior year. If subsequently admitted to accelerated BA/MA study, a student may count up to 8 credits in her senior year toward the MA,

thereby shortening the time needed to complete the graduate degree. For more information on any of these graduate degrees, see the Graduate Course Catalog.

COURSES

HIST 100 World Civilizations I: Pre-Modern Societies (M5) (F-1,2)

4 sem. hrs.

Studies the evolution of human societies to the rise of truly global connection. Significant attention is paid to understanding connections and comparisons between China, India, the Islamic world, the Mediterranean, and the Americas. Ortega, Coates.

HIST 101 World Civilizations II: Colonialism and Post-Colonialism (M5) (S-1,2)

4 sem. hrs.

Studies from an explicitly multicultural and interdisciplinary perspective civilizations since the time of the Columbian exchange, with a particular focus on the rise of the West to world dominance. Evaluates those many cultures and societies that have experienced colonialism and post-colonialism. Ortega, Coates.

HIST 128 Modern European History 1789–1989 (M5) (F-1,2)

4 sem. hrs.

Examines the development of Europe from the French Revolution to the colonial struggles and political uprisings of the 1960s. Focuses on the impact of democratic revolution, industrialization, imperialism, fascism, the Holocaust, and the Cold War. Sources include art, film, autobiographies, and other primary documents. Leonard.

HIST 140 History of American Civilization I: 1607–1877 (M5) (F-1,2)

4 sem. hrs.

Surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. Berry.

HIST 141 History of American Civilization II: 1877 to the Present (M5) (S-1,2)

4 sem. hrs.

Surveys transformations in American society, politics, and culture, from Reconstruction through the 20th century. These include industrialization, immigration, and urbanization; social protest; the expansion of citizenship, suffrage, and civil rights; the rise of the U.S. to world power; and the revolutionizing effects of science, technology, visual arts, and the written word. Larson, Prieto.

HIST 201 The Dynamics of Japanese History (M5) (S-2)

4 sem. hrs.

Examines the rise and fall of imperial Japan (1868–1945) and certain trends since 1945. Considers the history and ideology of a nation that believed in military prowess and authoritarian government as a national honor. Discusses factors that led Japan to this view, its consequences, and Japan's path to postwar democracy and prosperity. Liu.

HIST 202 Asia to the 18th Century (F-2)

4 sem. hrs.

Studies the ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. Discusses the influence of Buddhism, Islam, and Confucianism upon these many cultures and societies. Liu.

HIST 203 Power and Culture: East Asia and the U.S. Across the Pacific (M5) (S-2)

4 sem. hrs.

Examines the development of East Asian and American foreign relations, focusing primarily on Sino-American-Japanese triangular relations since 1800. Special attention is given to the emergence of Japan and the U.S. as world powers and their approaches to dealing with nationalist and communist China. Liu.

HIST 204 Japanese Culture: Gender, Family, and Society (M5) (S-2)

4 sem. hrs.

Examines the key role of gender in Japan's culture and historical development since the days of the Heian court ladies and the fierce samurai. Explores changes in the relations between men and women throughout their

history. Uses historical records, literary texts, and artistic expressions. Liu.

[HIST 205 Global Environmental History (M5)]

4 sem. hrs. Not offered in 2012–2014.] Examines the ways in which humans have perceived, interacted with, and shaped the non-human environment. Looks at the influence of different cultural perspectives in establishing environmental practices. Areas of inquiry include the impact of agriculture and the effects of European colonialism on different habitats. Ortega.

HIST 206 The Rise of Modern China (M5) (F-1)

4 sem. hrs. Provides a brief review of traditional Chinese civilization before 1800. Studies imperialist activities and China's struggle to transform itself to a modern nation. Examines closely the clashes between Confucianism and modernity, nationalism and communism, and democracy and authoritarianism. Liu.

HIST 207 Gender, Family, and Society in Modern China (M5) (S-1)

4 sem. hrs. Examines the roles men and women play in family and society in China, focusing on the impact of traditional values and foreign ideologies upon people's conduct, family hierarchy, and social structure. Special attention is given to the changes in women's lives brought about by Mao's rule and westernization since 1978. Liu.

HIST 210 The African American Experience from Colonial Times to the Present (M5) (F-2)

4 sem. hrs. Begins with the arrival of Africans in bondage in Virginia in 1619. Studies original materials, significant historical writings, film, and literary works to consider slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new postslavery society in the South. It continues with migration and urbanization, the world wars, the Harlem Renaissance, African Americans in the Great Depression, postwar movements including Civil Rights,

Black Power, and present-day battles for freedom and justice. Berry.

HIST 213 Race and Ethnicity in U.S. History (M5) (S-2)

4 sem. hrs. Explores developments and changes in American ideas about race. How have science, social science, law, politics, art, and literature shaped definitions of race, and in turn affected race relations and racism? Considers the historical experiences of Native Americans, African Americans, Latinos, Asian Americans, and white ethnic groups since the colonial era. Prieto, Ryder.

HIST 215 Women and Gender in U.S. History before 1890 (M5) (F-1)

4 sem. hrs. Studies women's lives and roles from pre-Columbian times to 1890. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Crumpacker, Prieto.

HIST 216 Women and Gender in U.S. History since 1890 (M5) (S-1)

4 sem. hrs. Studies women's lives and roles from 1890 to the present. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Crumpacker, Prieto.

HIST 218 Topics in Latin American History (F-1)

4 sem. hrs. Surveys the development of the region's economic and social life from 1492 to the present and concentrates on contemporary forces, such as the economy, politics, and social relations. Places special emphasis on the impact of the United States on the region and present-

F = Fall
S = Spring
U = Summer
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1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

day economic relations, power structures, and social changes. Staff.

HIST 219 History of Sexuality and the Family (M5) (F-2)

4 sem. hrs.

Traces the transformation of a pre-modern family centered system equating sexuality with reproduction into the 20th-century concept of sexuality as a form of identity and self-expression. Explores the connections between changes in sexuality and historically specific events and trends. Considers the roles gender, race, and class have played in changing definitions of what constitutes a “family.” Prieto.

HIST 222 Greek and Roman History (F-1)

4 sem. hrs.

Studies the many manifestations of the genius of Mediterranean civilization in the Greco-Roman era. Examines Greek democracy, theater, and thought; Hellenistic medicine and city life; and Roman law, culture, and imperialism. Concludes with the merger of these many creative strains in early Christianity. Coates.

HIST 223 Medieval History (S-1)

4 sem. hrs.

Explores selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasizes social and economic organization and cultural patterns. Gives special attention to northwest Europe. Coates.

HIST 224 The Renaissance (F-2)

4 sem. hrs.

Provides a thematic exploration of the social, political, and cultural developments in Renaissance Europe. Pays close attention to the cultural and intellectual developments of the period (ranging from civic humanism to painting, literature, and architecture). Makes use of Boston-area museums. Ortega, Leonard, Coates.

HIST 230 Women and Gender in Europe (S-1)

4 sem. hrs.

Surveys the construction of gender roles for women and for men from the eighteenth-century Enlightenment through the 1960s. Examines the importance of gender in political,

economic, and legal developments as well as its power to shape the self-perception of people who lived in the past. Leonard.

HIST 231 Understanding Islam in Historical Perspective (M5) (F2)

4 sem. hrs.

Examines Islamic society from its beginning to roughly 1400. Covers issues such as the rise of Islam in the Arabian peninsula, the creation of Islamic dynasties, and the establishment of Islamic law. Familiarizes students with a wide range of topics and diverse chronological periods, with an emphasis on connections between Islamic societies and other parts of the world Ortega.

HIST 237 Holocaust (M5) (S-1)

4 sem. hrs.

Examines the rise of Nazism in the 1930s, the history of anti-Semitism in Europe, and the process that led the Nazi State to pursue mass murder of Jews and other so-called “undesirables.” Uses literature, memoirs, and film to examine social exclusion, forced migration, and genocide. Leonard.

HIST 240 the Atlantic World, 1500–1800 (S-1,2)

4 sem. hrs.

Examines interactions between the Americas, Africa, and Europe in the early modern era. Special consideration of the Atlantic slave trade, the development of transatlantic colonial empires – especially the Spanish, British, French and Dutch empires – and interactions between American Indians and white colonizers. Covers social, economic, and political change. Berry.

HIST 241 Revolutions in the West (F-2)

4 sem. hrs.

Provides a comparative look at several of the major political and intellectual revolutions that transformed the West from an unimportant corner of the world in 1500 to a major site of world economic and cultural power. Includes the Scientific, American, French, and Russian Revolutions. Staff.

HIST 248 U.S. Foreign Policy: 1898–1945 (M5)

4 sem. hrs.

Explores the U.S.'s emerging global involvement—its origins and underlying values—as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. Considers a range of foreign policy issues from the emergence of imperialism to the Cold War. Liu.

HIST/POLS 249 U.S. Foreign Policy: 1945–Present (S-1)

4 sem. hrs. Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Also considers the historic impact of Third World revolutions and the surge toward detente, ending in the sudden termination of the Cold War in the Gorbachev era. Liu.

HIST 251 World Historical Perspectives on 9/11 (M5) (S-2)

4 sem. hrs.

Contextualizes September 11th within a world historical framework. Examines the event's relationship to the late Cold War, to issues in the Middle East, and to other world events. The class will also explore the significance of 9/11 as a new historical beginning and the politics of the war in Iraq. Ortega.

HIST 252 History and Material Culture (S-2)

4 sem. hrs.

Focuses on the role of objects in American history—the importance of the key fabrics, tools, possessions, built environments, and products used. How do we integrate artifacts into our understanding of the historical record? How have museums, in particular, selected, preserved, and displayed historical artifacts to shape our understanding of our collective past? Examines how material culture interacts with gender, race, class, privacy, and technological change. Berry.

HIST 253 Boston's Past: Introduction to Public History (F-1)

4 sem. hrs. Prereq.: A college-level history course or consent of the instructor is preferred.

Introduces the theoretical issues and practical questions involved in the public display of

history in places such as museums, historical sites, and the Internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations. Berry.

HIST 254 History through Novels and Film (M2) (F-1)

4 sem. hrs.

Examines how audiences view history through novels and films and how scholars treat artistic works as historical texts. Analyzes selected films and novels to explore the uses and limitations of fiction and cinema as means of illuminating history and society. Staff.

HIST 260 Interpreting the Past: the Craft of History (S-1,2)

4 sem. hrs.

Studies the methodological, theoretical, and practical questions involved in the writing of history. Explores the relationship between past and present, the use of primary sources, and the interpretation of history by drawing on the work of the most creative practitioners of the discipline. Leonard, Berry.

HIST 329 Seminar: Film and Historical Representation (F-1)

4 sem. hrs.

Prereq.: consent of the department for undergraduates. Enrollment normally open only to seniors and graduate students.

Studies the intersection of history and film studies and how film and the practices of historical investigation interact. What constitutes "evidence" in film and how can this evidence be used? How can one think about history via the medium of film? There will be weekly screenings of fiction, nonfiction, documentary, and experimental films. The film selections come from across the globe and focus on a range of historical subjects. There will also be readings in history, theory, and film criticism. Coates, Leonard.

HIST 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

count toward the independent learning requirement. Staff.

HIST 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Staff.

HIST 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: HIST 350 and consent of the department. Includes a written thesis and an oral presentation to the department upon completion. Required for honors candidates in history, who must have successfully completed HIST 350 Independent Study in the previous semester. Staff.

HIST 360 Seminar in the History of Women and Gender (S-1)

4 sem. hrs. Prereq.: at least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Offers advanced studies in the history of women's experience and the construction of gender. Each semester, draws upon one of a series of revolving themes, including gender and consumer culture; women and education; gender and war; women, work and professionalization; and the suffrage movement. Crumppacker, Prieto.

HIST 361 Cross Cultural Encounters: Contacts, Connections and Conflict (S-1)

4 sem. hrs. Prereq.: at least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Concentrates on forms of contact between people in different parts of the world. Examines how encounters across borders inform, affect, and relate to issues such as trade, the environment, conflict, notions of other, gender perceptions, and colonialism. Ortega.

HIST 362 Reforms and Revolutions in Asia (F-1)

4 sem. hrs. Prereq.: at least two history courses and consent of the department for undergraduates. Enrollment normally open

only to juniors, seniors, and graduate students. Examines revolutions and reforms in modern Asia, focusing primarily on the watershed events occurring in the 20th century. Topics include comparisons between bloody or nonviolent revolutions and gradual or radical reform. Liu.

HIST 364 The Rape of Nanjing (F-2)

4 sem. hrs. Prereq.: at least one 200-level history course, preferably an East Asian course, or consent of the instructor. Explores the social, cultural, ideological, and psychological dimensions of the Japanese aggression that culminated in the Nanjing Massacre, the exploitation of comfort women, forced labor, and human experimentation in WWII. Examines explanations for the absence of discussion on these human rights violations in the ensuing Cold War until the late 1980s and how that absence helped shape postwar East Asia. Liu.

HIST 365 9/11 Narratives (S-2)

4 sem. hrs. Prereq.: at least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as to how these narratives affect how we interpret the event, its causes, and subsequent decision-making. Ortega.

HIST 367 Memory and the Holocaust (F-1)

4 sem. hrs. Prereq.: consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma. Leonard.

HIST 368 Sites of History: Research Seminar in Public History (S-1,2)

4 sem. hrs. Prereq.: At least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Examines the theory and practice of public history for those who plan to apply their academic historical studies in public settings. Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians, as seen in public venues. Berry, Curtin.

HIST 370 Internship (F-1,2; S-1,2)

4—8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

HIST 371 Seminar in Early American History (F-2)

4 sem hrs. Prereq.: At least two history courses and consent of department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles. Berry, Crumpacker.

HIST 373 Seminar in 19th-Century U.S. History (F-1)

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open to juniors, seniors, and graduate students. Topics vary each year. Focuses on topics in the cultural, social, and political history of the U.S. during the course of the “long” 19th century, between the Jacksonian Era and the Jazz Age. Crumpacker, Larson, Prieto.

HIST 374 Modern U.S. History Seminar (S-2)

4 sem. hrs. Prereq.: At least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Prieto, Ryder.

HIST 375 Cold War Culture (F-2)

4 sem. hrs. Prereq.: At least two history courses and consent of the department for undergraduates. Enrollment normally open only to seniors and graduate students. Focusing on the 1950s and early 1960s, this seminar examines the ways in which the Cold War shaped American family life, domestic politics, popular culture, conformity and youth rebellion, increasing demands for civil rights, and changing gender roles. Readings range from historical scholarship to fiction, autobiography, and film. Prieto.

HIST 377 Seminar in Modern European History (S-1)

4 sem. hrs. Prereq.: At least two history courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate students. Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, Weimar Germany, and 19th century Europe. Coates, Leonard.

HIST 380 Fieldwork (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.

HIST 397 Historical Methods and Research (F-1,2)

4 sem. hrs. Prereq.: At least three history courses and consent of the department. Enrollment normally open only to seniors and graduate students. Studies history as an interpretive craft. Interrogates the range of written, visual, material, oral, and quantitative types of sources that historians use. Explores various methods and models for how academics and other profes-

F = Fall
S = Spring
U = Summer
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1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

sionals research, analyze, and produce history, from academic writing to public exhibits and documentaries. Leonard, Prieto.

Cross-Listed Courses

AST 240 African American Intellectual and Political History

4 sem. hrs. See page 47 for description.

HIST 249/POLS 249 U.S. Foreign Policy: 1898–1989 (S-2)

4 sem. hrs. See page 216 for description. Liu.

[HIST 311/CHIN 310 (TC) Chinese Civilization: Past and Present (M5)

4 sem. hrs. Not offered in 2012–2014.]

See page 180 for description. Liu, Inglis.

HIST 310/JAPN 310 (TC) Japanese Civilization (M5) (S-2)

4 sem hrs. See page 183 for description. Liu.

WGST 204 Roots of Feminism (S-2)

4 sem. hrs. See page 240 for description.

Honors Program

Mary Jane Treacy, *Director and Professor of Modern Languages and Literatures*

Kirk Beattie, *Professor of Political Science and International Relations*

Bonita Betterers-Reed, *Professor of Management*

Pamela Bromberg, *Professor of English and Director of the Graduate Program in English*

Gerald Koocher, *Associate Provost and Professor of Psychology*

Gregory Slowik, *Professor of Art and Music*

Janie Ward, *Professor of Africana Studies and Education*

Masato Aoki, *Associate Professor and Chair of Economics*

James Corcoran, *Associate Professor and Chair of Communications*

Eduardo Febles, *Associate Professor and Chair of Modern Languages and Literatures*

Kelly Hager, *Associate Professor and Chair of English and Associate Professor of Women's and Gender Studies*

Jane Lopilato, *Associate Professor of Biology*

Jennifer Rockelin-Canfield, *Associate Professor of Chemistry*

Michael Berger, *Assistant Professor of Chemistry*

Daren Graves, *Assistant Professor of Education*

Suzanne Leonard, *Assistant Professor of English*

Niloufer Sohrabji, *Assistant Professor of Economics*

Dawna Thomas, *Assistant Professor of Africana Studies and Women's and Gender Studies*

Daniel Connell, *Professor of Practice in Communications*

Jo Trigilio, *Senior Lecturer of Philosophy and Women's and Gender Studies and Director of the Graduate Program in Gender/Cultural Studies*

Ulli Ryder, *Lecturer of History and Africana Studies*

The Honors Program at Simmons fosters a motivated group of students who explore the complexity of today's world and their place in it. This challenging academic program is designed to enhance the undergraduate experience of students in all departmental disciplines. Its goal is to encourage depth in the department of choice as well as to enhance this knowledge through interdisciplinary studies and global awareness.

The Honors Program includes an enriched curriculum that is offered in small seminars, team-taught courses, study-abroad opportunities, research projects, and/or internships. In addition, the Honors Program provides co-curricular activities both at the College and in the Boston area. Faculty take their classes as well as small groups of honors students to the theater, film festivals, museums, and lectures throughout the year. Students apply to the Honors Program when they apply to the College and are selected by an Honors Review Committee. There is another opportunity to join the program for a small number of students who apply in their first year for sophomore entry. Honors students are required to maintain a minimum GPA of 3.2 for first-year students and a 3.4 thereafter. Transfer students and Dix scholars with fewer than 40 credits are encouraged to apply. The senior project must be of B or higher quality. Honors courses (HON) must be taken for grades.

Requirements: Core Values of the Honors Program

Multicultural Awareness

First-year students participate in an eight-credit Honors Learning Community: two individual courses and a common integrative seminar that asks students to look at issues of social and cultural difference through a multidisciplinary lens. There are different Learning Communities each year. The Learning Community serves as the writing and multidisciplinary core course for honors students.

International Perspectives

Select one of the 200-level honors courses that explore cultures and contemporary issues outside the U.S. and Western Europe. These courses are designed to lead you to understand how the peoples of a region or nation think about themselves and debate how to shape their economic, political, and cultural futures. These courses fulfill mode of inquiry requirements.

- HON 201 Conflict and Identity in Sudan (M5)
- HON 203 Islam and the West (M5)
- HON 204 *Dialogues culturels: France and the Francophone World* (M2)
- HON 205 South Africa in Film and Literature (M2)
- HON 210 War and Memory in Latin America (M2)

Interdisciplinary Approaches to Knowledge

Choose one seminar on interdisciplinary approaches to current intellectual and social debates. These courses fulfill mode of inquiry requirements.

- HON 301 Disability: Private Lives, Public Debates (M5)
- HON 302 Sexuality, Nature, and Power (M6)
- HON 303 HIV/AIDS Intersections of Science and Society (M4)
- HON 304/305 Specimens and Collections: Science in Victorian Literature (M2 or M4)
- HON 306 Covering War (M6)
- HON 307 Creator, Patron, Muse: The Roles of Women in Music (M1)
- HON 308 Sustainability and Global Warming: Predicting the Future (M3)
- HON 312 Soul, Funk and Civil Rights (M1)
- HON 313 Paths to Principled Leadership (M6)
- HON 315 Public Policy, Behavioral Science and the Law (M5)

F = Fall
 S = Spring
 U = Summer
 TC = Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Disciplinary Depth

Seniors develop an eight-credit independent honors-level project within the departmental major, most often a thesis, an internship, or graduate-level coursework in conjunction with a research paper.

Skills for Academic and Professional Success

- HON 190 Critical Thinking, Public Speaking (required)
 HON 390 Transitions: Graduate School and Beyond (optional)

General Education

The honors program offers courses in most of the modes of inquiry categories. We strongly encourage you to take advantage of these special offerings to fulfill the all-College general education requirements as well as your work in honors. You may take as many honors seminars as you like.

Study Abroad

First and second years: The honors program strongly encourages its students, particularly in their first and second years at the College, to join Simmons faculty in a one-month travel course abroad.

Third and fourth years: The honors program hopes that advanced students will plan for a summer, semester, or full year abroad, uniting their disciplinary work with study and internships abroad. To this end, we strongly encourage all students in every discipline to maintain their study of language past the required 201 level.

Honors students may apply for the D'Angelo Scholarship for Study Abroad, a special scholarship established for honors students in addition to many College awards for study abroad. See the Office of Study Abroad and the honors office in September.

Honors Activities

The program hosts honors teas where faculty and students get together for informal

conversations and to hear from speakers on a variety of topics. The honors liaison, composed of students in all four undergraduate classes, organizes activities throughout the year. The director of the Honors Program works with small groups of students and mentors individuals who are interested in applying for graduate school, as well as for national student fellowships such as the Fulbright, Truman, and Boren.

COURSES

First Year

LEARNING COMMUNITY ONE: DEMOCRACY OR APARTHEID: RACE, CLASS, AND MERITOCRACY IN AMERICA (F-1,2)

What causes educational inequality in America? How is educational inequality related to economic inequality? Can we claim to live and work in a meritocratic society? Is our educational system designed to ameliorate or reproduce economic inequality? This Learning Community will examine the intersection of racial and class dynamics as they play out in the U.S. system of education.

HON 101-01

3 sem. hrs.

Graves

HON 102-01

3 sem. hrs.

Aoki

LCIS 101-01 Integrative Seminar

2 sem. hrs.

Graves and Aoki

LEARNING COMMUNITY TWO: ORGANIZING FOR CHANGE (F-1,2)

This Learning Community examines strategies and theories of social movement organizing. Students will gain an understanding of the variety of approaches and tactics, ranging from radical to mainstream, that advocates and activists use in social justice movements. Particular attention will be paid to applying theory and strategy to feminist and racial justice movements.

HON 101-02

3 sem. hrs.

Trigilio.

HON 102-02

3 sem. hrs.

Paden.

LCIS 101-02 Integrative Seminar

2 sem. hrs.

LEARNING COMMUNITY THREE: AFRICA AND AFRICAN-AMERICAN IDENTITIES: A DYNAMIC DIALOGUE (F-1,2)

This Learning Community will explore the rise of black identity in the U.S. and the rise of African nationalism on the continent during the second half of the 20th century and how these threads interacted through a continuous exchange of culture, ideas, and experience that helped propel the two communities toward self-assertion and a fight for basic social and political rights. Students will also gain an appreciation for the ways other groups (ex. Latino/as, Asian Americans, Native Americans) were inspired by the liberation struggles of Africans and African Americans, as well as the ways different racial/ethnic groups have forged alliances and supported one another.

HON 101-03

3 sem. hrs.

Connell.

HON 102-03

3 sem. hours.

Ryder.

LCIS 101-03 Integrative Seminar

2 sem. hrs.

HON 190 Critical Thinking, Public Speaking (S-1,2)

A one-credit seminar for all first-year students. Sophomore-entry students take this course in the spring of their sophomore year. The course develops critical thinking skills learned in HON 101 and 102, now applying them to public speaking. The class meets once a month for workshops on extemporaneous speaking, formal presentations, and the use of sources to make strong arguments. Treacy.

HONORS SEMINARS

All seminars fulfill a Mode of Inquiry and may be taken at any time after completion of the Honors Learning Community. First-year students are welcome to take a 200- or 300-level seminar in their spring semester. Seminar numbers at 200- and 300-levels refer to the Core Values that the course fulfills; it does not refer to level of challenge or demands of prerequisites. Generally, students

take a minimum of one seminar per year. Students are encouraged to look to Honors seminars as they fulfill the Modes of Inquiry requirements.

Students are required to take a minimum of one Honors course per year. Exceptions can be made with the approval of the Director. Seniors do their Honors work in the major and are not required to take an additional HON seminar.

[HON 201 Conflict and Identity in Sudan (M5) (S)

4 sem. hrs. Prereq.: Membership in the honors program. Not offered in 2012–2014.]

Explores Sudan’s multiple identities and the conflicts that have plagued the country since independence, with particular attention to the civil wars in the south and Darfur and the conflicts in the Nuba Mountains and the northeast. Looks at the commonality and differences of these areas, how conflicts feed into a national crisis of political structure and identity, and what steps would promote unity-in-diversity and lasting peace. Connell.

HON 203 Islam and the West (M5) (F-2)

4 sem. hrs. Prereq.: Membership in the honors program.

Seeks to shed light on the nature of the gulf that divides the Western and Muslim worlds. Examines the reasons why and how Islam is utilized by actors in the region to advance their own causes. Considers political, economic, and social difficulties that beset Middle Eastern governments. Beattie.

HON 204 Dialogues culturels: France and the Francophone World (M2) (F-2)

4 sem. hrs. Prereq.: Membership in the honors program.

Explores the relationship between France as an aging “metropole” and its former French colonies through a study of literature and cultures of Cameroon, Senegal, Guadeloupe, and the minorities in France today. Focuses on questions of gender, race, and cultural identity framed by colonization, slavery, and decolonization. Febles.

HON 205 The Colonial Legacy: South Africa in Film and Literature (M2) (F-1)

4 sem. hrs. Prereq.: Membership in the honors

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

program.

Investigates the complex, many-voiced story of the impact of Western colonialism on the continent and peoples of Africa by reading historical and literary texts that focus on South Africa and the areas of West Africa that would later become the Congo and Nigeria. Bromberg.

HON 210 War and Memory in Latin America (M2) (S-1)

4 sem. hrs.

Explores the rise of revolutionary groups in Latin America during the 1950s -1970s, the violence of state terror, and the ways in which nations are addressing their conflicted histories. Emphasis on Nicaragua, Argentina, and Chile. Treacy.

HON 301 Disability and Society: Private Lives, Public Debates (M5) (S-1)

4 sem. hrs. Prereq.: Junior standing in the honors program.

Examines the concepts of normalcy and disability, using personal narratives, literature, film, legal documents, social science research, and public health statistics. Students question how and why disability is socially constructed as a social category. Demonstrates the power of this concept in terms of policies created to “control” disability, and those people with disabilities have created. Thomas.

[HON 302 Sexuality, Nature, and Power (M6)

4 sem. hrs. Prereq.: Membership in the honors program. Not offered in 2012–2014.]

Examines the philosophical and cultural frameworks by which we understand sexuality. Using both classic and contemporary texts, it critically interrogates what is considered “natural” with respect to sex and sexuality, and investigates the conceptual and social power dynamics that structure both the meaning and practices of sexuality. Trigilio.

HON 303 HIV/AIDS Intersections of Science (M4) (F-2)

4 sem. hrs. Prereq.: Membership in the honors program.

Considers the AIDS pandemic from biomedical, public health, and human rights perspectives. Students gain an appreciation of the fundamentals of infectious diseases, epidemiology, immunology, and virology. Human and societal

factors that impact the transmission, prevention, diagnosis, and treatment of HIV/AIDS and vice versa will be interwoven throughout the course to provide a realistic and multidimensional view of the pandemic and its solutions. Rocklein-Canfield.

HON 304/305 Specimens and Collections: Science in Victorian Literature (M2 or M4) (F-1)

4 sem. hrs. Prereq.: Membership in the honors program.

Explores the way in which science is advanced, argued about, and celebrated in two Victorian novels. Elizabeth Gaskell’s *Wives and Daughters* looks at the idea of the scientific gentleman and the way in which scientific endeavor is linked to political advancement and romantic attachment. In Charles Dickens’s *Bleak House* we see the beginnings of a concern for public health. Students will carry out field- and laboratory-based experiments. Hager and Lopilato.

HON 306 Covering War (M6) (S-2)

4 sem. hrs. Prereq: Membership in the honors program.

One of the major jobs of the news media is to keep the public informed about the nation’s political institutions and the actions of its military. This course explores the role of the journalist during war. War coverage is difficult because journalists must balance the people’s right to know against information that might risk security. The goal of this course is to evaluate how well the media do in maintaining this balance. Corcoran.

HON 307 Creator, Patron, Muse: The Roles of Women in Music (M1) (F-1)

4 sem hrs. Prereq: Membership in the honors program.

As composers and inspiration for composers women have been responsible for the creation of music in every historical era. As steadfast philanthropists vast numbers of commissions were granted, compositions written, music clubs established, performers employed, and concert halls created. Intense study of the resulting music created and inspired by female composers combined with an understanding of their considerable philanthropic insight will cast new light upon roles of women in music. Slowik.

HON 308 Sustainability and Global Warming: Predicting the Future (M3) (S-1)

4 sem. hrs. Prereq.: Membership in the honors program.

Explores the topic of global warming and climate change, using conceptual and quantitative modeling techniques. Students will review evidence for global warming and evaluate the importance of human factors using a variety of conceptual “back of the envelope” calculations, simple “box models,” and more sophisticated computer modeling, all of which are used to forecast climate change. Berger.

HON 312 Soul, Funk and Civil Rights (M1)*

4 sem. hrs.

Through the study of popular music produced and consumed by African Americans between 1960 and 1980 we will explore social movements, racial consciousness, and the elements of black creative expressions that transformed Black and mainstream American society. Song lyrics and dance inform our interrogation of the remaking of American culture. Ward.

HON 313 Paths to Principled Leadership (M6)*

4 sem hrs. Prereq.: Membership in the honors program.

Explores contemporary leadership concepts and models that help students identify their own leadership values, analyze best practices in principled leadership, and integrate their learning through service learning and active reflection. Betters-Reed.

HON 315 Public Policy, Behavioral Science, and Law (M5)*

4 sem. hrs. Prereq. Membership in the honors program.

Provides a basic understanding of the interaction between law, behavioral science, and policy making. Topics include the use of behavioral science evidence, expert opinion, and statistics by policy makers and in the courts; current policy issues before the courts and legislature; and how to influence decision making in the different branches of government. Koocher.

HON 390 Transitions: Graduate School and Beyond (F-1,2)

1 sem. hr. Prereq.: Membership in the honors program.

A one-credit seminar for juniors and /or seniors. Develops skills needed for applying to graduate school and the professions. Topics include: articulate your competencies in a portfolio, prepare a personal statement, do an informational interview in a career area of your choice, and write a proposal for the Honors Senior Project. Treacy.

Honors Senior Project

Eight credits of independent work are taken in the departmental major in consultation with the director of the Honors Program. Note that the Honors Senior Project is not an additional project, but rather a planned, purposeful, and enriched way of fulfilling the departmental senior requirements. A thesis or substantial writing project is encouraged.

Interdisciplinary Seminars

IDS 227 Seminar for Dix Scholars (S-1,2)

2 sem. hrs.

Designed for Dix Scholars who are interested in pursuing the credit for prior learning option. Examines issues relating to learning and life experience, offers intensive writing, and explores questions of academic specialization and professional development. Müller.

For more information about credit for prior learning, see page 35.

IDS 228 (TC) Service Learning in Nicaragua (M5)*

4 sem. hrs.

Provides community service opportunities in public health, education, and environmental and women’s organizations in San Juan del Sur, Nicaragua. Explores Nicaraguan history and culture, macro- and microeconomic issues, the local public health and educational infrastructure, and three environmental foci (local ornithology, sea turtle sanctuary, and local fishing industry). Requires conversational Spanish. Gullette.

Program in Management and Prince Program in Retail Management

Deborah Kolb, *Professor Emerita*
 Alice Sapienza, *Professor Emerita*
 Bruce Warren, *Professor Emeritus*
 Bonita Betters-Reed, *Professor and Chair of the Undergraduate Program*
 Susan Hass, *Professor*
 Lynda Moore, *Professor and Senior Scholar for Global Gender and Inclusive Leadership*
 Teresa Nelson, *Professor and Elizabeth J. McCandless Chair in Entrepreneurship*
 Stacy Blake-Beard, *Associate Professor*
 Gary Gaumer, *Associate Professor*
 J. Barry Lin, *Associate Professor*
 John Lowe, *Associate Professor and Chair of the Health Care Administration Program*
 Jane Mooney, *Associate Professor*
 Mindell Reiss Nitkin, *Associate Professor*
 Susan D. Sampson, *Associate Professor and Director of Prince Program in Retail Management*
 Edward Vieira, *Associate Professor*
 Jill Avery, *Assistant Professor*
 Shuili Du, *Assistant Professor*
 Spela Trefalt, *Assistant Professor*
 Nataliya S. K. Zaiats, *Assistant Professor*
 Richard Cravatts, *Professor of Practice and Chair of the MCM Program*
 Patricia H. Deyton, *Professor of Practice and Director of the Center for Gender in Organizations*
 Mary Finlay, *Professor of Practice*
 Paula F. Gutlove, *Professor of Practice*
 Catherine J. Robbins, *Professor of Practice*
 Mary Shapiro, *Professor of Practice*
 Tessa G. Misiaszek, *Associate Professor of Practice*
 Robert Coulam F., *Senior Lecturer*
 Indra J. Guertler, *Senior Lecturer*
 Cynthia A. Ingols, *Senior Lecturer and Director, Internship Program*
 Cathy Minehan, *Dean*

Deborah Marlino, *Associate Dean, Faculty and Curriculum and Professor*
 Mary Dutkiewicz, *Associate Dean, Administration and Academic Programs*
 Paula Bent, *Manager, SOM Academic Programs*
 Leslee Digirolamo-Magee, *Program Administrator, SOM Academic Programs*

Women are building strong careers and making important contributions to society through positions in management at all levels. A major or minor from the School of Management will help prepare you for work in any type or size of organization including private companies, non-profit organizations, or social enterprises, whether large (thousands of employees) or small (entrepreneurial start-up). Working with program options and your internship requirement, you can focus on a functional area such as finance, marketing, or entrepreneurship you can target a specific industry of interest such as health care, retail, financial services, or information technology or you can even consider our five year joint BA and MBA program. The School of Management is ready to work with you to plan your program of study so that it delivers value to you now and throughout your career.

Organizations today are seeking college graduates with the education and experience to succeed as creative, ethical, and versatile problem solvers and team members who are globally aware and sensitive to the value of a diverse workforce. At the School of Management, we integrate these topics throughout the curriculum using experiential and service learning, case studies, the required internship, and practical, hands-on class projects. Our program is designed to help develop and hone your critical thinking, decision making, and project management skills. Students leave with a portfolio of course and work projects that demonstrate the skills and competencies needed in today's workplaces. Overall, we believe our courses prepare you

not only for work, but for life.

The School of Management offers four undergraduate majors: business and management, finance, marketing, and retail management. Joint majors are also available in arts administration (with the Department of Art and Music) and chemistry-management (with the Department of Chemistry). Additionally, minors are offered in business, finance, marketing, organizational studies, retail management, entrepreneurship, and principled leadership. Students may elect to complete a major, a minor, or both from the School of Management.

Departments across the undergraduate college offer a wide variety of majors and minors that can be combined with School of Management coursework to fit students' individual career and educational goals. For example, economics majors may find a business minor a great practical complement for the job search. Marketing majors may look to communications as a minor to develop a complementary knowledge set in public relations and advertising. The options are many, and we encourage you to visit your undergraduate advisor to find out more.

BETA GAMMA SIGMA

Beta Gamma Sigma (BGS) is the premier honor society for students enrolled in business and management programs accredited by AACSB International (The Association to Advance Collegiate Schools of Business), the world's top accreditation distinction for business schools. The Society's membership comprises the brightest and best of the world's business leaders and is drawn from students in the top academic ranks of their class. Joining more than a half a million members worldwide, Beta Gamma Sigma members receive benefits including lifetime access to 18 alumni chapters in major metropolitan areas across the United States and Hong Kong, as well as access to the BGS Career Central job board and an on-line membership community.

This lifelong commitment to its members' academic and professional success is defined in the Society's mission: to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

DEPARTMENTAL RECOGNITION AND HONORS IN MANAGEMENT

A student in one of the four School of Management majors qualifies for Departmental Recognition with a GPA of 3.5 or higher in management (MGMT) courses. Departmental Honors are offered to qualified students (3.5 or higher GPA in MGMT courses) subject to the College requirements designated on page 22.

MAJORS

There are four majors within the management program: business and management, finance, marketing, and retail management. All four share the same required pre-requisites and core courses. Majors in the management program may double count up to two courses for both their major and minor requirements. Any minor requires at least three distinct courses from other electives taken.

Prerequisites

ECON 100 Principles of Microeconomics
MATH 118 Introductory Statistics

Required Core Courses

MGMT 100 Introduction to Management and Principled Leadership
MGMT 110 Principles of Financial Accounting
MGMT 234 Organizational Communication and Behavior
MGMT 250 Principles of Marketing
MGMT 260 Principles of Finance
MGMT 325 Operations Management and Decision Making
MGMT 340 Strategy

Each student completes four additional

courses and a capstone course in her specific major (see the individual major descriptions below) for a total of 20 credit hours in electives. All prerequisites and core courses must be completed prior to taking the capstone in each major.

Independent Learning Requirement: The Simmons independent learning requirement is met by taking MGMT 370 Internship. For Dix Scholars with significant previous work experience, MGMT 350 Independent Study or MGMT 380 Field Experience may be substituted for MGMT 370 with the permission of the Program Chair.

Major in Business and Management

Organizations today demand responsive leaders who can provide vision, be creative, manage across the organization, and work ethically and effectively in a diverse workforce. This major prepares women to assume entry-level and early managerial positions in a variety of organizations: entrepreneurial ventures, corporations, nonprofits, and social enterprises. Students gain an understanding of managerial roles, activities, and functions of organizations. Particular emphasis is placed on understanding oneself and others in a globally competitive and multicultural world.

There are unlimited opportunities today for women in organizations. Graduates have found jobs in high technology, financial services, health care, and communications. A major in business and management can be combined with a variety of liberal arts disciplines such as psychology, sociology, or information technology to enhance knowledge and critical thinking skills, and to provide a broader context in which to practice management.

Required Elective Courses

- MGMT 221 Project Management
- MGMT 225 The Manager and the Legal Environment

- MGMT 391 Cross-Cultural Management

Electives

The student will select two electives from the following list:

- MGMT 180 Business Law
- MGMT 224 Socially-Minded Leadership
- MGMT 229 Corporate Social Responsibility
- MGMT 236 Retail Management
- MGMT 237 Introduction to Entrepreneurship
- MGMT 245 Comparative Studies of Women Leaders (TC)
- MGMT 247 Introduction to Emerging Markets
- MGMT 290 Special Topics in Management (when relevant)
- MGMT 320 Negotiations and Change Management
- MGMT 337 Leading Your Entrepreneurial Venture
- MGMT 347 Sustainable Business in Emerging Markets
- MGMT 348 The Sustainable Supply Chain

Major in Finance

A degree in finance can prepare a student to work in a corporate or nonprofit finance department, enter a management-training program, pursue a career in the financial services industry, or be part of a start-up or entrepreneurial venture. Women with finance degrees are prepared to specialize in financial practice or look for applications across the organization because understanding the financial structure and demands of a company is a broad-based skill. In the course of their studies, students in finance learn how to evaluate the organization's financial needs, including cash flow, return on uses of cash, short- and long-term asset management, and issues of growth and capital structure. Few would deny the need for knowledgeable, dedicated, and ethical finance participants in our global money world, and a broad range of career options exist.

Required Elective Courses

- ECON 101 Principles of Macroeconomics
 MGMT 310 Financial Statement Analysis
 MGMT 311 Investments
 MGMT 315 Corporate Financial Planning and Strategy
 MGMT 393 Financial Modeling

Electives

Students may select any of the following for additional depth in the finance major but they do not substitute for the required finance electives:

- ECON 203 Economic Models and Quantitative Methods
 ECON 220 International Monetary Systems
 ECON 231 Money and Banking
 MATH 319 Financial Mathematics
 MGMT 290 Special Topics in Management: Seminar (when relevant)

Major in Marketing

Marketers bridge companies and customers using an increasing array of ideas, tools and techniques. Among the many critical issues facing marketers today are pressures in the global marketplace that influence access to supplies and sale of goods, sweeping changes in technology and information systems that have altered the ways in which organizations distribute their products and communicate with their customers, the shift from mass marketing to relationship marketing with the resulting array of market segments and subcultures, and the continued challenges and opportunities posed by issues of social responsibility and ethics.

Marketers need to understand the concepts and principles of marketing, but they also benefit from coursework in economics, communications, modern languages, and/or information technology. A major in marketing can be combined with other areas of study to give the student a richer context in which to operate as a marketer, and to enhance her ability to integrate multiple sources of informa-

tion, think critically, and solve marketing problems.

Required Elective Courses

- MGMT 230 Consumer Behavior
 MGMT 392 Marketing Decision Making

Electives

The student will select three electives from the following list:

- MGMT 221 Project Management
 MGMT 225 The Manager and the Legal Environment
 MGMT 229 Corporate Social Responsibility
 MGMT 231 Creating Brand Value
 MGMT 232 Marketing Communications on the Age of Social Media
 MGMT 233 Developing Customer Relationships
 MGMT 236 Retail Management
 MGMT 290 Special Topics in Management: Seminar (when relevant)
 MGMT 335 Marketing Research
 MGMT 348 The Sustainable Supply Chain
 MGMT 394 Comparative Retail Strategies

**Major in Retail Management
The Prince Program in Retail Management**

Susan D. Sampson, Director

The Prince Program in Retail Management, established in 1905 by Lucinda Prince, has long been recognized as one of the country's most prestigious undergraduate programs specifically geared toward preparing women for a career in all aspects of retailing. Retailing is a major segment of the U.S. and global economy and success in this industry greatly depends upon the retailer's ability to adapt to changing demographics and lifestyles, respond quickly and effectively to global competition, utilize the available technology, and apply sound marketing and financial management. The Prince Program equips its graduates with the academic foundation and the experiential tools required to succeed in this environment.

Required Elective Courses

- MGMT 236 Retail Management
- MGMT 394 Comparative Retail Strategies

Electives

The student will select three electives from the following list:

- MGMT 221 Project Management
- MGMT 225 The Manager and the Legal Environment
- MGMT 229 Corporate Social Responsibility
- MGMT 231 Creating Brand Value
- MGMT 232 Marketing Communications in the Age of Social Media
- MGMT 233 Developing Customer Relationships
- MGMT 237 Introduction to Entrepreneurship
- MGMT 290 Special Topics in Management: Seminar (when relevant)
- MGMT 335 Marketing Research
- MGMT 337 Leading Your Entrepreneurial Venture
- MGMT 348 The Sustainable Supply Chain

- ART/ COMM 138 The Poetry of Photography
- ART/ COMM 139 Color Photography and the Digital Lab

In addition:

- ART 141 Introduction to Art History: Egypt to Mannerism
 - ART 142 Introduction to Art History: Baroque to the 20th Century
 - AADM 143 State of the Arts: An Introduction to Arts Administration
 - AADM 390 Arts in the Community
- One elective in art history

**Management Courses
Business or Marketing**

Business Track:

- MGMT 100 Introduction to Management and Principled Leadership
- MGMT 221 Project Management
- MGMT 234 Organizational Communication and Behavior
- MGMT 238 Managing Your Venture's Financial Bottom Line
- MGMT 250 Principles of Marketing

Marketing Track:

- MGMT 100 Introduction to Management and Principled Leadership
- MGMT 250 Principles of Marketing

Plus three of the following courses:

- MGMT 229 Corporate Social Responsibility
- MGMT 230 Why We Buy
- MGMT 231 Creating Brand Value
- MGMT 232 Marketing Communications in the Age of Social Media
- MGMT 233 Developing Customer Relationships
- MGMT 236 Retail Management
- MGMT 348 The Sustainable Supply Chain
- MGMT 394 Comparative Retail Strategies

Entrepreneurship Track:

- MGMT 237 Introduction to Entrepreneurship

INTERDEPARTMENTAL AND JOINT MAJORS

Interdisciplinary Major in Arts Administration

The Interdisciplinary Major in Arts Administration is designed to prepare students for careers in management of the arts in organizations of any size, including start-up ventures. Students are required to take 52 semester hours, including 32 in the art and music department and 20 in the management department. Three tracks of study are possible for the interdisciplinary major in arts administration.

Requirements:

Art

Two out of four studio courses; students cannot choose both ART 138 and ART/COMM 139

- ART 111 Introduction to Studio Art: Drawing
- ART 112 Introduction to Studio Art: Color

- MGMT 238 Managing Your Venture's Financial Bottom Line
- MGMT 250 Principles of Marketing
- MGMT 337 Leading Your Entrepreneurial Venture
- Plus one flex course from the following:
- MGMT 224 Socially Minded Leadership
- MGMT 230 Why We Buy
- MGMT 231 Creating Brand Value
- MGMT 232 Marketing Communications in the Age of Social Media
- MGMT 233 Developing Customer Relationships
- MGMT 234 Organizational Communication and Behavior
- MGMT 236 Retail Management
- MGMT 260 Principles of Finance
- ECON 214 Women in the World Economy
- ECON 222 Comparative Economies in East Asia
- ECON 239 Government Regulation of Industry
- ECON 241 Business Competition and Antitrust Policy
- SOCI 267 Globalization
- SOCI 348 Re-envisioning the Third World
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change

Joint Major in Chemistry-Management

The joint major in chemistry-management is designed for students who wish to pursue careers that combine knowledge of chemistry with business skills and competencies.

First Year

- CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry
- CHEM 114 Organic Chemistry I
- MATH 120 Calculus I
- MATH 121 Calculus II

Sophomore Year

- CHEM 225 Organic Chemistry II
- CHEM 226 Quantitative Analysis
- PHYS 112 Fundamentals of Physics I

- PHYS 113 Fundamentals of Physics II
- ECON 100 Principles of Microeconomics
- MGMT 100 Introduction to Management and Principled Leadership

Junior Year

- CHEM 331 Thermodynamics and Kinetics
or CHEM 332 Quantum Mechanics and Molecular Structure
- ECON 101 Principles of Macroeconomics
- MGMT 110 Principles of Financial Accounting
- MGMT 234 Organizational Communication and Behavior
- MATH 118 Introductory Statistics

Senior Year

- MGMT 250 Principles of Marketing
or MGMT 260 Principles of Finance
- Chemistry elective
- Internship/independent study
- CHEM 390 Chemistry Seminar

Strongly recommended electives:

- MGMT 340 Strategy
and the remaining course from MGMT 250 or MGMT 260

MINORS

Management minors provide depth in a specific functional discipline or specialization (for example, finance or entrepreneurship) when taken with a management major, or they serve as a complement to majors outside of the School of Management. All minors consist of five courses. For those minors with electives, the electives should be chosen in consultation with the minor advisor.

With the exception of the minor in business, any minor may be taken by students majoring in one of the four management majors. Majors in the management program may double count up to two courses for both their major and minor requirements.

With the exception of the minor in business, any minor may be taken by students majoring in one of the four management majors. Majors in the management program may double count up to two courses for both their

major and minor requirements.

School of Management Minors: Business, Finance, Organizational Studies, Marketing and Retail Management

Minor in Business

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 110 Principles of Financial Accounting
 MGMT 234 Organizational Communication and Behavior
 MGMT 250 Principles of Marketing
 MGMT 260 Principles of Finance

Minor in Finance

- MGMT 110 Financial Accounting
 MGMT 260 Principles of Finance
 Three electives should be chosen from the required finance electives.

Minor in Organizational Studies

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 234 Organizational Communication and Behavior
 MGMT 320 Negotiations and Change Management

Two additional electives should be chosen from the list of other business and management electives

Minor in Marketing

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 250 Principles of Marketing
 Three electives should be chosen from the marketing major electives.

Minor in Retail Management

- MGMT 100 Introduction to Management and Principled Leadership
 MGMT 236 Retail Management
 MGMT 250 Principles of Marketing
 Two electives should be chosen from the retail

management electives.

Interdisciplinary Minors: Entrepreneurship and Principled Leadership

Minor in Entrepreneurship

Consists of five courses. Majors in the management program may double count up to two courses for both their major and minor requirements.

- MGMT 237 Introduction to Entrepreneurship
 MGMT 238 Managing Your Venture's Financial Bottom Line
 MGMT 250 Principles of Marketing
 MGMT 337 Leading Your Entrepreneurial Venture

One flex course

Flex courses: (choose one)

- Students select one flex course from the list below or another of her choosing available in the College. All minor students are required to write a brief rationale describing how the flex course contributes to her entrepreneurial career interests. Flex courses must have final approval from the minor advisor.
- MGMT 224 Socially Minded Leadership
 MGMT 230 Why We Buy
 MGMT 231 Creating Brand Value
 MGMT 232 Marketing Communications in the Age of Social Media
 MGMT 233 Developing Customer Relationships
 MGMT 234 Organizational Communication and Behavior
 MGMT 236 Retail Management
 MGMT 260 Principles of Finance
 ECON 214 Women in the World Economy
 ECON 222 Comparative Economies in East Asia
 ECON 239 Government Regulation of Industry
 ECON 241 Business Competition and Antitrust Policy
 SOCI 267 Globalization

- SOCI 348 Re-envisioning the Third World
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change

Minor in Principled Leadership

- MGMT 100 Introduction to Management and Principled Leadership
- MGMT 224 Socially Minded Leadership or HON 313 Paths to Principled Leadership or GSM 551 Perspectives and Practices: Principled Leadership (consent required)
- MGMT 234 Organizational Communication and Behavior
- One depth elective
- One breadth elective

Depth Electives: (choose one)

- MGMT 229 Corporate Social Responsibility: Managing People, Planet and Profit
- MGMT 237 Introduction to Entrepreneurship
- MGMT 245 Comparative Studies of Women Leaders (TC)
- MGMT 320 Negotiations and Change Management
- MGMT 348 Sustainable Supply Chain
- GSM 516 Sustainability Analysis (consent required)

Breadth Electives: (choose one)

- ECON 214 Women in the World Economy
- IDS 350 Simmons World Challenge
- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change
- PHIL 233 Philosophy of Race and Gender
- SOCI 225 Women in Social Movements
- WGST 100 Introduction to Multicultural Women's and Gender Studies
- POLS 219 Gender and Politics
- GSM 553 Gender and Leadership (consent required)

The BA/MBA Combined Degree Program

The School of Management offers an accel-

erated BA/MBA degree program for qualified students with appropriate work experience. This accelerated program allows students to double count four courses. Students typically take two MBA classes during their senior year and count those classes towards both their undergraduate and MBA course requirements. Additionally students count two undergraduate courses (300 level) towards the MBA course requirements.

Accelerated degree candidates must have at least a 3.2 GPA to apply to the program. Applications are due by June 30 after the completion of the junior year or when 96 credits have been completed. An applicant is required to submit letters of recommendation from her advisor, a faculty member who is familiar with her work, and a professional reference. She is also required to submit scores from the GMAT (Graduate Management Admissions Test) as part of her formal application to the MBA program. Students who are interested in the combined degree program must have the equivalent of at least two years of professional work experience before starting their MBA. This makes the program of primary interest to Dix Scholars, although some traditional undergraduates with significant summer and internship experience may also meet this requirement.

Once accepted into the program, the student is allowed to register for two MBA courses in her undergraduate senior year. She must achieve the minimum SOM graduate grade (currently a B-) in each of these courses, and complete her BA, in order to continue with the combined degree program. Once she begins the MBA program, she may continue on any scheduled track currently offered by the SOM (including the 16-month and two-year day programs or a variety of part-time evening programs). Students interested in the program should make their intentions known to their advisor early in their Simmons undergraduate career, so that their academic schedules can be planned to take maximum advantage of the

program.

Post-Baccalaureate Program Leading to a Diploma

The School of Management offers a one-year program for graduates of approved colleges whose undergraduate programs have been largely nonprofessional in scope. This program permits concentrated study in the various management disciplines and leads to the diploma in management. A total of 32 semester hours of work is required, of which 24 semester hours must be taken within the School of Management. Up to eight semester hours may be taken in complementary disciplines such as economics and statistics. Each student's program is planned in consultation with the SOM Associate Dean for Administration and Academic Programs and may include any courses for which prerequisites are satisfied. The program's flexibility permits the selection of courses to meet varying objectives of individual students.

COURSES

MGMT 100 Introduction to Management and Principled Leadership (F-1,2; S-1,2)

4 sem. hrs.
Introduces the various functions, processes, and activities of the manager in today's global marketplace. Emphasizes such areas as understanding the global economy, organizations and social responsibility, managing diversity, and establishing ethical standards for decision-making. Incorporates service learning, guest speakers, experiential exercises, and case studies to help students observe, evaluate, and apply managerial skills. Deyton, Shapiro, Staff.

MGMT 110 Principles of Financial Accounting (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. Develops the ability to read, understand, analyze, and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to perspective, such as investor, creditor, or manager. A required concurrent lab offers

training and reinforcement in the use of Excel spreadsheets. Nitkin, Staff.

MGMT 112 Personal Finance (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. Explores problem-solving skills and decisions related to money across the many phases of your personal and professional lives, including what to buy, how to use credit, and how to invest for the future. Provides skills for planning and achieving financial independence. Students develop a personal finance plan to help turn personal financial goals into reality. Guertler, Lin.

MGMT 180 Business Law (S-1,2)

4 sem. hrs.
Addresses the legal and ethical principles governing business conduct and their impact on business policy, including employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, estates, and trusts. This highly interactive course includes guest lecturers, cases, and a field trip. Warren, Staff.

MGMT 221 Project Management (S-1,2)

4 sem. hrs.
Regardless of someone's role in business, education, health care, government, or any other sector, being able to successfully manage projects is a critical skill. A project is a unique set of activities meant to produce a defined outcome within an established time frame using a specific allocation of resources. This course provides an overview of concepts, tools, and techniques for planning, directing, and controlling projects. It takes a multidisciplinary approach that comprises the quantitative analysis required to meet the technical, budget, and time constraints of projects as well as the behavioral and organizational factors critical to their successful completion. Case analysis and experiential exercises are used to supplement the coursework. Finlay, Staff.

MGMT 224 Socially-Minded Leadership (M6) (S-1,2)

4 sem. hrs.
Provides students with the opportunity to

explore, compare, and challenge traditional and contemporary perspectives and models of leadership with emphasis on gender-based and socially-minded leadership theories. Ensures integration of theory and practice by requiring participation in a service learning project customized to complement the student's career interests. Includes leadership assessment activities, experiential exercises, case analyses, films, and projects. Betters-Reed, Dayton.

MGMT 225 The Manager and the Legal Environment (F-1,2)

4 sem. hrs.

Examines the judicial system and the legal and ethical issues that affect both managers and citizens. Considers an individual's rights as a consumer, a party to a contract, a victim of crime or negligence, an employee, or an employer starting a new business. Intellectual property rights and cyberlaw are included. Guest lectures, cases, and a field trip enhance this interactive course. Warren, Staff.

MGMT 229 Corporate Social Responsibility: Managing People, Planet and Profit (S-1,2)

4 sem. hrs.

Provides an in-depth understanding of the principles and theories underlying Corporate Social Responsibilities. Discusses critical social issues that impact the business world today and identifies strategic opportunities companies can leverage to both drive social change and cultivate competitive advantage. Students will learn how to design and implement CSR strategies. Du.

MGMT 230 Why We Buy (F-1,2)

4 sem. hrs.

What makes us buy the things we own? Who determines what is fashionable? Why is shopping such a fundamental part of contemporary culture? How do brands shape who we are? How do marketers persuade us to buy things we don't need? Explores the science of consumer behavior, bringing emerging theory from anthropology, sociology, psychology, economics, and neuroscience to understand how consumers choose, what their choices mean to them and enable them to be, and how their choices affect the development of society and culture. Features experiential labs that allow students to go out into the field to study consumer behavior as it unfolds around them. Avery, Du, Sampson.

MGMT 231 Creating Brand Value (S-1,2)

4 sem. hrs.

Focuses on effective strategic management of brands. For many firms, the brands associated with their products and/or services are their most valuable assets, and, thus, much management attention is given to designing, communicating, stewarding, and protecting them. This course takes a contemporary view of branding as a collaborative process of meaning making between firms, consumers, and other cultural producers, and includes emerging theory and best practices on crafting brand stories, managing consumer-brand relationships and brand communities, open source branding, branding in social media, and managing brand crises. Avery, Du, Sampson.

MGMT 232 Marketing Communications in the Age of Social Media (F-1)

4 sem. hrs.

Examines strategic uses of marketing communications. With the advent of new social media tools, more and more people are participating and engaging in the conversation online. As former members of the audience become the creators of content, corporations and media organizations must rapidly adjust to this new way of communicating and relating to the customer. This course will explore the new media landscape and how it has profoundly changed the way we do marketing and conduct business. Avery, Du, Sampson, Vieira.

MGMT 233 Developing Customer Relationships (S-1)

4 sem. hrs.

Helps students develop an understanding of the functional areas of professional selling and sales management. Covers topics including organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. Sampson, Staff.

MGMT 234 Organizational Communication and Behavior (M6) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

Provides an analytical framework for understanding interpersonal, group, and organizational behavior. Explores managerial problem-solving and decision-making in organizations through case analysis. Improves written and oral commu-

F = Fall
S = Spring
U = Summer
TC = Travel
Course
1 = AY 2012-
2013
2 = AY 2013-
2014
M = Mode
* = Schedule
t.b.a.

nication through group projects, presentations, and individual reflection. Better-Reed, Shapiro.

MGMT 236 Retail Management (F-1)

4 sem. hrs. Prereq.: MGMT 100.

Provides the student with a broad view and an understanding of the forces driving the global retail industry. Gives comprehensive coverage of the principles of the marketing environment, the diversity of the retail industry, sustainability and green building practices, consumer behavior, merchandising, buying, and the tools available for improving retail profitability. Sampson.

MGMT 237 Introduction to Entrepreneurship (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Sophomore standing or consent of the instructor.

Student-run business and engagement with entrepreneurs helps students tap into their entrepreneurial potential and apply ideas and new behaviors to any career setting. Participation in College-wide and classroom activities offers opportunities to understand innovation and manage projects and processes in new ways fit for the 21st century economy. Misiaszek, Nelson.

MGMT 238 Managing Your Venture's Financial Bottom Line (M3) (F-1)

4 sem. hrs.

Introduces the theories, knowledge, and financial tools needed by an entrepreneur to launch and grow a successful venture. Topics include analyzing the profitability of a venture idea, developing financial statements and projections, and determining how to obtain the financial capital necessary to run and grow an enterprise. Guertler, Nitkin.

MGMT 245 (TC) Comparative Studies of Women Leaders (M5) (S-1,2)

4 sem. hrs. Prereq.: MGMT 100 recommended.

Examines leadership from an international perspective with a specific focus on cross-cultural and comparative theories of leadership, with special attention to the role of gender. Experiential immersion through pre-departure orientation, faculty-led international travel to a nation, and post-departure comparative analysis with at least one other region besides the U.S. Builds intercultural competence through exercises, cases, meetings with local women leaders, and cultural orientation. Better-Reed, Dayton,

Inglos, Moore.

[MGMT 247 Introduction to Emerging Markets (M5)

4 sem. hrs. Not offered in 2012–2014.]

Studies the emerging global markets that encompass Latin America, Eastern Europe, South Asia, the Middle East, and Africa. Develops a multidisciplinary understanding of their distinct socio-cultural, politico-legal, economic, and institutional context based on historical trends and contemporary events. Studies management, marketing, financial, and operational functions in the emerging markets, and students will learn how women may successfully negotiate them. Staff.

MGMT 250 Principles of Marketing (F-1,2; S-1,2)

4 sem. hrs.

Introduces marketing language, concepts, and processes, and enables students to apply their learning to complex, real-life marketing situations. Culminates in the creation of marketing plans for local organizations in which teams of students demonstrate their ability to gather, analyze, and draw conclusions from industry and market data. Includes cases, discussions, and experiential exercises. Avery, Du, Sampson.

MGMT 260 Principles of Finance (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 110 and demonstrated Excel competency.

Provides students with the fundamental concepts and analytical tools used in financial management. Studies managerial decisions related to evaluating investment and financing opportunities. Examines both short-term and long-term considerations related to these decisions. Provides both a corporate and an individual decision-making perspective. Includes a financial literacy project in the community. Guertler, Lin, Zaiats.

MGMT 290 Special Topics in Management (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

Covers current trends in management and other topics of interest that are not a part of other course offerings. Past topics have included planning and modeling, controllership, health care management systems, direct marketing, e-marketing, applied finance, and corporate ethics and

accountability. May count as an elective for one or more majors, depending on content when offered. Staff.

MGMT 310 Financial Statement Analysis (F-1,2)

4 sem. hrs. Prereq.: MGMT 260. Examines the financial reporting choices made by firms and the implications of those choices on the reported performance of the firm. Extends accounting topic coverage beyond the topics covered in the introductory financial accounting class. Exposes students to topics included in the Level I CFA exams. Includes cases and individual research projects. Mooney, Staff.

MGMT 311 Investments (F-1,2)

4 sem. hrs. Prereq.: MGMT 260. Focuses on principles and analytical tools of the fundamental investments: mutual funds, indices, stocks, bonds, futures, and options. Covers how each is characterized, valued, traded, and evaluated. Develops the student's decision-making skills as an investment manager through an online investment simulation and the management of an actual self-selected client. Guertler, Lin, Zaiats.

MGMT 315 Corporate Financial Planning and Strategy (S-1,2)

4 sem. hrs. Prereq.: MGMT 260. Focuses on solving problems and making decisions in corporate finance, frequently using cases as the context. Covers three essential strategic decisions that every business faces: investing, financing, and dividend decisions. Includes a project on an actual company with current problems as the basis of a "real-life" case analysis. Guertler, Lin, Zaiats.

MGMT 320 Negotiations and Change Management (F-1)

4 sem. hrs. Prereq.: MGMT 100. Teaches interrelated concepts in negotiation, conflict, and change that are key to working effectively in teams, organizations, and partnerships, as well as advancing one's own career. Explores everyday negotiation challenges confronting women in the workplace. Uses case analyses, role-play, videotaped negotiation sessions, and other experiential activities to apply course concepts. Betters-Reed, Dayton.

MGMT 325 Operations Management and Decision Making (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MATH 118 and MGMT 110. Provides an introduction to the fundamentals of transforming inputs into outputs. Explores how companies match supply with demand and allocate resources efficiently. Skills gained through this course are essential to starting a business as an entrepreneur, managing an ongoing business, and participating in the business environment as an individual with management responsibilities. Learning applies equally in both non-profit and for-profit organizations. Uses lectures, readings, problem sets, case analyses, discussions, and in-class experiential exercises. Mooney, Staff.

MGMT 335 Marketing Research (F-1,2)

4 sem. hrs. Prereq.: MGMT 250 and MATH 118. Introduces the state-of-art research design and analysis approach. Focuses on methods for collecting, analyzing, and interpreting market and consumer data relevant to the managerial decision-making process for both big corporations as well as small and medium enterprises. Has a strong applied and managerial orientation. Includes lectures, cases, field trips, and a research project. Du, Sampson.

MGMT 337 Leading Your Entrepreneurial Venture (S-1,2)

4 sem. hrs. Prereq.: MGMT 237, MGMT 250, and MGMT 238 or MGMT 260. Focuses on launching, leading, and growing ventures that are aligned with students' career goals. Applies advanced knowledge of entrepreneurship concepts, processes, and analytical strategies to design a new venture plan. Students also focus on key issues of human capital management and examine gender as it relates to new venture creation and entrepreneurial leadership. Misiaszek, Staff.

MGMT 340 Strategy (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 100, MGMT 234, MGMT 250, MGMT 260, and junior standing. Develops capacity to think strategically through synthesis of knowledge gained from prior management program courses. Explores crafting business strategy to gain competitive advantage through extensive readings and case analyses, using global examples and blended technology. Nelson, Staff.

F = Fall
S = Spring
U = Summer
TC= Travel Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

[MGMT 347 Sustainable Business in Emerging Markets

4 sem. hrs. Not offered in 2012–2014.]

Examines critical sustainability and corporate social responsibility challenges for businesses in emerging markets and approaches to address them. The issues explored include sustainability in terms of political, economic, socio-cultural, technological, ecological, gender, and fair trade aspects. The content is tied through an integrative research project. Staff.

MGMT 348 The Sustainable Supply Chain (F-1,2)

4 sem. hrs.

Examines sustainability and corporate stewardship in management of the supply chain. Being sustainable is now a source of competitive advantage and a matter of corporate survival. Sustainable Supply Chain Management (SSCM) provides five potential benefits for companies: increased productivity, opportunity for innovation and competitive advantage, risk minimization from supply chain interruptions, protection and enhancement of a company's brand reputation, and participation in sustainability indexes, which encourages outside investment. Sampson, Staff.

MGMT 349 Advancing Your Career (F-1,2; S-1,2; U-1,2)

1-4 sem. hrs. Prereq.: MGMT 370 and consent of instructor.

This course allows students to gain additional work experience in today's environment. Ingols, Staff.

MGMT 350 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Consent of the program chair.

Involves a course of study on a topic of interest to the student. The work culminates in a final paper or other substantial final project. In order to complete an independent study, students must identify a member of the School of Management faculty who is willing to work with them on the topic. Staff.

MGMT 370 Internship (F-1,2; S-1,2; U-1,2)

8 or 16 sem. hrs. Prereq.: MGMT 234, declared major or minor in the program, and consent of the instructor.

Provides supervised work experience for

majors/minors. Requires approximately 20 hours of work per week in a profit or non-profit organization in a position related to student's career goals. Also requires completion of extensive written analyses of the internship organization, participation in class seminars, and development of a comprehensive portfolio. Ingols, Staff.

MGMT 380 Field Experience (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Consent of the program leader.

Offers individual field experience similar to an internship. Requires a minimum of eight to 10 hours of work per week in a for-profit or not-for-profit organization. Requires completion of significant written work, which may include research, analysis, or portfolio development. Arranged with a supervising faculty member from the School of Management. Staff.

MGMT 391 Cross-Cultural Management (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 325, and MGMT 340.

Capstone course for majors in business and management. Others by consent of instructor. The ability to interact effectively across cultures is a fundamental job requirement and critical leadership competence. Explores the implications of culture on managerial and leadership approaches, business practices, communication and interpersonal relations, organizational and individual performances, as well as on human resource management dimensions, in both international and domestic settings. Requires group project and presentation. Moore, Staff.

MGMT 392 Marketing Decision Making (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 230, MGMT 325, and MGMT 340. Capstone course for majors in marketing. Capstone course for retail management majors for 2012–2014. Others by consent of instructor.

Examines both the art and science of choosing target markets and acquiring, keeping, and growing customers through creating, delivering, and communicating superior customer value. The course builds on core marketing management concepts and challenges students to look and apply both domestic and international frameworks to the fundamental marketing func-

tions of product, pricing, distribution, and promotion. Requires group project and presentation. May be taken in lieu of MGMT 394 with consent of Director of the Prince Program. Sampson, Staff.

MGMT 393 Financial Modeling (S-1,2)

4 sem. hrs. Prereq.: Senior standing, ECON 101, MGMT 325, MGMT 340, MGMT 310, MGMT 311, and MGMT 315 (co-req. ok). Capstone course for majors in finance. Others by consent of instructor.

Prepares students for a career that uses strategic financial analysis and spreadsheet modeling. This course will develop modeling skills including building reliable models, using the models to forecast change, and interpreting outcomes. All learning will be applied to a company identified by the student and will be compiled into a company portfolio. Students are encouraged to choose a company strategically so that the portfolio will contribute to her internship or job search. Requires presentation. Guertler, Staff.

[MGMT 394 Comparative Retail Strategies

4 sem. hrs. Prereq.: Junior standing, MGMT 236, MGMT 325, and MGMT 340. Capstone course for majors in retail management. Others by consent of instructor. Not offered in 2012–2014.] Retail management majors will take MGMT 392 Marketing Decision Making as their capstone course.

Focuses on the key strategic issues facing the retail industry. A case-based approach is used to study such issues as the impact of technology, globalization, sustainability, green building, social media, and merchandise storage and handling. Students must complete a comprehensive retailing project and presentation. Sampson.

Department of Mathematics, Statistics, and Computer Science

- David Novak, *Chair and Professor*
- Donna Beers, *Professor*
- David Browder, *Professor*
- Michael Brown, *Professor*
- Robert Goldman, *Professor*
- Margaret Menzin, *Professor*
- Bruce P. Tis, *Associate Professor*
- Nanette Veilleux, *Associate Professor and Program Director of Computer Science*
- Victoria Galloway, *Administrative Assistant*

The Department of Mathematics, Statistics, and Computer Science offers majors in mathematics, biostatistics, computer science, information technology, health informatics, web design and development, as well as joint majors in financial mathematics and in economics and mathematics. It also offers minors in mathematics, biostatistics, statistics, scientific computation, computer science, and information technology. First year students who had calculus and/or statistics in high school should see a member of the department for proper placement in a math course. For the program in computer science, web design and development, health informatics, and information technology, see page 102.

Major in Mathematics

The increasing complexity of society has made the mathematical sciences important for solving problems in the social sciences and management as well as in the sciences. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, an art form, or a game. The major in mathematics is designed to provide a strong background in various mathematical areas and their applications. Through her choice of courses, a student may prepare for graduate work or a career in statistics, biostatistics,

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 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

mathematical finance, bioinformatics, actuarial science, or teaching. There are many opportunities for students who are interested in combining mathematics with other disciplines. Joint or double majors are available with biology, chemistry, computer science, economics, education, management, and psychology. Other fields may also be fruitfully combined with mathematics. Students interested in such majors should consult with the chairs of the departments involved.

Requirements: The major in mathematics begins with the calculus sequence: MATH 120, 121, and 220. Other required courses are MATH 210 and 211 (normally taken in the sophomore year), MATH 118 (sophomore or junior year), MATH 310 (junior or senior year), MATH 320 and 321 (junior or senior year), and CS 112 (may be taken as early as the first year; with approval of the department, another programming course may be substituted for CS 112). In addition, mathematics majors must take either MATH 338 or MATH 343 as an elective. Finally, at least four semester hours of independent learning must be completed in mathematics. It is departmental policy that courses required for a major or minor should not be taken pass/fail.

Major in Biostatistics

Biostatistics is the application of statistical methods to medicine and public health. Biostatisticians, generally working as part of a research team, are responsible for the design of studies, the analysis of the resulting data, and the communication of the results. In recent years biostatistics has become an indispensable tool for improving public health and reducing illness, and the demand for those trained in the field is great and growing.

The major in biostatistics includes a foundation in mathematics, a core of applied and theoretical statistics courses, and relevant biology and computing courses.

Biostatistics provides a deep and wide foun-

ation in quantitative methods that can form the basis for a career in numerous fields.

A biostatistics major can usefully be combined with a major in any health science or indeed with a major in any field that makes extensive use of quantitative methods.

Requirements: The required courses for the biostatistics major are MATH 118, MATH 120, MATH 121, MATH 220, MATH 227, MATH 229, MATH 338, MATH 339, and CS 112. In addition, students must take two biology courses: one from BIOL 104, BIOL 123, or BIOL 113 and the other from a 200- or 300-level biology course. Finally, at least four semester hours of independent learning must be completed in biostatistics. It is departmental policy that courses required for a major or minor should not be taken pass/fail.

Joint Major in Economics and Mathematics

This specialization affords students interested in careers in business, the financial services, government, and the nonprofit sector the opportunity to pursue an area of applied mathematics. The joint major in economics and mathematics provides students with the mathematical and statistical tools and concepts needed for economic analysis. For complete information about this major, see page 114.

Joint Major in Financial Mathematics

Offered jointly with the Departments of Economics and Management, this major serves students interested in applying the principles of mathematical and economic analysis in the financial services industry. Past graduates are pursuing careers in security analysis at mutual funds, private wealth management, and management of nonprofit organizations. Courses required for the financial mathematics major are:

ECON 100 Principles of Microeconomics
ECON 101 Principles of Macroeconomics

- MATH 118 Introductory Statistics
 - MATH 120 Calculus I
 - MATH 121 Calculus II
 - MATH 220 Multivariable Calculus
 - ECON 220 International Monetary Systems
 - ECON 231 Money and Banking
 - ECON 393 Econometrics
 - MATH 319 Financial Mathematics
 - MATH 338 Probability
 - MATH 339 Mathematical Statistics
or MATH 343 Mathematical Modeling
 - MGMT 110 Principles of Financial Accounting
 - MGMT 260 Principles of Finance
 - MGMT 311 Investments (or another 300-level finance course in management)
- Independent learning (eight semester hours)

Minor in Biostatistics

The minor in biostatistics consists of MATH 118, MATH 227, MATH 229; one from BIOL 104, 113, 123, 336, or 346; and one from SOCI 241, PSYC 203, or PT 610.

Minor in Mathematics

A mathematics minor consists of MATH 211, MATH 220, and three additional MATH courses numbered 120 or higher.

Minor in Statistics

The minor in statistics consists of MATH 118, MATH 229, MATH 338, MATH 339, and one of the following:

- ECON 393 Econometrics
- MATH 319 Financial Mathematics
- MATH 343 Mathematical Modeling

Minor in Scientific Computation

- MATH 118 Introductory Statistics
- MATH 343 Mathematical Modeling
- CS 112 Introduction to Programming
- CS 333 Database Management Systems

A fifth course to be chosen from:

- CS 226 Computer Organization and Architecture
- CS 113 GUI and Event-Driven Programming

- MATH 227 Biostatistical Design and Analysis
 - MATH 338 Probability
- A course in differential equations (currently available thru COF)

Integrated BS/MS Programs

Two integrated programs permit students to obtain their BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. The integrated program in education is described under the Department of Education on page 120. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics, Statistics, and Computer Science or from the Graduate School of Library and Information Science.

All-College Requirement of Competency in Basic Mathematics

See page 13 for information about the all-College requirement of competency in basic mathematics. Satisfaction of the mathematics competency requirement is a prerequisite to all MATH courses except MATH 101.

COURSES

MATH 101 Introduction to Mathematics (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Recommendation of the department.

Reviews arithmetic, including percents, proportion, and geometric formulae. Covers equations polynomials, rational expressions, and problem solving. Staff.

MATH 103 Real-Life Math (M3) (S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Covers mathematical ideas and tools for "real life": logic and number systems, consumer math (interest rates, credit card debt, investment math), math in business (decision-making), probability and statistics, and problem-solving. Browder.

MATH 106 Precalculus (M3) (S-1,2)

4 sem. hrs. Prereq.: Recommendation of the department or completion of the competency in basic mathematics requirement.

Provides a study of algebra and functions in preparation for calculus. Covers the real number system, algebraic manipulation of polynomials and rational functions, functions and their graphs, trigonometry, and applications. Staff.

MATH 115 Number Systems and Algebra for Elementary School Teachers (M3) (F-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Covers topics from arithmetic and algebra that elementary school teachers will be teaching, including number systems, number operations, patterns, relations, functions, and problem solving. Beers.

MATH 116 Geometry and Data Analysis for Elementary School Teachers (S-1,2)

4 sem hrs. Prereq: Completion of MATH 115 and competency in basic mathematics requirement.

Covers topics from geometry and data analysis that elementary school teachers will be teaching, including shapes and spatial reasoning, measurement, introductory statistics and probability, and problem solving. Novak.

MATH 118 Introductory Statistics (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: High school algebra and completion of the competency in basic mathematics requirement.

Intended primarily for students in mathematics and biostatistics and in the health, behavioral, and social sciences. Covers univariate and bivariate data analysis, surveys and experiments, elementary probability, sampling distributions, statistical inference for proportions and means. Extensive use is made of the software Minitab. The course will include a significant data analysis project. Staff.

MATH 120 Calculus I (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 106 or recommendation of the department and completion of the competency in basic mathematics requirement. Covers analytic geometry, functions, limits and continuity, and differential calculus. Includes applications to extrema, physical problems, etc. Staff.

MATH 121 Calculus II (M3) (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or equivalent.

Covers integral calculus and applications to area, volume, etc.; transcendental functions; techniques of integration; polar coordinates; and improper integrals. Staff.

MATH 210 Discrete Mathematics (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 106 or equivalent or consent of the instructor.

Covers foundations of mathematics, combinatorial problem-solving, and graph theory. Includes the following topics: propositional logic and Boolean algebra, one-to-one, onto and invertible functions, cardinality, big-O, applications to complexity theory and cryptography, permutations, combinations, trees, binomial and multinomial coefficients, elementary probability, inclusion/exclusion recurrence relations, basic graph theory, chains, paths, connectedness circuits, models, and numerous applications. Staff.

MATH 211 Linear Algebra (M3) (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or higher or consent of the instructor.

Covers real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Includes selected topics from complex vector spaces, dual spaces, differential operators, etc. Staff.

MATH 220 Multivariable Calculus (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 121 or equivalent or consent of the instructor.

Covers vectors and analytic geometry in three dimensions; functions of several variables; and partial derivatives, multiple integration, and applications. Browder.

MATH 227 Biostatistical Design and Analysis (F-1,2)

4 sem. hrs. Prereq.: MATH 118 or consent of the instructor.

Covers two-sample t tests, analysis of variance, contingency tables analysis, Simpson's paradox, Screening, and issues in experimental and non-experimental design. Includes sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of the mathematics major. Goldman.

MATH 229 Regression Models (S-1,2)

4 sem. hrs. Prereq: MATH 118 or consent of the instructor.

Covers modern regression models used in medical research. Includes descriptive and inferential methods in simple and multiple linear regression, simple and multiple logistic regression, and survival analysis models. Students will use the statistical package, SPSS. Goldman.

MATH 310 Modern Algebra (S-2)

4 sem. hrs. Prereq.: MATH 210 and MATH 211. Reviews set theory; groups and group homomorphism; rings and ring homomorphisms and examples; Euclidean division algorithm; prime factorization and Chinese remainder theorem with applications to cryptography; Peano's postulates, leading to a description of the integer, rational, real, and complex number systems; Fermat's Little Theorem; Euler phi function; and linear and quadratic residues. Staff.

MATH 319 Financial Mathematics (F-1)

4 sem. hrs. Prereq.: MATH 118 and MGMT 311 or ECON 231; or consent of the instructor.

Covers Bayesian statistics, methods of examining and assessing risk, models for financial decision-making, complex present value computations, risk management, behavioral economics, Modern and Post-Modern Portfolio Theory, and pricing of options and other derivatives, including the Black-Scholes Theorem and the "Greeks." Does not count toward the mathematics major. Menzin.

MATH 320 Introduction to Real Analysis I (F-1)

4 sem. hrs. Prereq.: MATH 220 and MATH 211. Provides preliminary discussion of set theory: the set of real numbers, sequences, and series, and completeness of the real line. Browder.

MATH 321 Introduction to Real Analysis II (S-1)

4 sem. hrs. Prereq.: MATH 320. Covers topology of the real line, continuity and differentiability of functions of a real variable, and complete spaces of continuous functions. Browder.

MATH 338 Probability (F-2)

4 sem. hrs. Prereq.: MATH 118, and MATH 121 or 220 or consent of the instructor.

Covers assigning probabilities, combinatorial methods, conditional probability, independence, Bayes's Theorem, discrete random variables and special discrete probability distributions, continuous random variables and special continuous distributions, and addition theorems. Brown.

MATH 339 Probability and Mathematical Statistics (S-2)

4 sem. hrs. Prereq.: MATH 338 and MATH 220 or consent of the instructor.

Covers multivariate distributions, sampling distributions, Central Limit Theorem, point and interval estimates, methods of estimation, properties of estimators, hypothesis testing, and topics chosen from the following, as time permits: linear statistical models, p-values, likelihood ratio tests, linear statistical models, analysis of variance methods, contingency table analysis, and Chi-Square tests, and Bayesian inference methods. Makes use of Statistical software. Brown.

MATH 343 Mathematical Modeling (S-1)

4 sem. hrs. Prereq.: MATH 220 and either MATH 210, 118, or 319.

Covers topics chosen from the following: discrete dynamical systems, difference equation models, graphs (traffic control, social groups, transportation), simulation, stochastic models, graphs (traffic control, social groups, transportation), game theory, differential equation models, linear programming, input/output models, queues, epidemics, and population growth. Staff.

MATH 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

MATH 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Staff.

MATH 370 Internship (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department.

F = Fall
S = Spring
U = Summer
TC= Travel Course
1 = AY 2012-2013
2 = AY 2013-2014
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* = Schedule t.b.a.

MATH 380 Field Work (F-1,2; S-1,2)

4–8 sem, hrs.

Prereq.: Consent of the department. Staff.

MATH 390 Senior Seminar (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or recommendation of the department.

Investigates an advanced topic in mathematics, with emphasis on developing research skills. Staff.

MATH 400 Mathematics for Elementary School Teachers (F-1,2)

4 sem. hrs. Prereq.: MAT students only.

Covers topics that elementary school teachers will be expected to teach, including number systems, number operations and their meanings, geometry, measurement, functions and algebra, elementary statistics, and probability. Beers.

Department of Modern Languages and LiteraturesEduardo Febles, *Chair and Associate Professor*María Dolores Peláez-Benítez, *Professor*Mary Jane Treacy, *Professor, Director of the Honors Program*Louise Cohen, *Associate Professor*Alister Inglis, *Associate Professor*Zhigang Liu, *Associate Professor*Dánisa Bonacic, *Assistant Professor*Lylían Bourgois, *Senior Lecturer*Tulio Campos, *Senior Lecturer*Pía Cúneo-Ruiz, *Lecturer*Melissa Poehnert, *Administrative Assistant*

The Department of Modern Languages and Literatures offers Chinese, French, Italian, Japanese, and Spanish at various levels, enabling students to strengthen their command of a language they have already studied or to begin study of a new language. In these courses, students learn to speak and understand as well as to read and write with increasing facility and accuracy. As students become familiar with a particular language and its literature and culture, they develop a knowledge of the intellectual and social history of the people who speak that language.

Moreover, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. Students may elect courses in modern languages and literatures as a part of a liberal education or choose a modern language major with a career objective in mind. The study of a modern language can be combined with diverse career areas, for example, in social sciences, in science, in other fields within the humanities, or in professional fields. A major in French or Spanish, when combined with a major in the humanities, social sciences, com-

munications, health studies, or management, prepares students for careers in many areas, such as government service, employment with publishers or international agencies, health professions, teaching, or graduate study. Students may wish to study or work abroad in the future. To do so, they must achieve competence in all basic language skills. Likewise, if plans include further study in graduate school, they will need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs. Upon arrival at Simmons, previous language study is evaluated, and placement in a course is determined based on previous experience or a test given by the Center for Academic Achievement.

All-College Language Requirement

See page 14 for a description.

Major in French

Requirements: The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to study abroad but are expected to take a minimum of 16 semester hours of course work in the department, including at least four semester hours upon their return from study abroad.

Core Requirements

Four semester hours of advanced work in language:

FREN 245 Conversation and Composition

Four semester hours of French civilization, selected from:

FREN 310 Inside France: Studies in French Culture

FREN 311 Contemporary Issues in France

FREN 314 Topics in French Cinema

FREN 316 Outside France: Perspectives from the French-Speaking World

Four semester hours of introduction to French literature:

FREN 266 The Quest for Identity: The Self and the Other in the French Literary Tradition

Eight semester hours of advanced work in language, literature, and culture, selected from:

FREN 240 Spoken French

FREN 322 French Theater: The Actor and the Script

FREN 326 The City as Text: Paris and Its Literary Representations

FREN 395 Seminar: Special Topics in French

Twelve semester hours of elective courses in language, literature, or civilization.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of coursework in English.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all French majors.

Honors in French

Candidates for honors in French are expected to fulfill College requirements as designated on page 22. Students register for FREN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for FREN 355 Senior Thesis in the spring.

Minor in French

The minor in French consists of five courses above the 202 level to be distributed as follows:

FREN 245

One civilization course

One literature course

Two electives

F = Fall
 S = Spring
 U = Summer
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 1 = AY 2012-2013
 2 = AY 2013-2014
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Students are encouraged to study abroad but are expected to take a minimum of 12 semester hours at Simmons.

Major in Spanish

Requirements: The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad but are expected to take a minimum of 16 semester hours of coursework in the department, including at least four semester hours upon return from study abroad.

Core Requirements

Four semester hours of advanced work in language:

SPAN 245 Conversation and Composition

Four semester hours of Spanish or Hispanic American civilization, selected from:

SPAN 310 The Making of Spain: Studies in Spanish Culture

SPAN 312 Introduction to Latin American Culture and Civilization

SPAN 314 Hispanic Culture as Seen Through Film

SPAN 253TC Social and Political Issues in Modern Spain

Four semester hours of introduction to Spanish or Hispanic American literature, selected from:

SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater

SPAN 265 20th-Century Hispanic Short Story

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel

Eight semester hours of advanced work in literature and culture, selected from:

SPAN 318 *Insiders and Outsiders: Love, Honor, and Social Unrest in 16th and 17th-Century Spain*

SPAN 320 *The World of Don Quijote*

SPAN 322 *Love, War, and Parody in Medieval and Contemporary Spanish Fiction*

SPAN 332 *Contemporary Fiction in Latin America*

SPAN 336 *Latin American Women Writers*

SPAN 395 *Seminar: Special Topics in Spanish*

Twelve semester hours of elective courses in language, literature, civilization, or fieldwork.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of course work in English.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all Spanish majors.

Honors in Spanish

Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 22. Students register for SPAN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for SPAN 355 Senior Thesis in the spring.

Minor in Spanish

The minor in Spanish consists of five courses above the 202 level to be distributed as follows:

SPAN 245

One civilization course

One literature course

Two electives

Students are encouraged to study abroad but are expected to take a minimum of 12 semester hours at Simmons.

Study Abroad

Robin Melavalin, GEO Center Director
Laura Bey, Education Abroad Program Manager

Students may be granted credit for the satisfactory completion of a prescribed program in duly recognized study-abroad programs, provided each proposal is recommended and approved by the school or department concerned, the study-abroad advisor, and the administrative board. If considering language study, students should explore the options as early as possible to assure adequate preparation.

Short-Term Faculty-led Travel Courses

For further information, see page 12.

COURSES

Offered in English

SPAN 380 Migrant in the City: Field Work Seminar on Puerto Rican Culture (See page 186)

Mandarin Chinese

CHIN 101 Elementary Chinese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Intended for non-heritage learners. Develops all four basic language skills: listening, speaking, reading, and writing. Introduces pinyin romanization. Also introduces 80 Chinese characters (either in simplified or traditional form). Uses supplementary audiovisual material to provide cultural and linguistic survival skills. Inglis.

CHIN 102 Elementary Chinese II (S-1,2)

4 sem. hrs. Prereq.: CHIN 101 or placement by the department.

Continuation of CHIN 101. An additional 80

Chinese characters will be introduced. Inglis.

CHIN 201 Intermediate Chinese I (F-1,2)

4 sem. hrs. Prereq.: CHIN 102 or placement by the department.

Continuation of CHIN 102. Emphasizes communication. Introduces new grammar while consolidating previous material. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 202 Intermediate Chinese II (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 201 or placement by the department.

Continuation of CHIN 201. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 245 Advanced Intermediate Chinese I (M2) (F-1)

4 sem. hrs. Prereq.: CHIN 202 or placement by the department.

Continuation of CHIN 202. Emphasizes communication. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 246 Advanced Intermediate Chinese II (M2) (S-2)

4 sem. hrs. Prereq.: CHIN 245 or placement by the department.

Continuation of CHIN 245. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

Offered in English

CHIN 214 Contemporary Chinese Cinema (M2) (S-1)

4 sem. hrs.

Explores masterpieces of Chinese New Wave cinema and beyond. Includes the acclaimed *Farewell My Concubine*, *Yellow Earth*, and *The Wedding Banquet* from directors such as Zhang Yimou, Chen Kaige, and Ang Lee. Inglis.

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1 = AY 2012-2013
2 = AY 2013-2014
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CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.

Surveys major literary works in both poetry and prose ranging from the influential *Classic of Poetry* to the famous Qing Dynasty collection of supernatural tales, *Strange Stories from a Chinese Studio*. Inglis.

CHIN 260 Chinese Calligraphy: Alternate Body-Building (M1) (F-2)

4 sem hrs.

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of the brush through studio work from simple exercises to exhibition pieces. A knowledge of Chinese is not necessary. Inglis.

[CHIN 310 (TC) Chinese Civilization: Past and Present (M5)

4 sem. hrs. Not offered in 2012–2014.]

Provides a broad overview of modern Chinese civilization, with an emphasis on modern history. Explores social and cultural issues through a variety of learning experiences, including written texts, film, and field trips. Inglis.

CHIN 395 Seminar: Special Topics in Chinese (S-1)

4 sem. hrs.

Topic changes from year to year. Staff.

French**Language Sequence****FREN 101 Elementary French I (F-1,2)**

4 sem. hrs.

Emphasizes communication. Develops all four basic language skills: understanding, speaking, reading, and writing. Aims to provide cultural and linguistic survival skills through contemporary methodologies. Staff.

FREN 102 Elementary French II (S-1,2)

4 sem. hrs. Prereq.: FREN 101 or placement by the department.

Continuation of FREN 101. Staff.

FREN 201 Intermediate French I (F-1,2)

4 sem. hrs. Prereq.: FREN 102 or placement by the department.

Reviews grammar, with oral practice and reading of short modern French texts. Emphasizes development of spoken skills and vocabulary for everyday life in French-speaking countries. Staff.

FREN 202 Intermediate French II (M2) (S-1,2)

4 sem. hrs. Prereq.: FREN 201 or placement by the department.

Continuation of FREN 201, with a special focus on writing at the intermediate level. Staff.

Advanced Language Courses**FREN 240 Spoken French (TC) (M2) (S-1)**

4 sem hrs. Prereq.: FREN 202 or consent of the instructor.

Offers intensive oral-aural practice with an emphasis on the language used in daily life. Febles.

FREN 245 Conversation and Composition (M2) (F-1,2)

4 sem. hrs. Prereq.: FREN 202 or consent of the instructor.

Develops greater facility in the use of oral and written language. Emphasizes contemporary vocabulary and usage and encourages expression on personal and current issues. Requires a number of short papers as well as several prepared oral reports. Febles.

Courses**FREN 310 Inside France: Studies in French Culture (M5) (S-1)**

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.

Addresses the question “What is French culture?” through a multimedia study of topics drawn from French geography, history, artistic traditions, and institutions. Includes topics such as Paris and its legacy, the formation of a citizen of the republic, and World War II. Febles.

[FREN 311 Contemporary Issues in France (M5)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor. Not offered in 2012–2014.]

Exposes students to a wide variety of contempo-

rary issues in France, including trends in sexuality and marriage, violence in the suburbs, Franco-American relations, multiculturalism, and French identity politics. Febles.

FREN 314 Topics in French Cinema (S-2)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.

Studies culture and offers insights about the French and the increasingly diverse influences that define them as a people. Recent topics have included “Growing Up French” and “Urban Encounters: Filming Paris.” Staff.

FREN 316 Outside France: Perspectives from the French-Speaking World (M5) (F-2)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.

Provides a multimedia study of selected French speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Uses the perspectives on France viewed from outside, discovered in a corpus of both literary and socio-historical texts, to approach an understanding of these other French cultures. Staff.

Literature Courses

FREN 266 The Quest for Identity: The Self and the Other in the French Literary Tradition (F-1)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.

Explores the theme of the self and the other in the French literary tradition from the Middle Ages to present times. Close readings of a variety of literary genres will allow us to study the different embodiments of the “other” including the colonized, the feminine, and the self. Febles.

[FREN 322 French Theater: The Actor and the Script

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2012–2014.]

Covers masterpieces of French theater from the classical seventeenth century to the modern Théâtre de l’absurde and Théâtre de boulevard. Intertwines texts and visual representations on stage, as students read, watch, and act. Programs from local theaters might be included. Staff.

[FREN 326 The City as Text: Paris and Its Literary Representations

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2012–2014.]

Explores the literary representations of Paris and its importance to the development of realism, symbolism, and surrealism. Readings in major authors representing these movements will allow us to study such themes as the city and insurrection, Paris underground, and the emergence of the consumer society. Febles.

FREN 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

FREN 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

FREN 355 Thesis (S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

FREN 370 Internship (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

[FREN 395 Seminar: Special Topics in French

4 sem. hrs. Prereq.: FREN 266 or an upper-level course in French literature, or consent of the instructor. Not offered in 2012–2014.] Topic changes from year to year. Staff.

F = Fall
 S = Spring
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 2 = AY 2013-2014
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 * = Schedule t.b.a.

Italian

ITAL 101 Elementary Italian I (F-1,2)

4 sem. hrs.

Develops the ability to speak, read, and write in Italian. Enhances awareness and understanding of Italian culture through presentation of authentic materials. Staff.

ITAL 102 Elementary Italian II (S-1,2)

4 sem. hrs. Prereq.: ITAL 101 or placement by the department.

Continuation of ITAL 101. Staff.

ITAL 201 Intermediate Italian I (F-1,2)

4 sem. hrs. Prereq.: ITAL 102 or placement by the department.

Develops communicative skills through a selective grammar review. Uses authentic readings and audiovisual materials, including films, to enhance discussion of different aspects of contemporary Italian life. Continues practice in writing and includes intensive work on spoken skills. Staff.

ITAL 202 Intermediate Italian II (M2) (S-1,2)

4 sem. hrs. Prereq.: ITAL 201 or placement by the department.

Continuation of ITAL 201. Staff.

Japanese

JAPN 101 Elementary Japanese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Introduces Hiragana and Katakana early in the semester and some kanji in the second half of the semester. Liu.

JAPN 102 Elementary Japanese II (S-1,2)

4 sem. hrs. Prereq.: JAPN 101 or placement by the department.

Intended for non-native speakers of Japanese who have successfully completed JAPN 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation for literacy. Teaches five kanji a week. Liu.

JAPN 201 Intermediate Japanese I (F-1,2)

4 sem. hrs. Prereq.: JAPN 102 or placement by the department.

Offers further practice in patterns and structures of the language. Develops speaking and reading skills. Uses videos, films, and audiotapes to present new material. Teaches about 100 kanji. Liu.

JAPN 202 Intermediate Japanese II (M2) (S-1,2)

4 sem. hrs. Prereq.: JAPN 201 or placement by the department.

Continues work done in JAPN 201. Emphasizes the development of speaking and reading proficiency. Includes readings of simple articles by Japanese writers in addition to textbook assignments. Teaches additional 100 kanji. Liu.

JAPN 245 Conversation and Composition (M2) (F-1,2)

4 sem. hrs. Prereq.: JAPN 202 or consent of the instructor.

This is a third-year Japanese course designed for students who have successfully completed JAPN 202 or equivalent. Students will learn how to write notes, announcements, and letters, while learning the second half of "intermediate grammar." At the same time we work on our conversation skills in Japanese. Students are expected to write a play and perform in class. Students will also learn a few more hundred kanji. Liu.

[JAPN 246 Advanced Composition and Conversation

4 sem hrs. Prereq.: JAPN 245 or equivalent. Not offered in 2012–2014.]

Continuation of JAPN 245. Polite form of speech, essay writing, and advanced grammar are emphasized. Visual and online material will be used to work on students conversational skill. A few more hundred kanji will be introduced.

JAPN 310 (TC) Japanese Civilization (M5) (S-2)

4 sem. hrs.

Studies Japanese culture and tradition through texts, videos, slides, and films. Covers topics including the impact of Chinese civilization via Korea on Japanese society, the integration of Buddhism and the homegrown religion of Shintoism, and the Japanese people's disdain for

and distrust of westerners. Liu.

[JAPN 320 Newspaper Kanji and Translation

4 sem. hrs. Prereq.: JAPN 245 or consent of the instructor. Not offered in 2012–2014.]

Aims to increase proficiency and literacy in reading and writing kanji. Emphasizes newspaper vocabulary and kanji in political and socioeconomic settings. Focuses on reading comprehension and written expressions. Students are required to read and translate articles in major Japanese newspapers, such as Asahi Shimbun, Yomiuri Shimbun, and Nikkei Shimbun. Liu.

[JAPN 325 Japanese Fables and Onomatopoeia

4 sem. hrs. Prereq.: JAPN 245 or equivalent, or instructor's consent. Not offered in 2012–2014.] Offers Japanese fables in their original forms and fables from other countries rewritten in Japanese. Analyzes Japanese people's sensitivities to nature and human relationships by examining onomatopoeia in the genre that is used to convey social morals and ethics to children and youth. Liu.

Spanish

Language Sequence

SPAN 101 Elementary Spanish I (F-1,2; S-1,2)

4 sem. hrs. Develops the ability to speak, read, and write in Spanish. Enhances awareness and understanding of the Spanish-speaking world through the presentation of cultural materials. Staff.

SPAN 102 Elementary Spanish II (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 101 or placement by the department. Continuation of SPAN 101. Staff.

SPAN 201 Intermediate Spanish I (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 102 or placement by the department. Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials. Expands reading comprehension and cultural

awareness through examples of Hispanic prose and poetry. Staff.

Also offered as a TC. Staff from GRIIS (Granada Institute of International Studies. (S-1,2)

SPAN 202 Intermediate Spanish II (M2) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 201 or placement by the department. Continuation of SPAN 201, with a special focus on writing at the intermediate level. Staff.

Advanced Language Courses

SPAN 240 (TC) Spoken Spanish (M2) (S-1,2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor. Offers intensive oral-aural practice, with emphasis on the language used in daily life. Serves those who wish to perfect pronunciation and increase fluency in Spanish. Staff from GRIIS, Granada Institute of International Studies.

SPAN 245 Conversation and Composition (M2) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor. Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events. Peláez-Benitez.

Civilization Courses

SPAN 253 (TC) Social and Political Issues in Modern Spain (S-1,2)

4 sem. hrs. Focuses on 20th-century Spain with special emphasis placed on the Spanish Civil War, the Franco régime, the transition to democracy, and Spain today. Areas covered include art and architecture as well as historical, political, cultural, social, and economic issues. The activities offered through the program are a complement to the course material. Staff from GRIIS, Granada Institute of International Studies.

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SPAN 310 The Making of Spain: Studies in Spanish Culture (M5) (F-1)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites. Peláez-Benítez.

SPAN 312 Introduction to Latin American Culture and Civilization (M5) (F-2)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru, and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution, and the dictatorships of the 1970s and 1980s. Bonacic.

SPAN 314 Hispanic Culture as Seen Through Film (S-2)

4 sem. hrs. Prereq.: SPAN 245.

Presents Hispanic culture, society, and politics, as seen through the prism of cinema. Topic changes yearly. Open to non-majors. Peláez-Benítez.

Literature Courses

SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater (S-2)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Discusses modern Spanish and Latin American playwrights who, faced with the limitations of a repressive society, seek liberation, freedom of expression, and new perspectives through the medium of the theater. Studies internationally acclaimed works by García Lorca, Buero Vallejo, Sastre, Arrabal, and others. Cohen.

SPAN 265 20th-Century Hispanic Short Story (M2) (F-2)

4 sem. hrs. Prereq.: SPAN 245 or consent.

Introduces students to Spanish American and peninsular short fiction from the 20th century.

Explores social, political, and aesthetic issues present in the work of authors, such as Quiroga, Cortázar, Rulfo, Cela, Benet, and Poniatowska. Topics include relationships between artists and society and portrayals of groups in crises. Cohen.

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature (F-1)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Critically examines texts including the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism. Bonacic.

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel (M2) (S-1)

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor.

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th-century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán, as well as 20th-century neorealists like Martín Gaité and Delibes. Peláez-Benítez.

[SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2012–2014.]

Explores Spain's major contributions to world literature, from short novels by Cervantes to the original macho Don Juan; from honor plays to the underworld of pimps and prostitutes. Views saints and scoundrels against the backdrop of the Golden Age, whose accomplishments and atrocities reflect the impact of the Spanish Inquisition. Cohen.

SPAN 320 The World of Don Quijote (F-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Analyzes the first modern novel, *Don Quijote de la Mancha*, the classic whose timeliness and

timelessness establish it as one of the masterpieces of Western literature. Explores how the knight and his squire come alive for the modern reader as they have for generations of authors indebted to Cervantes. Cohen.

SPAN 322 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (F-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the *Cantar de Mio Cid* (12th century), Urraca (1991), *Cárcel de amor* (1492), *La Celestina* (1499) and *Melibea no quiere ser mujer* (1991). Peláez-Benítez.

SPAN 332 Contemporary Fiction in Latin America (S-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities; the figure of the dictator; and exile and insilio. Bonacic.

SPAN 336 Latin American Women Writers (S-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity. Bonacic.

SPAN 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a

directed study, which does not count toward the independent learning requirement. Staff.

SPAN 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

SPAN 355 Thesis (S-1,2)

4 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff.

SPAN 370 Internship (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

SPAN 380 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (M5) (S-1)

4 sem. hrs. Prereq.: Consent of the instructor.

Introduces Puerto Rican culture and placements in the community. Topics include migration, housing, employment, education, race and racism, machismo, and the Puerto Rican woman. Includes true-life accounts by Piri Thomas, Oscar Lewis, Pedro Juan Soto, Esmeralda Santiago, etc., complemented by videos. Conducted in English. Cohen.

[SPAN 395 Seminar: Special Topics in Spanish

4 sem. hrs. Prereq.: SPAN 266, an upper-level course in Spanish literature, or consent of the instructor. Not offered in 2012–2014.] Topics change from year to year. Staff.

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Department of Nursing

Judy Beal, *Professor, Dean, School for Nursing and Health Sciences*

Faculty

Sarah Volkman Cooke, *Professor*

Arlene Lowenstein, *Professor of Practice and Director of the CAGS Health Professions Program*

Susan Neary, *Professor of Practice, Graduate Nursing*

Josephine Atinaja-Faller, *Associate Professor of Practice, Undergraduate Nursing*

Anne-Marie Barron, *Associate Professor and Chair of Undergraduate Nursing*

Charlene Berube, *Associate Professor of Practice, Undergraduate Nursing*

Terry Mahan Buttaro, *Associate Professor of Practice, Graduate Nursing*

LaDonna Christian, *Associate Professor of Practice and Director, Dotson Mentoring Program*

Jean Christoffersen, *Associate Professor of Practice, Undergraduate Nursing*

Margaret Costello, *Associate Professor of Practice, Undergraduate Nursing*

Terry Davies, *Associate Professor of Practice, Undergraduate Nursing*

Sarah Desmond, *Associate Professor of Practice, Graduate Nursing*

Colette Dieujuste, *Associate Professor of Practice, Undergraduate Nursing*

Susan Duty, *Associate Professor of Practice, Graduate Nursing*

Priscilla Gazarian, *Associate Professor of Practice, Undergraduate Nursing*

Donna Glynn, *Associate Professor of Practice, Undergraduate Nursing*

Makeda Kamara, *Associate Professor of Practice, Undergraduate Nursing*

Rebecca Koeniger-Donohue, *Associate Professor of Practice, Graduate Nursing*

Jocelyn Loftus, *Associate Professor of Practice, Undergraduate and Graduate Nursing*

Marla Lynch, *Associate Professor of Practice, Undergraduate Nursing*

Eileen McGee, *Associate Professor of Practice, Undergraduate Nursing*

Linda Moniz, *Associate Professor of Practice, Undergraduate Nursing*

Janet Rico, *Associate Professor of Practice, Graduate Nursing*

Patricia Rissmiller, *Associate Professor of Nursing and Chair of Graduate Nursing*

Nathan Samuels, *Associate Professor of Practice, Graduate Nursing*

Karen Teely, *Associate Professor of Practice, Undergraduate and Graduate Nursing*

Victor Tsveybel, *Associate Professor of Practice, Undergraduate and Graduate Nursing*

Olga (Sullivan) Van Dyke, *Associate Professor of Practice, Undergraduate Nursing*

Julie Vosit-Steller, *Associate Professor of Practice, Graduate Nursing*

Patricia White, *Associate Professor of Practice, Graduate Nursing*

Staff

Annette Coscia, *Assistant Manager for the Nursing Department, Assistant to the Dean*

Elena Cotto, *Nursing Lab Coordinator*

Jodi DeLibertis, *Director, Clinical Education*

Kelsey Ill, *Administrative Assistant, Clinical Coordination*

Hind Khodr, *Clinical Coordinator*

Shana Jarvis, *Pre-Nursing Advisor*

Ninetta Torra, *Assistant to the Chair of Nursing*

Housed in the School of Nursing and Health Sciences, the nursing program accepts first-year students, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals' unique educational

and professional experiences, the faculty of the nursing program offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part- and full-time study is available. There is an option for a five-year BS-MSN program. The nursing faculty believes that liberal education and nursing education provide essential preparation for the professional nurse practicing in a culturally, racially, and ethnically diverse community. The process as well as the content of a liberal education is fundamental to the development of the critical-thinking, decision-making, and communication skills essential to the practice of nursing science. The liberal arts and sciences, in combination with the major in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the nursing program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for admission to graduate schools offering advanced degrees in nursing. Graduates are prepared to write the NCLEX-RN licensure examination required for practice by the Board of Registration, Commonwealth of Massachusetts. Students may apply to accelerate their program of study via a five-year BS-MSN program that prepares students in the advanced practice roles (see description on page 189). The programs are accredited by the Commission on Collegiate Nursing Education and approved by the Massachusetts Board of Registration in Nursing. The department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

Major in Nursing

The Simmons College nursing faculty believes that professional nursing is practiced according to the nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each person is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual, and developmental dimensions. Persons have their own perceptions, values, beliefs, and goals and have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives. Ethics-Bio-Psycho-Social-Spiritual concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth, and development are integrated into all content. The educational process exists to help students become self-directed, creative, socially responsive, and lifelong learners.

Requirements: The student who has been accepted into the major of nursing must fulfill the all-College requirements. The multidisciplinary core course, language, and mathematics requirements should be completed during the first and second years. Before graduating, all nursing students must complete the iComps exam and the Financial Empowerment seminar. Nursing students must take the science prerequisite courses (see Science prerequisite section page 188.) Prior to the sophomore year, each student must have completed a certified course in cardiopulmonary resuscitation. The College requirement of at least eight semester hours of independent learning opportunities is fulfilled through four semester hours of NURS 454 Leadership and Management in the Clinical Setting plus four semester hours of NURS 387. Students may also elect independent study (courses numbered 350) in nursing or another discipline appropriate to their academic program. Students will take the following courses:
NURS 100 Professional Issues

F = Fall
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2014
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- NURS 102 Scholarly Issues in Nursing
- NURS 225 Nursing Process and Skills
- NURS 226 Variances in Health Patterns of Adults and Elders I
- NURS 235 Integration of Pharmacology and Pathophysiology
- NURS 238 Variances in Health Patterns of Adults and Elders II
- NURS 247 Variances in Health Patterns of the Childbearing Family
- NURS 249 Variances in Health Patterns of the Childrearing Family
- NURS 292 Health Assessment
- NURS 348 Variances in Health Patterns of the Client with Psychiatric and Mental Illness
- NURS 387 Nursing Care of Individuals, Families, and Communities
- NURS 404 Normal and Abnormal Physiology (required for 18-month, second degree students only)
- NURS 454 Leadership and Management in the Clinical Setting
- NURS 455 Clinical Decision-Making

A student accepted into the nursing major must achieve an acceptable level of academic performance, including a minimum grade of C+ in all science course prerequisites, prior to beginning the nursing course sequence, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by professional behavior. Those students achieving outstanding academic records may be initiated into Academy and/or the Simmons chapter of Sigma Theta Tau, Theta Chapter-at-Large, the International Nursing Honor Society. Criteria regarding academic performance, professional behavior, and health requirements are available upon entrance into the nursing major. Nursing students are required to show documentation of appropriate immunization and health clearance for clinical coursework. Please see the Nursing Student Handbook for specific requirements.

All students will undergo a criminal record check each year (CORI) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing.

Science Prerequisites

Students accepted into nursing may take one of these two sequences:

Sequence 1:

- BIOL 123* Principles of Microbiology
- CHEM 110* General Organic Biochemistry
- BIOL 231* Anatomy & Physiology I
- BIOL 232* Anatomy & Physiology II (may be taken concurrent with NURS 225)

Sequence 2 (chosen by students to keep options open for other science majors: e.g. pre-med):

- BIOL 113* General Biology
- CHEM 111* Introductory Chemistry-Inorganic
- CHEM 112N* Introductory Chemistry-Organic
- BIOL 231* Anatomy & Physiology I
- BIOL 232* Anatomy & Physiology II
- BIOL 221* Microbiology (may be taken concurrent with nursing courses)

Other Requirements:

- Pass Math Competency Exam prior to NURS 225.
- Complete PSYC 101 Introduction to Psychological Science and PSYC 237 Life Span Development prior to NURS 247, NURS 249, NURS 348.

* Includes a lab.

Registered Nurses Program

The College offers registered nurses the opportunity to earn a bachelor of science degree on a part- or full-time basis. This program's requirements are the same as those for the regular undergraduate nursing program with the exception of the language requirement, from which RNs are exempt. The

methods by which course objectives are to be met by RN students are geared toward adult learners. RN students must complete 128 hours of credit and fulfill the Simmons modes of inquiry and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, credit for prior learning, and advanced placement in nursing credit are also granted when certain specifications are met.

Admission: RN students are admitted into the program through the College's Dix Scholars Program. For information on admission requirements and financial aid, please call or write the Office of Undergraduate Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617-521-2051. Selected registered nursing students may elect to matriculate to the Master of Science in Nursing program (see the Graduate Nursing Bulletin for complete information).

The Five-Year BS-MSN in Nursing

The nursing program offers an accelerated five-year BS-MSN option for students who wish to become nurse practitioners. The length of the program is shortened by one year by taking summer courses. Five-year BS-MSN nursing students must maintain a GPA of 3.3 in all nursing courses when they apply to be eligible. GPA will be calculated at the end of year two. Progression into the nurse practitioner sequence is dependent upon the student attaining RN licensure and a GPA of 3.3 in all nursing courses.

COURSES

NURS 100 Introduction to Professional Nursing*

2 sem. hrs.

Nursing continues to evolve as a profession rich in opportunity and diversity. Within the rapidly changing health care delivery system, nurses must articulate and demonstrate the unique contribution they make in the care of patients. Nursing 100 introduces the student to the art

and science of professional nursing. This course, through lecture, discussion, use of media and other venues, provides a forum for students to identify, discuss, and analyze key concepts and issues related to nursing practice. McGee.

18 month students take NURS 390 rather than NURS 100 or NURS 102.

NURS 102 Scholarly Issues in Nursing*

2 sem. hrs.

This course is designed to introduce the entry level student to an understanding of research and scholarly work in nursing practice. Principles of nursing research, critique, and utilization in nursing will be highlighted. A spirit of inquiry will be fostered as many clinical questions remain that require a nursing perspective for future study. Costello.

18 month students take NURS 390 rather than NURS 100 or NURS 102.

NURS 225 Nursing Process and Skills*

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, CHEM 112, and completion of the competency in basic mathematics requirement.

Introduces the art and science of nursing in both the classroom and the nursing skills laboratory. Teaches fundamental nursing process theory, skills, and techniques to provide the student with the foundations for nursing practice. Examines the nursing process as an organizing framework for professional nursing practice using the case study method. Berube, Dieujuste.

NURS 226 Variances in Health Patterns of Adults and Elders I*

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, and CHEM 112, NURS 225 (or CHEM 110, BIOL 123, BIOL 231). Pre- or co-req: NURS 100, NURS 102, NURS 292, and NURS 235.

Introduces the concepts of functional health patterns that optimize health of individuals, families, and communities. Utilizes the nursing process in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Provides opportunities to implement fundamental nursing care in subacute care and community settings. Loftus, Moniz.

NURS 235 Integration of Pharmacology and Pathophysiology: Perspectives for Nurses*

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 111, and CHEM 112 (or CHEM 110).

Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. Uses a systems approach to cover topics including specific drugs, classifications, side effects, and interactions with other therapies. Glynn.

NURS 238 Variances in Health Patterns of Adults and Elders II*

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, and NURS 292.

Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variances in functional health patterns. Emphasizes health management and metabolic patterns. Provides opportunities within a systems framework to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care settings. Bell, Buttaro, Davies, Gazarian, Rico, Steller.

NURS 247 Variances in Health Patterns of the Childbearing Family*

8 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101, and PSYC 237. Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the childbearing family experiencing variances in functional health patterns. Emphasizes health management and sexuality/reproduction. Includes clinical experiences encompassing care of the high-risk and acutely and chronically ill young family in both acute and community settings. Dieujuste, Faller.

NURS 249 Variances in Health Patterns of the Childrearing Family*

4 sem hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101, and PSYC 237. Students will apply the concepts of bio-psychosocial-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for children and families. Using the functional health patterns as a framework, this course focuses on application of the nursing process with emphasis on nursing diag-

nosis and outcomes. Addresses the integration of family and community as key concepts in health management. Clinical experiences will include care of the acutely and chronically ill child employing a family-centered approach. Berube, Faller.

NURS 292 Health Assessment*

4 sem. hrs. Must be taken prior to or concurrently with NURS 226.

Assessment is an integral skill in nursing care. In this course, students learn the components of a comprehensive health history and interviewing techniques. The approach to physical examination of all body systems will be presented in class. The motor skills necessary to perform a complete physical examination will be demonstrated and practiced in the laboratory. At the end of the semester, students will demonstrate a complete physical examination on laboratory partners. Berube, Loftus.

NURS 348 Variances in Health Patterns of Clients with Psychiatric and Mental Illness*

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101, and PSYC 237.

Uses the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing variances in functional health patterns related to psychiatric mental illness. Applies knowledge of functional health patterns that form the basis for the delivery of nursing care to those across the life span. Offers clinical experiences in in-patient and community psychiatric/mental health settings. Christoffersen, Lynch.

NURS 350 Independent Study*

1 - 4 sem. hrs. Prereq.: Consent of the department.

Offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Utilizes library research, clinical research, or analysis of advanced clinical practice. Beal.

NURS 387 Nursing Care of Individuals, Families, and Communities*

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 292, NURS 235, NURS 249, pre- or co-requisites, and with NURS 238, NURS 348, NURS 247.

Provides an overview of theoretical concepts related to community-based health care and family health. Applies concepts of health, health assessment, and therapeutic communication and interviewing within the context of the family and community. Focuses on assisting the student in the development of nursing skills necessary to promote health of families and communities. Gives attention to awareness of diversity, cultural sensitivity, and knowledge to enable the students to provide culturally competent nursing care. McGee, Teeley.

NURS 390 Nursing Research (18 month students only)

4 sem. hrs. Prereq.: NURS 225, NURS 226. Provides an opportunity to integrate knowledge and principles from general education, nursing education, and nursing practice to issues of relevance to the nursing profession. Facilitates professional role transition through examination of nursing's history, educational programs, roles, legal issues, ethical concerns, health policy, concepts in research, and the health care delivery system. Stresses independent learning, self-direction, and understanding of group interaction in the teaching-learning process through problem-based learning. Rissmiller, White.

NURS 454 Leadership and Management in the Clinical Setting*

4 sem. hrs. Prereq.: All nursing courses with the exception of NURS 390 and NURS 455. A capstone nursing class taught in conjunction with NURS 455. Focuses on the leadership and management role of the nurse in a precepted direct clinical experience. Assists students to become effective organizational members assuming professional responsibility in a field-based internship. Encourages self-actualization, independent learning, self-direction, and understanding of group interaction in the teaching-learning process through weekly seminars. Helps students to evolve as nursing professionals as they transition into future employees and future managers. Explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within clinical experience and in a written project. Uses clinical seminars to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in

direct clinical practice. Beal, Dieujuste, Koeniger-Donohue, Duty, McGee, Rissmiller, Rico, Teeley.

NURS 455 Clinical Decision-Making*

4 sem. hrs. Prereq.: All nursing courses with the exception of NURS 390 and NURS 454. A final nursing class taught in conjunction with NURS 454. Focuses on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. Centers on nursing care of patients across the life span but emphasizes the adult and geriatric patient. Assimilates previously learned information to add the depth and breadth necessary to provide holistic care for patients and families in challenging health care circumstances. Requires independent preparation and critical thinking for the synthesis and acquisition of new understandings, which will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Includes NCLEX-type quizzes and case studies. Costello, Duty, Rico.

Summer Offerings

Based on nursing course sequence. Please refer to Nursing Handbook for any updates or policy changes.

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Department of Nutrition

Nancie Herbold, *Chair and Ruby Winslow Linn Professor*

Teresa Fung, *Professor*

Sari Edelstein, *Associate Professor*

Elizabeth Metallinos-Katsaras, *Associate Professor*

Lisa Brown, *Assistant Professor*

Ruth Kimokoti, *Research Assistant Professor*

Victoria Bacon, *Lecturer*

Sharon Collier, *Lecturer*

Lawrence Dixon, *Lecturer*

Susan Frates, *Lecturer*

Karlynn Grimes, *Lecturer*

Leah Smith, *Administrative Assistant*

Housed in the School of Nursing and Health Sciences (SNHS), the Department of Nutrition offers undergraduate majors preparation for careers in food science and nutrition or in dietetics, for graduate work in these areas, and for a track in food service management. The program provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition, dietetics, and food science and current scientific concepts of the relationship between diet and health.

The mission of the Simmons College Department of Nutrition is twofold. The first is to educate students and foster an appreciation of lifelong learning in preparation for their success in advanced nutrition or dietetics education or employment, so that they can be effective in a profession that works to affect the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of food's relationship to other sciences; and second, to provide the College community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

Career opportunities for nutrition majors are available in a variety of settings, including research, industry, education, health care, government, and entrepreneurial endeavors. Students may wish, therefore, to combine their study of nutrition with majors in biology, chemistry, communications, education, management, or psychology. For those students interested in the field of dietetics, the program requires a variety of learning experiences in each of the major areas of the dietetics profession: clinical, community, and food service management. For some careers, such as research, postgraduate education is required.

Program course requirements are described below. Students interested in research careers in nutrition and food science should plan to take additional courses in science and mathematics. Students must also maintain an acceptable level of clinical, management, and academic performance to progress to the next nutrition course. Progression is also affected by professional behavior and health status. Students should refer to the Department of Nutrition Student Guide regarding criteria for academic performance, professional behavior, and health requirements. Students receive this upon entrance into one of the nutrition majors.

SNHS also offers a certificate for students who have completed a degree in a different discipline wishing to complete the Didactic Program in Dietetics (see major in nutrition and dietetics for its incorporation into this undergraduate major); the latter is one of the requirements of becoming credentialed as a registered dietitian. For further information see www.simmons.edu/shns/programs/nutrition/didactic/index.php. Students can also obtain a Master of Science in Nutrition and Health Promotion concurrently with the DPD certificate from Simmons College. For further information, see www.simmons.edu/snhs/programs/nutrition/index.php.

In addition, Simmons's nutrition program,

in conjunction with the Friedman School of Nutrition and Science Policy and the School of Medicine-Public Health and Professional Degree Programs at Tufts University, offers a joint program for students wishing to complete the academic requirements for the Didactic Program in Dietetics Certificate. Students doing so take courses at Simmons and Tufts University concurrently and obtain the DPD certificate from Simmons College while completing a Master of Science in Nutrition from Tufts University. For further information, contact Simmons's Department of Nutrition, 617-521-2718.

Science Requirements

All nutrition majors must complete the following science requirements:

- BIOL 113 General Biology
- BIOL 221 Microbiology
- BIOL 231 Anatomy and Physiology I
- BIOL 232 Anatomy and Physiology II
- CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
- CHEM 112 Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I
- CHEM 223 Introduction to Biochemistry
- MATH 118 Introductory Statistics

Major in Nutrition and Dietetics

The nutrition and dietetics major includes all courses required for the Didactic Program in Dietetics (DPD). The Simmons College Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312-899-0040 ext.5400 (see the Didactic Program in Dietetics section for program goals and outcomes). It should be noted that fulfilling the courses required for the Didactic Program in Dietetics is only one step in the credentialing process for dietetics practitioners. In addition to a minimum of a bachelor's degree, the

undergraduate DPD completion must be followed by the successful completion of an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination. The application to the DIP is a separate process, and completion of the DPD in no way guarantees acceptance into a DIP. The dietetics internship application process is competitive and not all applicants are accepted. Statistics on the acceptance rates to dietetic internships are shown on the following website: www.eatright.org/ACEND/content.aspx?id=186. Over the past few years about half of all those applying nationally were accepted into dietetic internships nationally. To plan their schedules appropriately, students should note that the courses in the basic sciences are prerequisite to upper-level work in the department (courses numbered in the 200 and 300 series).

Students are expected to meet departmental criteria regarding academic performance, health status, and professional behavior. Details on these criteria are provided in the Department of Nutrition student guide.

All students must earn a C- or better in all the required science courses and required DPD courses. If a student does not earn a grade of C- or better she must repeat the course. It is not necessary to repeat the course in any particular sequence, although it is suggested that the student repeat the course prior to taking the next course in the series that requires it as a prerequisite. However, if a grade of F was earned (which constitutes a failure, and no credit is earned), it is necessary to repeat the course prior to taking the next course in the series.

Nutrition Requirements: Students must complete the following nutrition requirements. These requirements also fulfill the Didactic Program in Dietetics requirements:

- NUTR 112 Introduction to Nutrition Science

- or NUTR 111 Fundamentals of Nutrition Science
- NUTR 201 Advanced Food Science
- NUTR 231 The Practice of Clinical Dietetics
- NUTR 237 The Practice of Community Nutrition
- NUTR 248 Food Production and Service Systems
- NUTR 249 Management of Food Service Systems
- NUTR 311 Nutrient Metabolism
- NUTR 334 Medical Nutrition Therapy
- NUTR 381 Advanced Practice in Community Nutrition
- NUTR 390 Seminar: Selected Topics in Nutrition

There are two required social science courses; at least one of these should be in sociology or psychology.

Independent Learning

At least four semester hours of the all-College independent learning requirement must be fulfilled by enrolling in a senior seminar (NUTR 390). The remaining four semester hours will be met by NUTR 381.

Suggested Course Sequence for Dietetics Major

First Year

- FALL
- First Year Experience
- Writing Seminar
- BIOL 113 General Biology (M4)*
- NUTR 112 Introduction to Nutrition Science Language requirement

SPRING

- BIOL 221 Microbiology*
- MCC 102 Culture Matters Language requirement
- Elective (Mode 1, 2, 5, or 6)

Second Year

- FALL
- CHEM 111 Introductory Chemistry: Inorganic*
- or CHEM 113 Principles of Chemistry
- NUTR 237 The Practice of Community Nutrition (also offered in spring)
- MATH 118 Introductory Statistics (M3)
- One elective language (Mode 1,2,5) or elective

SPRING

- CHEM 112 Introductory Chemistry: Organic*
- or CHEM 114 Organic Chemistry I*
- Three electives (Mode 1, 2, 5, or 6) or elective
- * Biology or chemistry can be taken freshman and sophomore year; sometimes taking chemistry freshman year and biology sophomore year gives students more flexibility later.

Third Year

- FALL
- BIOL 231 Anatomy and Physiology I
- NUTR 248 Food Production and Service Systems
- Three electives (Mode 1, 2, 5, or 6) or elective

SPRING

- NUTR 249 Management of Food Service Systems
- BIOL 232 Anatomy and Physiology II
- CHEM 223 Introduction to Biochemistry
- NUTR 231 The Practice of Clinical Dietetics

Fourth Year

- FALL
- NUTR 201 Advanced Food Science
- NUTR 311 Nutrient Metabolism
- NUTR 390 Senior Seminar in Nutrition

One elective (Mode 1, 2, 5, 6) or elective

SPRING

- NUTR 334 Medical Nutrition Therapy
- NUTR 381 Advanced Practice in Community Nutrition

Two electives (Mode 1, 2, 5, 6) or elective

* Will be offered in the fall starting in fall 2012.

Major in Nutrition and Food Science

Students interested in a major in food science and nutrition should complete the nutrition requirements listed below. The all-College policy requires a student to repeat a course if a grade of F is earned, since no credit is received for a failed course. Students will be encouraged to repeat a course in which a grade of D-, D, or D+ is earned. Suggested sequencing will be determined by the student with consultation from her advisor.

Requirements

- NUTR 101 Food Science
 NUTR 111 Fundamentals of Nutrition Science
 or NUTR 112 Introduction to Nutrition Science
 NUTR 201 Advanced Food Science
 NUTR 237 The Practice of Community Nutrition
 NUTR 311 Nutrient Metabolism
 NUTR 334 Medical Nutrition Therapy

And select three courses from the following:

- CHEM 225 Organic Chemistry II
 CHEM 226 Quantitative Analysis
 BIOL 225 Cell Biology
 BIOL 336 Genetics

Emphasis in Food Service Management

A possible track within the nutrition program is food service management. The following courses are required:

Science Requirements

- BIOL 113 General Biology
 BIOL 221 Microbiology
 CHEM 111 Introductory Chemistry: Inorganic
 CHEM 112 Introductory Chemistry: Organic
 MATH 118 Introductory Statistics

Nutrition Requirements

- NUTR 112 Introduction to Nutrition Science
 NUTR 201 Advanced Food Science
 NUTR 237 The Practice of Community Nutrition

- NUTR 248 Food Production and Service Systems
 NUTR 249 Management of Food Service Systems
 NUTR 380 Field Experience

Pick Either Option:

Option 1:

- MGMT 110 Principles of Financial Accounting
 MGMT 260 Principles of Finance
 MGMT 250 Principles of Marketing
 or MGMT 221 Project Management

Option 2:

- MGMT 237 Introduction to Entrepreneurship
 MGMT 250 Principles of Marketing
 MGMT 221 Project Management

Independent Learning

At least four semester hours of the all-College independent learning requirement must be fulfilled by enrolling in a senior seminar (NUTR 390). The remaining four semester hours may be met by NUTR 350, NUTR 370, NUTR 381, or an appropriate course in another academic department.

Minor in Nutrition

A minor in nutrition consists of the following courses:

- NUTR 101 Food Science
 NUTR 111 Fundamentals of Nutrition Science
 or NUTR 112 Introduction to Nutrition Science
 NUTR 150 International Nutrition Issues
 or NUTR 110 Sociocultural Implications of Nutrition
 NUTR 237 The Practice of Community Nutrition

One additional NUTR course at the 200-level or above.

Dietetic Internship

The program in nutrition offers an accredited dietetic internship program to prepare

baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the seven-month program is on community dietetics practice health promotion and wellness. Admission to the nutrition and dietetics program/certificate does not guarantee admission to a dietetic internship. Please go to www.simmons.edu/snhs/programs/nutrition/dietetic/index.php for further details.

Didactic Program in Dietetics (DPD)

The Didactic Program in Dietetics (DPD) fulfills one of the requirements for becoming a registered dietitian. The courses required for this program (science requirements on page 179, nutrition requirements on page 180) can be completed within the context of the Simmons College curriculum either as a part of a bachelor's degree or in addition to an already completed bachelor's degree through the DPD certificate. The mission of the Simmons College DPD is subsumed within that of the Department of Nutrition.

Program Goals and Objectives for the DPD Program

The mission of the Simmons College Didactic Program in Dietetics is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession so that they can be effective in a profession that improves the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of nutrition and dietetics' relationship to other sciences.

The DPD goals are consistent with the mission of the College. The following are the goals for the Simmons College DPD and their corresponding outcome measures.

1. The Simmons College DPD will prepare graduates to become competent entry level

dietetics professionals. Outcome measures:

- At least 70% of those students enrolled in the BS/DPD will complete it within 150% of the time planned for completion.

- Over a five-year period, the pass rate for program graduates taking the registration examination for the first time will be at least 80%.

- At least 75% of graduates will assign a 4 (i.e., agree) or a 5 (i.e., strongly agree) to being well prepared on 75% of the items on the graduate survey.

- At least 75% of Directors of supervised Practice Program will rate Simmons College DPD graduates as acceptable or higher on 75% of items listed on the survey.

2. The DPD will prepare graduates to succeed in one or more of the following: a graduate program related to nutrition or dietetics, an accredited dietetic internship program (DIP), or employment. Outcome measures:

- Over a five-year period, 60% of DPD graduates will apply to supervised practice programs the academic year they complete the program.

- Over a five-year period, 80% of those applying to supervised practice programs the academic year that they complete the program will be accepted.

- Within 12 months of completing the program, at least 70% of those who did not apply or were not accepted to a DIP will secure one or more of the following: appointment to a graduate program, or employment.

3. The DPD will prepare graduates to serve a culturally diverse population with understanding and respect. Outcome measures:

- 75% of graduates will report satisfaction with their ability to serve culturally diverse groups with understanding and respect.

As part of our accreditation requirements set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) we have set forth the aforementioned measurable outcome objectives, which track our progress toward attaining the aforementioned

goals.

For those students who have already completed a bachelor's degree and who would like to complete solely the DPD requirements to become a registered dietitian, the Simmons College Certificate in the Didactic Program in Dietetics is a post-baccalaureate program that allows students to do just the DPD.

Even students who have already obtained a bachelor's degree in a different discipline can complete the DPD certificate program to apply for a supervised practice program (e.g., dietetic internship). Please go to www.simmons.edu/snhs/programs/nutrition/didactic/index.php for further details.

The Simmons College Nutrition Program's Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, telephone: 800-877-1600 ext. 5400.

Accelerated Degree Programs

There are three accelerated degrees options that allow a student to pursue a graduate degree in Nutrition and Health Promotion after completing their BS in Nutrition, exercise science or public health.

Please visit www.simmons.edu/snhs/programs/nutrition/ms/index.php and view the *Nutrition Catalog* for graduate requirements. Students may apply to the joint programs during their second semester junior year. Formal application should be made to the Admissions Office, School of Nursing and Health Sciences.

Starting Fall 2011 the application requirements for all three programs are as follows:

- The student must be earning a BS degree, have completed the prerequisites for the MS degree, and be in their junior year of their BS.
- The student must have maintained satisfactory academic progress in their coursework and attained a final minimum GPA of 3.3 at the time of their application (GPA usually

through their fall semester of their junior year).

- The student must show strong evidence of communication skills and motivation.
- The student must present two favorable letters of recommendation from Simmons College faculty members; at least one must be from a full time faculty member in the department of their major.

In order for an accepted student to continue with the program after her/his senior year (UG), she/he must meet the following academic standards her/his senior year.

- Have maintained satisfactory academic progress in coursework through the Spring semester of her/his senior year and attained a final undergraduate minimum GPA of 3.0 upon graduation (including spring semester grades).
- Have met the MS in Nutrition and Health Promotion requirement of attaining a minimum of a B in each of the graduate courses taken as part of the program during her/his senior year.

Specific criteria for each program are listed below.

BS/MS in Nutrition/Nutrition and Health Promotion

This program allows students interested in nutrition to obtain a BS in nutrition and a MS in nutrition and health promotion in an accelerated five-year program.

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of her senior year.

BS/MS in Exercise Science/Nutrition and Health Promotion

This program allows students interested in exercise science and nutrition to obtain a BS in exercise science and a MS in nutrition and health promotion. Working with an advisor, a

student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of the senior year. Please see the Department of Biology for the required courses to enter this program.

BS Public Health/MS Nutrition Program

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences, and the Nutrition Department, School of Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Working with an advisor, two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year.

Master of Science in Nutrition

The program also provides students with the opportunity to earn a Master of Science in Nutrition and Health Promotion. For further information, please go to www.simmons.edu/snhs/programs/nutrition/ms/index.php.

Certificate in Sports Nutrition

Combines nutrition and exercise knowledge to build competence in the area of fitness. For further details, please go to www.simmons.edu/snhs/programs/nutrition/sports/index.php.

COURSES

NUTR 101 Food Science (M4) (S-1,2)

4 sem. hrs.

Studies the basic principles of food science and their applications to food selection, preparation, preservation, and storage as well as factors affecting food safety and sanitation, palatability, and nutrients. Introduces current issues (biotechnology, genetically modified foods) for discussion. Requires writing of scientific reports of laboratory experiments. Includes lecture and laboratory. Laboratory coat required. Staff.

NUTR 110 Sociocultural Implications of Nutrition (M5) (F-1,2)

4 sem. hrs.

Studies food habits, particularly as reflected in the food patterns of various groups who have immigrated to the U.S. throughout its history. Examines health status of these diverse populations; the multiple meanings of food in daily life, culture, religion, and among various societies and ethnicities; and culturally appropriate counseling; and develops an appreciation of the many underlying similarities across cultures. Metallinos-Katsaras.

NUTR 111 Fundamentals of Nutrition Science (M4) (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies these basic concepts: functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutrition status. Examines the health effects of nutrient inadequacies and excesses. Discusses the scientific basis of recommended nutrient intake and dietary guidelines for the U.S. population. Includes lecture and laboratory. Laboratory experimentation demonstrates or tests the nutrition principles presented in the lectures. Metallinos-Katsaras, Brown.

NUTR 112 Introduction to Nutrition Science (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies the functions of nutrients and their requirement in the body, their effects on health, and nutrient needs during different stages of the life cycle. Discusses the effects of nutrient deficiencies and excesses as well as the dietary reference intakes and guidelines for the U.S. population. Metallinos-Katsaras, Brown.

NUTR 150 International Nutrition Issues (M5) (F-1,2; S-1,2)

4 sem. hrs.

Exploration of the world food situation, hunger, malnutrition, sustainable agriculture, politics, and distribution of wealth and power. Acquaints students with nutrition issues, and the nature and dimensions of present and future world food needs. Uses examples from both developed and developing countries to provide an overview of national and international politics influencing food and nutrition policies. Dixon.

NUTR 201 Advanced Food Science (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Applies natural and physical sciences to the study of food science. Emphasizes modern food production, preservation, safety, process controls, product development, and current food science topics. Focuses laboratory work on experimental design and evaluation, followed by independent research projects and seminars. Emphasizes scientific report writing. Includes lecture and laboratory. Laboratory coat required. Edelstein.

NUTR 215 Sports Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or NUTR 112.

Provides current nutrition information that is applicable to individuals involved with sports, exercise, and/or personal physical activity. Provides an overview of how nutrition and physical activity reduce the risk of chronic disease, how macro and micronutrients affect energy metabolism and athletic performance, and how food delivers the fuel for optimal performance. Grimes.

NUTR 231 The Practice of Clinical Dietetics (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Offers an opportunity to work with practicing nutritionists at a major medical center to review medical records, interview and assess clients' nutritional status, and counsel clients. Immunization record and other College health requirements, Criminal Record Check (CORI), credit check, laboratory coat, and ID required. Collier.

NUTR 237 The Practice of Community Nutrition (F-1,2; S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112 and consent of the instructor.

Studies community nutrition, the practice of applied nutrition, and nutrition education in community health care and other settings. Emphasizes the principles of education that are basic to effective learning by the clients. Examines federal programs aimed at nutrition-related health problems. Includes assignments to community fieldwork placements (outside of regular class time). Requires a Criminal Record Check (CORI), a Department of Social Services check, proof of MMR vaccination, and a negative TB test within six months. Metallinos-Katsaras, Brown.

NUTR 248 Food Production and Service Systems (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Studies the systems approach to food production, assembly, distribution, and service to individuals and groups; methods of producing quality food in quantity to achieve organizational and nutritional goals, including menu planning, food service sanitation, HACCP, and exploration of careers in food service. Edelstein.

NUTR 249 Management of Food Service Systems (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Focuses on the controls of the food service system: accounting, budgeting, pricing, and regulations. Discusses theories and applications of human resources management, marketing, and organizational design. Emphasizes team approaches to solving problems of food service design, staffing, operations, food service software systems, and quality and productivity management. Edelstein.

NUTR 311 Nutrient Metabolism (F-1,2)

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 223, NUTR 111/112, and consent of the instructor.

Considers nutritional biochemistry and the metabolic role of nutrients throughout the human life cycle. Studies recommended intakes of nutrients, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Examines advanced concepts in physiology and biochemistry in order to explain

F = Fall
S = Spring
U = Summer
TC = Travel
Course
1 = AY 2012-2013
2 = AY 2013-2014
M = Mode
* = Schedule t.b.a.

nutrient function and interdependence. Includes three-hour lecture plus two-hour laboratory. Fung.

NUTR 334 Medical Nutrition Therapy (S-1,2)

6 sem. hrs. Prereq.: NUTR 311.

Examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; and dysfunctions of the circulatory, respiratory, gastrointestinal, nervous, renal, hepatic, and endocrine systems. Also considers risk factors and physiological adaptation to various disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Includes five hour lecture plus online discussion. Fung.

NUTR 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Herbold.

NUTR 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Provides an opportunity for independent study in one of the areas of nutrition. Edelstein, Herbold.

NUTR 370 Internship (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Provides an individual field experience in one of the areas of nutrition. Not available in summer. Herbold.

NUTR 380 Field Experience (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Individual field experience in one of the areas of nutrition. Edelstein, Herbold.

NUTR 381 Advanced Practice in Community Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 237, senior standing, and consent of the instructor.

Offers advanced study in community nutrition theory and practice. Emphasizes evaluating the

effectiveness of a variety of community nutrition programs and increasing skills in the counseling/ teaching of clients, families, other health professionals, and the public at large. Requires each student to examine in depth a particular problem in community nutrition through a six-hour-a-week fieldwork placement. Immunization records and college health requirements may be a condition for some field placements. Some placements may require students to undergo a Criminal Record Check (CORI). Brown, Herbold.

NUTR 390 Seminar: Selected Topics in Nutrition (F-1,2)

4 sem. hrs. Prereq.: MATH 118, NUTR 311, senior standing, and consent of the instructor. **Will be offered in the fall starting in fall 2012.*

Examines in depth selected topics in nutrition. Introduces students to research methods and materials used in nutrition research.

Emphasizes student initiative, oral presentation skills, participation, and leadership and expects integration and application of knowledge acquired throughout a student's undergraduate classes. Supplements lectures and discussions with workshops and is a writing intensive course. Metallinos-Katsaras.

Department of Philosophy

*Wanda Torres Gregory, *Chair and Professor*
 Diane Raymond, *Professor of Philosophy and*
Women's and Gender Studies
 Shirong Luo, *Assistant Professor*
 Jo Trigilio, *Senior Lecturer*
 Lee McIntyre, *Lecturer*
 Rachel Lacasse, *Administrative Assistant*

* *On sabbatical leave 2013-2014.*

Philosophy is that discipline in which questioning is central. It cultivates sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters the intellectual flexibility necessary to meet any challenge. The philosophy major provides excellent preparation for graduate work in law, theology, education, psychology, health fields, and public affairs. A student may elect a double major if she wishes to relate her study of philosophy directly to another subject. In the past, students have chosen double majors coupling philosophy with women's and gender studies, management, political science, biology, and psychology. A philosophy minor is also a popular option.

Major in Philosophy

The philosophy major requires 40 semester hours (ten courses). All majors must take PHIL 122 or PHIL 123, PHIL 130, at least three courses in the history of philosophy (PHIL 241, 242, 243, 244, or 245), at least two other intermediate level courses, and the seminar PHIL 390, which may be taken more than once and counts toward the independent learning requirement.

Minor in Philosophy

A minor in philosophy requires PHIL 122 or PHIL 123, two history of philosophy courses (PHIL 241, 242, 243, 244, or 245), and two electives.

COURSES

PHIL 119 World Religions (F-1,2)

4 sem. hrs.

Explores the fundamental belief systems of Hinduism, Buddhism, Confucianism, Daoism, Judaism, Islam, and Christianity. Luo.

PHIL 120 Introduction to Philosophy: The Big Questions (M6) (F-1,2)

4 sem. hrs.

Introduces the central questions and major thinkers of philosophy: Does God exist? What is real? Why be moral? What can we know? What matters? Staff.

PHIL 121 Philosophy of Religion (M6) (S-1,2)

4 sem. hrs.

Explores a cluster of problems and competing perspectives: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, and the meaning of death in light of differing analyses. Luo.

PHIL 122 Critical Thinking (S-1,2)

4 sem. hrs.

Introduces critical thinking and writing. Topics include the nature of argument — both inductive and deductive, deductive argument patterns, informal logical fallacies, non-argumentative persuasion, and the critical evaluation of claims.

Torres Gregory.

PHIL 123 Symbolic Logic (M3) (F-1,2)

4 sem. hrs.

Explores argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic. Torres Gregory.

PHIL 130 Ethics (M6) (S-1,2)

4 sem. hrs.

Focuses on the theoretical approaches to ethics in the classical Western tradition (Plato, Aristotle, Kant, Mill) and in multicultural and contemporary perspectives. Topics include theories of the good, moral relativism, concepts of moral obligation, definitions of virtue, and utilitarian philosophy. Torres Gregory.

F = Fall
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 U = Summer
 TC = Travel
 Course
 1 = AY 2012-
 2013
 2 = AY 2013-
 2014
 M = Mode
 * = Schedule
 t.b.a.

PHIL 131 Biomedical Ethics (M6) (F-1,2; S-1,2)

4 sem. hrs.

Examines moral questions concerning rights and responsibilities in professional biomedical relationships. Includes issues such as truth-telling, informed consent, privacy, confidentiality, patient self-determination, reproductive technologies, euthanasia, eugenics, and broader questions of justice in health care. Staff.

[PHIL 132 Philosophy and the Arts (M1)

4 sem. hrs. Not offered in 2012–2014.]

Explores basic philosophical issues that cut broadly across the various arts, using historical and recent writings. Explores issues including the definition of art, artistic intentions and interpretation, expression, representation, emotion and the arts, the value of art, and the role of art in society. Luo.

PHIL 133 Asian Philosophy (M6) (S-1)

4 sem. hrs.

Studies Hinduism, Daoism, Confucianism, and Buddhism. Analyzes Asian views on ethics, politics, the nature of ultimate reality, and the understanding of human life through ancient and modern texts. Discusses concepts such as reincarnation, karma, yoga, dharma nirvana, enlightenment, jen, ji, tao, and yin and yang. Luo.

PHIL 136 Philosophy of Human Nature (M6) (F-1,2)

4 sem. hrs.

Explores human nature, including the views of sociobiologists and their critics, the mind/body dualism of Descartes, physicalism, the nature of the self, and the possibility and relevance of machine intelligence. Staff.

PHIL 139 Environmental Ethics (M6) (S-2)

4 sem. hrs.

Explores philosophical issues underlying environmental and ecological controversies. Issues include whether the value of a human being is fundamentally different from the value of other living species or of the environment itself, what role consumer goods and services play in a good life, and whether environmental consciousness conflicts with a good life. Staff.

PHIL 152 Philosophy Through Literature and Film (M2) (F-1)

4 sem. hrs.

Examines philosophical themes and issues found in major works of literature and film. Based on a realization that meaning and truth arise through reflection upon everyday lived reality, we explore how one lives, struggles, and creates meaning in one's search for identity, wholeness, and truth by examining works of literature and film through various lenses of critical analysis. Staff.

PHIL 225 Ethical, Legal, and Social Issues in Information Technology (M6) (F-2)

4 sem. hrs.

Offers students involved in all aspects of information technology an opportunity to reflect on the unique responsibilities of information technology professionals, the benefits and the costs of various aspects of the technology, and the implications for the future of currently evolving technologies. Staff.

PHIL/POLS 232 Theories of Justice (M6) (S-1,2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Raymond.

[PHIL 236 Philosophy of Language

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2012–2014.]

Examines the nature of language and its relation to meaning, reference, truth, and power. Provides a survey of philosophical reflections on language from various historical periods and different traditions, including classics in 20th-century analytic philosophy as well as recent multicultural and feminist perspectives. Torres Gregory.

PHIL 237 Philosophy of Mind (M6) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: One course in philosophy or psychology or consent of the instructor.

Explores the nature of human consciousness and the self. Focuses on the views of contemporary philosophers, psychologists, and Asian religious

thinkers; readings include classical authors such as Descartes as well as contemporary philosophers such as Daniel Dennett. Staff.

[PHIL 241 The Beginnings of Philosophy: Plato and Aristotle (M5)]

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2012–2014.]

Explores the origins of Western philosophy in the Greek tradition, offering an opportunity to get in at the start of the conversation when Western philosophy was first shaping the concepts and questions that still concern us today. Plato and his precursors and Aristotle and his followers are conversation partners for the semester. Luo.

PHIL 242 Making of the Modern Mind (M5) (F-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Considers the modern period in philosophy, which, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. Analyzes some of those changes, focusing on the major philosophical views of the period. Examines issues of personal identity, knowledge, the existence of God, and the nature of the external world. Raymond.

PHIL 243 Mind, Politics, and Society: 19th-Century Philosophy (M5) (S-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Discusses philosophy in the 19th century as it struggles with its disenchantment with modern optimism and raises new questions about political revolution, utopian visions of society, personal despair and human freedom, economic turmoil, control and wealth, and subjectivity and truth. Examines the views of thinkers such as Hegel, Schopenhauer, Marx, Kierkegaard, and Nietzsche. Torres Gregory.

PHIL 244 Contemporary Philosophy (S-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Discusses contemporary philosophy as it reflects on its own methodology and turns that reflection into self-criticism. Explores some of the directions that philosophy has taken since the 20th century, including phenomenology, existential-

ism, philosophy of language, and postmodernism, and raises questions about the future of philosophy. Studies authors such as Husserl, Heidegger, Sartre, Wittgenstein, Quine, and Derrida. Torres Gregory.

PHIL 245 Existentialism (F-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. Addresses questions like: How does the reality of death affect the meaning of life? Is existence absurd? Is human freedom a benefit or a burden? What does it mean to live authentically? Raymond.

PHIL 246 American Pragmatism (F-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines the arguments of classic and contemporary American pragmatists including Peirce, James, Dewey, Royce, Santayana, Rorty, Addams, McKenna, and McDermott. Topics include the pragmatic method, fallibilism, pluralism, radical empiricism, and meliorism. Emphasis is placed on the concepts of community, experience, education, democracy, individualism, knowledge, and culture. Luo.

[PHIL 258 Special Topics in Philosophy]

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2012–2014.]

Offers an in-depth examination of an issue or theme of philosophical importance. Topic to be announced. Staff.

PHIL 332 Law and Philosophy (S-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence. Raymond.

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = AY 2012–2013
2 = AY 2013–2014
M = Mode
* = Schedule t.b.a.

PHIL 350 Independent Study (F,1-2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Staff.

PHIL 355 Thesis (F,1-2; S-1,2)

4 or 8 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff.

PHIL 370 Internship (F,1-2; S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the supervising faculty member.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

PHIL 390 Seminar (S-2)

4 sem. hrs. Prereq.: One course in philosophy or women's and gender studies or junior or senior standing or consent of the instructor.

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem. Staff.

Additional courses for majors

In addition to those listed above, the following courses may be counted toward the philosophy major: WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (see page 240); WGST 354 Feminist Theories (see page 241).; and WGST 380 Gender and Queer Theory (see page 241).

Program in Physical Therapy

Z. Annette Iglarsh, *Associate Dean of School of Nursing and Health Sciences, Chair and Professor*

Maureen Harris, *Director of Clinical Education and Associate Professor of Practice*

Teressa Brown, *Assistant Director of Clinical Education and Associate Professor of Practice*

George Coggeshall, *Associate Professor of Practice*

Justin Jones, *Associate Professor of Practice*

James Huddleston, *Associate Professor of Practice*

Joanne Rivard, *Associate Professor of Practice*

Lisa Rosmarin, *Administrative Assistant*

Kathleen Socha, *Administrative Assistant to the Director of Clinical Education*

Simmons College's professional program in physical therapy is a nationally respected leader in physical therapy education with a more than 50-year history. For students entering as first year undergraduates, the major extends over a period of six years. The first three years are devoted to fulfilling requirements in the necessary basic and social sciences, liberal arts, and electives. In addition students will complete the prerequisites for admission into the professional phase of the DPT and the coursework required for a BS degree in Exercise Science. During the final three years, those students who meet the GPA criteria are enrolled in the DPT graduate program at the School for Nursing and Health Sciences and take courses in the professional curriculum. At the end of the first year in the professional program, students receive a BS degree in Exercise Science. After two more years in the graduate program, at the end of six years at Simmons, a clinical doctoral degree is awarded (DPT). The completion of the doctoral degree is required to be eligible to take the national examination for licensure and

to practice physical therapy.

Situated in the School of Nursing and Health Sciences, the professional program offers a unique interdisciplinary environment that prepares graduates to meet the challenges of today's health-care system. The curriculum emphasizes a problem-based, self-directed approach to learning, using case studies to integrate basic science and clinical knowledge and skills in conjunction with psychosocial, ethical, and behavioral aspects of patient care. In small group tutorials, students work closely with individual faculty to explore information and develop clinical insights and professional behaviors. Professional practice is a fundamental component of the curriculum accomplished through integrated clinical experiences and full-time clinical internships. Program graduates practice in a variety of health care settings with individuals of all ages. In clinical practice Simmons graduates demonstrate excellent clinical skills, leadership, and confidence as successful practitioners.

Throughout the six years at Simmons, students in physical therapy must meet certain academic requirements. These requirements should be reviewed by the student with their advisor periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite science courses, language requirements, math competency, and modes of inquiry requirements by the end of their third year at Simmons. In order to matriculate into the professional program, students must have a 3.00 GPA in the prerequisite science courses (biology, chemistry, physics, anatomy and physiology and exercise physiology) at the end of the junior year and a 3.00 overall GPA. If at any time a student's academic work, conduct, or health is unsatisfactory, she may be required to withdraw from the major. For further descriptions of the academic requirements, student responsibilities, and the professional curriculum, the physical therapy catalog may

be viewed online at <http://www.simmons.edu/snhs/programs/pt/>.

You may apply to Simmons as an undergraduate transfer student and be considered for admission to the professional phase of the Physical Therapy Program. You must complete five of the nine required prerequisite science courses at Simmons, and you must have a 3.0 GPA across the eight science courses in order to be considered for matriculation into the profession program. Additionally, you will need to meet all the requirements for an undergraduate degree from Simmons as well as the requirement for health care experience before matriculation into the professional program.

Major in Exercise Science

Majors will complete four prerequisite courses, a core consisting of ten courses, plus two electives spread out across their four years. All majors are required to have Basic Life Support and First Aid Certifications by the end of the junior year. The suggested sequence is:

First Year

- BIOL 113 General Biology (Pre-req for BIOL 246)
- CHEM 111 Introduction to Chemistry (Pre-req for BIOL 231)
- CHEM 112 Organic Chemistry I (Pre-req for BIOL 231)

Sophomore Year

- BIOL 231 Anatomy & Physiology I
- BIOL 232 Anatomy & Physiology II
- BIOL 246 Foundations in Exercise and Health
- MATH 118 Introductory Statistics
- PSYC 101 Introduction to Psychological Science
- NUTR 112 Introduction to Nutrition Science

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Junior Year*

- SNHS 361 Exercise Assessment & Prescription
- PSYC 232 Health Psychology
- BIOL 332 Exercise Physiology
- PHYS 110 Introduction to Physics I
- CPR with AED Training
- First Aid Certification – both to be offered at cost on campus

*If you are approved by the Department of Physical Therapy and are able to progress into the Physical Therapy Program next year you must also complete:

- PHYS 111 and 111L Introduction to Physics II and lab
- One Elective (see Program in Biology)

Senior Year*

If you remain in the Exercise Science Program to earn a BS in Exercise Science

- BIOL 370 Internship (8 credits)
- BIOL 362 Kinesiology
- 2 Electives

*If you progress into the Physical Therapy Program to earn the BS in Exercise Science you can apply the courses in the summer II, fall, and spring semesters of the first year of the DPT graduate program to fulfill the BS in Exercise Science requirements. The DPT program is 99 credits (including the last year of undergraduate education and Year I in the graduate program combined year.)

Thirty hours of work or volunteer experience in physical therapy are required. These hours give you a firsthand picture of the profession that you have chosen. In addition to these hours, faculty members of the DPT Department recommend that you complete an additional 30 hours of experience. Students report that this more recent experience gives them a more

mature perspective of the patients, often leading to a richer experience than when they were younger. The professional program (final three years) involves a full-time commitment over a three year period, including summers, beginning in the summer following the junior year. Graduation is in August of the third year. The program affiliates with approximately 200 institutions across the country, offering students a wide variety of clinical settings in which to participate in the practice of physical therapy.

The program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education.

Program in Physics

Michael Kaplan, *Professor*
 Michael Jordan, *Senior Lecturer*
 Roman Barankov, *Lecturer*
 Joseph Genevich, *Physics Lab Technician*
 Joanne Saro, *Administrative Assistant*

Housed in the Department of Chemistry and Physics, the program in Physics helps one understand the basic, universal laws of the natural world and appreciate how this knowledge is used to design diverse devices that have tremendous implications for our lives, such as pacemakers, artificial limbs, integrated circuits, or rocket engines. Physics also enhances preparation for careers in medicine, health sciences, industry, and education. Courses emphasize the applications of physics and provide important problem-solving skills as well as laboratory and computer-related experience.

Major in Physics

The physics major focuses on the theoretical framework of the discipline, emphasizes student research, and highlights the properties and structure of materials.

Student Competencies: Physics

Knowledge-Based

All our graduates will be able to:

1. Master a broad set of knowledge concerning the fundamentals in the basic areas of the physics (mechanics, electromagnetism, thermodynamics, waves, and modern physics).
2. Solve problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem. They will be able to rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution, test the correctness of the solution, and interpret their results.

Performance/Skills-Based

All our graduates will demonstrate the ability to:

3. Understand the objective of their experiments; properly carry out the experiments; troubleshoot experiments; appropriately record and analyze the results; understand what constitutes “reasonable” data; estimate the error bounds on their measurements.
4. Use standard laboratory equipment, modern instrumentation, and classical techniques to carry out experiments.
5. Know and follow the proper procedures and regulations for safe handling and use of materials such as electricity, lasers, and other potentially hazardous equipment.
6. Communicate the concepts and results of their laboratory experiments through effective writing and oral communication skills.
7. Use computers in data acquisition and processing and use available software as a tool in data analysis.
8. Employ modern library search tools to locate and retrieve scientific information about a topic, a material, an instrument, or an issue relating to physics.

Professional

All graduates will:

9. Maintain the integrity of data and demonstrate high ethical and professional standards in reporting of information in accordance with the American Physical Society guidelines for Professional Conduct.
10. Act in a highly ethical professional capacity as a scientist in their articulation, evaluation and employment of techniques and processes that are benign for human health and the environment, which include but are not limited to the 12 Principles of Green Engineering and the Principles of Global Sustainability set forth by the Report of the Brundtland Commission, *Our Common Future*, in 1987.
11. Successfully pursue their career objectives, such as in advanced education in professional and/or graduate schools, in a scientific career in government or industry, in a teaching career, or in a related career following graduation.
12. Function successfully as part of a team,

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

exhibit good citizenship in group interactions, and be an active contributor to group projects.

Requirements: Physics majors take the following courses:

- PHYS 112 Fundamentals of Physics I
- PHYS 113 Fundamentals of Physics II
- PHYS 120 Materials: Properties
or PHYS 121 Materials: Structure
- PHYS 201 Wave Phenomena and
Introductory Modern Physics
- PHYS 300 Mechanics
- PHYS 305 Electricity and Magnetism
- PHYS 332 Quantum Mechanics and
Molecular Structure
- PHYS 331 Thermodynamics and Kinetics
- PHYS 350 Independent Learning (8 credits)
- PHYS 390 Physics Seminar

Choose one of the following courses:

- PHYS 120 Materials: Properties
- PHYS 121 Materials: Structure
- PHYS 220 Materials Modeling
- PHYS 310 Materials Research Methods I
- PHYS 311 Materials Research Methods II

Prerequisites and Other Required Courses:

- MATH 120 Calculus I
- MATH 121 Calculus II
- MATH 220 Multivariable Calculus
- CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry
- CHEM 112 Introductory Chemistry: Organic
or CHEM 114 Organic Chemistry
- CHEM 226 Quantitative Analysis

An additional upper-level mathematics or computer science course is also highly recommended.

Minor in Physics of Materials

A minor in physics of materials exposes students to some of the key topics in materials science and provides an opportunity to participate in materials research and use advanced instrumentation. The experience and knowledge gained are particularly relevant because

technological advances in all areas, from growing artificial skin to developing faster computers, are critically dependent on innovations in materials research. This minor is particularly appropriate for biology, chemistry, or biochemistry majors or pre-medical (veterinary or dental) students, especially those interested in the high-tech industry or medical research. The minor may also be attractive to anyone with an interest in science and/or problem solving and laboratory skills.

Requirements:

20 credits chosen as follows:

- PHYS 112 Fundamentals of Physics I
- PHYS 113 Fundamentals of Physics II
- PHYS 120 Materials: Properties
or PHYS 121 Materials: Structure
- PHYS 201 Wave Phenomena and
Introduction to Modern Physics

Choose six credits from the following:

- PHYS 120 Materials: Properties (2 credits)
- PHYS 121 Materials: Structure (2 credits)
- PHYS 220 Materials Modeling (2 credits)
- PHYS 226 Electrical, Magnetic, and Elastic
Properties of Materials
- PHYS 300 Mechanics
- PHYS 305 Electricity and Magnetism
- PHYS 310 Material Research Methods I
- PHYS 311 Materials Research Methods II
- PHYS 331 Thermodynamics and Kinetics
- PHYS 332 Quantum Mechanics and
Molecular Structure

COURSES

PHYS/BIOL 103 Great Discoveries in Science (M4) (F-1,2)

4 sem. hrs.

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Weekly laboratory. Designed for non-majors. Jordan.

PHYS 105 Science and Technology in the Everyday World: The Way Things Work (M4) (S-1,2)

4 sem. hrs.

Traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Weekly laboratory. Designed for nonmajors. Jordan.

PHYS 110 Introductory Physics I (M4) (F-1,2)

PHYS 111 Introductory Physics II (S-1,2)

4 or 8 sem. hrs. Prereq.: Secondary school algebra. (PHYS 110 is prereq. to PHYS 111.) Teaches the fundamentals of physics for students with preparation in algebra and trigonometry. Topics drawn from mechanics, electricity and magnetism, heat, waves, sound, optics, and modern physics. Weekly three-hour laboratory and one-hour interactive problem-solving session. Barankov.

PHYS 112 Fundamentals of Physics I (M4) (F-1,2)

PHYS 113 Fundamentals of Physics II (S-1,2)

4 or 8 sem. hrs. Prereq. or concurrent: MATH 120, 121. (PHYS 112 is prereq. to PHYS 113.) Prereq.: MATH 120 & MATH 121 or with consent of the instructor. Concentrates on the subjects of mechanics, electricity, and magnetism and on the concepts of particle and field, motion, mass, force, energy, and momentum. Additional material drawn from kinetic theory, heat, and thermodynamics. First course in physics for science majors. Weekly three-hour laboratory and one-hour interactive problem-solving session. Kaplan.

PHYS 120 Materials: Properties (S-2)

2 sem. hrs.

Largely through experimentation, examines some of the ways in which one characterizes and/or measures a material's mechanical, electrical, thermal, magnetic, optical, and electrical properties. Also investigates the way in which processing conditions may influence properties and how this information can be used to construct useful devices. Staff.

PHYS 121 Materials: Structure (S-1)

2 sem. hrs.

Focuses on the theories that explain mechanical, electrical, thermal, magnetic, optical, and electrical properties. Examples include theories related to atomic structure and interatomic bonding, imperfections in solids, diffusion, stress/strain and elastic properties, phase transformations conductivity, magnetic interactions, and optical absorption and luminescence. Introduces X-ray diffraction and molecular modeling through laboratory experiments and simulations. Staff.

PHYS 201 Wave Phenomena and Introductory Modern Physics (F-1,2)

4 sem. hrs. Prereq.: PHYS 112/113.

Focuses on wave properties common to both optics and acoustics and then extends these topics to introduce key ideas in modern physics. Rounds out a general background in physics and is recommended, along with PHYS 112/113, for preparation for the MCAT exam. Kaplan.

PHYS/CHEM 220 Materials Modeling (F-2)

2 sem. hrs.

Provides a hands-on introduction to the use of computer methods for discovery and assessment of novel materials. Teaches the use of a variety of molecular and materials modeling software and presents the principles, benefits, and pitfalls associated with this approach to the study of materials. Emphasizes modeling projects and genuine research applications of computer modeling. Staff.

[PHYS 226 Electrical, Magnetic, and Elastic Properties of Materials

2 sem. hrs. Prereq. PHYS 112/113. Not offered in 2012–2014.]

Introduces the microscopic physics of the properties of materials. Basis for discussion includes fundamental concepts of the localized and delocalized (collectivized) electrons. Discusses traditional solid state topics, as well as modern phenomena such as high-temperature superconductivity, ferroelasticity, and colossal magnetoresistance. Kaplan.

PHYS 300 Mechanics (S-2)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of Newtonian mechanics; the conservation laws, the dynamics of a particle, including oscillations

F = Fall
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 1 = AY 2012–2013
 2 = AY 2013–2014
 M = Mode
 * = Schedule t.b.a.

and central force motion; and the dynamics of a system of particles. Includes laboratory work. Staff.

PHYS 305 Electricity and Magnetism (S-1)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220. Examines the fundamental principles of electromagnetic theory through the introduction of Maxwell's equations and discusses electrical and magnetic fields in matter. Stresses applications to contemporary devices. Includes laboratory work. Kaplan.

[PHYS 310 Materials Research Methods I

2 sem. hrs. Not offered in 2012–2014.]

Offers a clear understanding of and experience with particular instruments or techniques (such as high-vacuum systems, thin-film deposition, spincoating, photolithography, self-assembly, and micro patterning) used in the preparation of thin films or selectively activated surfaces.

Emphasizes the influence of processing conditions on material properties. Work with faculty on ongoing research projects and present results in a paper or an oral presentation to physics and chemistry faculty. Staff.

[PHYS 311 Materials Research Methods II

2 sem. hrs. Not offered in 2012–2014.]

Offers a clear understanding of and experience with particular instruments or techniques (such as infrared, visible, and ultraviolet spectroscopy, or light scattering analysis) used to probe the internal structure of materials, including "soft" materials. Course includes the preparation of nanoparticles and colloidal dispersions.

Emphasizes the influence of processing conditions. Work with faculty on ongoing research projects and present results in a paper or an oral presentation to physics and chemistry faculty. Staff.

PHYS/CHEM 331 Thermodynamics and Kinetics (F-1,2)

4 sem. hrs. Prereq.: CHEM 226 and PHYS 113. See description under the Department of Chemistry.

PHYS/CHEM 332 Quantum Mechanics and Molecular Structure (S-1,2)

4 sem. hrs. Prereq.: CHEM 226 and PHYS 113. See description under the Department of Chemistry.

PHYS 350 Independent Learning (F-1,2, S-1,2)

4 or 8 sem. hrs.

Usually taken for two semesters (eight semester hours) but may be elected for one semester.

Individual laboratory work on a research problem. Includes a thesis and a final oral presentation. Staff.

PHYS 370 Internship (F-1,2, S-1,2)

4 or 8 sem. hrs.

Provides a supervised professional experience off campus. Placement must be approved by the department. Includes a final oral presentation. Staff.

PHYS 390 Physics Seminar (F-1,2, S-1,2)

No Credit.

Required of all physics majors; other students are invited to attend.

Department of Political Science and International Relations

POLITICAL SCIENCE

Leanne Doherty, *Chair and Associate Professor*

Zachary Abuza, *Professor*

Kirk Beattie, *Professor*

Cheryl Welch, *Professor Emerita*

Catherine Paden, *Associate Professor*

Benjamin Cole, *Assistant Professor*

Dan Connell, *Professor of Practice in Communications*

The field of political science is divided into four subfields: American politics, comparative politics, international politics, and political theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision-making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments should be constituted and how politics should be carried out. The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a major in political science with one of a wide variety of other majors, such as communications, economics, education, English, history, management, psychology, sociology, or international relations.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and an advanced seminar. Students in the department are encouraged to undertake internships in government offices and interest groups at the national, state, and local levels. They also have the opportunity to pursue independent

research with individual professors. A limited number of juniors are able to spend a semester at the Washington Semester Program of The American University, Washington, D.C. The department also encourages students to engage in political science studies abroad.

Major in Political Science

Requirements: All majors are required to take introductory courses in each of the four subfields of political science:

POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 103	The Nature of Politics
POLS 104	Introduction to Comparative Politics

Students must also take four POLS electives and the senior seminar in political science. The College degree requirement of eight semester hours of independent learning may be met by POLS 350, 355, 370, 380, or 390. The independent study requirement may also be met with one course from another department. With the exception of a seminar, these eight semester hours are in addition to the 36 semester hours required in the political science major.

Honors in Political Science

To become a candidate for honors in political science, a student must have a GPA of 3.67 in political science and must submit a proposal for a thesis to the department in the spring of her junior year. The chair, in consultation with members of the department, will determine candidacy. In addition to the courses listed above, an honors candidate is also required to complete POLS 350 Independent Study followed by POLS 355 Thesis. Graduation with honors in political science is based on the assessment of the faculty committee to which the student submits her thesis.

Minor in Political Science

A political science minor consists of three 100-level courses and two courses at the 200

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2 = AY 2013-2014
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level or above.

Minor in Public Policy Studies

Coordinator: Leanne Doherty

Public policy concerns the actions of governments and the objectives that guide those actions. The 80,000 governments that make up the American system have a profound effect on the daily life of their citizens.

Students are drawn to study public policy for various reasons. Many students may hope to work for local, state, or national governments at some point in their careers. Students who plan to work in the private sector increasingly find that government affects their professional and personal activities. In addition, all students who desire to become more informed citizens find their lives enriched by an appreciation of how, and to what effect, government acts. The interdisciplinary field of public policy is organized around four related sets of questions:

- Who or what influences the direction of government action?
- What “tools” are available to address societal problems?
- What are the effects of government actions?
- What are the appropriate normative questions about how policy is made and what government actually does?

The study of public policy requires a basic grounding in economics and political science. Students are therefore required to take introductory courses in each of those fields. Since the upper-level public policy courses in economics are all microeconomics-based, ECON 100 Principles of Microeconomics is required.

The minor consists of five courses:

- ECON 100 Principles of Microeconomics
- POLS 101 Introduction to American Politics
- POLS 217 American Public Policy

Plus two of the following:

- ECON 236 Public Economics
- ECON 239 Government Regulation of

Industry

- ECON 241 Business Competition and Antitrust Policy
- ECON 247 Environmental Economics
- POLS 212 Politics Unplugged: How Things Work in Massachusetts

Survey Courses

POLS 101 Introduction to American Politics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the fundamentals of American government and analyzes important and controversial political issues. Through lecture, discussion, and readings, examines: the Congress, the presidency, the courts, voting behavior, political participation, interest groups, political parties, social movements, civil rights, and civil liberties. A special focus will be on applying theories to current events in American politics. Paden, Doherty.

POLS 102 Introduction to International Politics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Introduces patterns of relations among states, both conflictual and cooperative. Examines relations between the superpowers and between the developed states and the Third World countries. Discusses current issues in international relations such as wars, terrorism, trade, international organizations, international law, human rights, migration and trafficking, North-South relations, globalization, and environmental concerns. Abuza.

POLS 103 The Nature of Politics (M6) (F-1,2)

4 sem. hrs.

Introduces political theory and its contributions to the study of politics by considering problems of citizenship in different regimes. Examines both classic texts of political philosophy (including Plato, Aristotle, Hobbes, Locke, Rousseau, and Marx) and the writings and speeches of political actors (both real and in fiction and film). Staff.

POLS 104 Introduction to Comparative Politics (M5) (S-1,2)

4 sem. hrs.

Introduces the study of governments other than the U.S. Countries selected for study include France, Russia, the People's Republic of China, and Egypt. Topics include political culture and socialization, political parties and institutions, the impact of socioeconomic transformations on politics (revolutions, coups d'état, opposition parties), and the ways regimes respond to challenges. Beattie, Paden.

Topics Courses**POLS 202 Special Topics in Political Science (F-2; S-1)**

4 sem. hrs.

Examines a topic of current interest in political science through intensive reading and writing in a seminar format. Staff.

POLS 209 The Politics of American Pop Culture (F-1)

4 sem. hrs.

Exposes students to the relationship between popular culture and the United States. Focuses on various aspects of TV, the Internet, music, radio, and sports to show how the rise of the "Political Celebrity" has taken hold of all aspects of American politics in the 21st Century. Doherty.

POLS 210 (TC) National Politics Unplugged: The Way Washington Works (U-2)

4 sem. hrs. Prereq.: POLS 101.

In-depth exposure to Washington politics.

Examines the political environment in which representatives, lobbyists, bureaucrats, and activists operate, with special attention to governmental institutions, the policy process, and the workings of interest groups and social movements. Field visits will include the U.S. Congress, cabinet departments, interest groups, and political consulting firms. Paden.

POLS 211 The Politics of Cities (S-2)

4 sem. hrs.

Examines the development, organization, and various forms of politics in American cities, including Boston. Considers the development and growth of cities, machine politics, economic development policies, immigration, and race and class shifts in urban areas. Includes visits to the

State House, a Boston City Council meeting, and other sites of historical, political, and cultural significance. Paden.

POLS 212 Politics Unplugged: How Things Work in Massachusetts (F-1,2)

4 sem. hrs. Prereq.: POLS 101 or consent of the instructor.

Prepares students for direct involvement in the political process with legislators or nongovernment organizations involved in policy formation. Provides an overview of the Massachusetts political system through classroom study, speakers, and site visits. Focuses on "hands-on" skills: oral briefings, political research, and writing for policymakers. This course is required for participation in the Lee Family Foundation internship program. Doherty.

POLS 213 Politics in the Republic: Congress and the Presidency (F-2)

4 sem. hrs.

Examines decision-making at the national level of American politics, focusing on the internal operational dynamics and structural environment of the Congress, patterns of presidential decision-making and leadership, and the complex relationships between the legislative and executive branches of the government. Paden.

POLS 214 Constitutional Law: The Modern Court (S-2)

4 sem. hrs.

Analyzes the Supreme Court's decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Considers the court's impact on debates over privacy, race and sex discrimination, freedom of expression, and religion. Staff.

POLS 215 The Politics of Exclusion (F-2)

4 sem. hrs.

Examines the changing patterns of incorporation of ethnic and racial minorities in American politics in the post-civil rights era. Considers the relationships between racial minority groups, levels of representation, levels of political participation, the possibilities for coalition-building between racial minority groups, and economic and social policy issues that affect minority and ethnic politics. Paden.

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POLS 216 The American Judiciary and Legal Issues (S-2)

4 sem. hrs.

Examines the American court system as an institution of the U.S. government, and the relationships among law, politics, and society. Examines the meaning of law in the U.S. context; the institutions of law in the U.S. – both the federal and state court systems; and will include discussion and debate on several contemporary legal issues, including same-sex marriage, pornography, affirmative action, and the death penalty. Paden.

POLS 217 American Public Policy (M5) (S-1,2)

4 sem. hrs. Prereq.: POLS 101 or consent of instructor.

Examines public policy in the U.S., emphasizing how patterns of political power shape, and are shaped in turn, by state intervention. Students will consider various social and economic policies as illustrations of these processes. Topics explored can include environmental and education policy, Title IX as it relates to sports, and rural/urban debates. Key concepts will be reinforced through the use of case studies, memo writing, policy analysis papers, and a final research project. Doherty.

POLS 218 Parties and Elections (M5) (F-1)

4 sem. hrs.

Examines political parties and their relationship to political competition in the U.S. Considers the function of parties, alternative mechanisms of interest representation, and recent American electoral events. Paden, Doherty.

POLS 219 Gender and Politics (F-2)

4 sem. hrs.

Considers the role of gender in American politics, including historical and contemporary examples of movements, interest groups, and electoral politics. Places special emphasis on women who have served in Congress or the State House. Doherty.

POLS 220 International Organization and Law (S-1,2)

4 sem. hrs. Prereq.: POLS 102 or consent of instructor.

Examines the problems and processes of international organizations. Analyzes the issues dealt

with by international organizations and the reasons for their successes and failures. Focuses on the United Nations and its role in resolving international conflicts. Abuza.

POLS 221 The Arab-Israeli Conflict (M5) (S-1,2)

4 sem. hrs.

Examines the political dimensions of the Arab-Israeli conflict. Analyzes the interests and objectives of all the major parties in the conflict, ranging from its impact on Israeli society and the Palestinians to the concerns of other regional and global actors. Beattie.

POLS 223 Human Rights: The Basic Dilemmas (S-2)

4 sem. hrs.

Examines the basic dilemmas surrounding the issue of human rights in international affairs since 1945. After an overview of the emergence of the “human rights regime,” we will explore debates over the universality of human rights and over the proper way to define them (as civil, economic and social, and/or cultural). Case studies of human rights violations will highlight key policy choices that confront activists, citizens, and policymakers alike. Staff.

POLS 224 Human (In)Security: Transnational Security Issues in a Global World (S-1)

4 sem. hrs.

Examines global security issues involving sub-actors, such as transnational criminal gangs, terrorist organizations, and transnational issues. This course will focus on the issues of human security, including human trafficking, refugees and stateless peoples, transnational crime, narco-states, piracy, food security, impact of climate change, and threats to public health. Abuza.

POLS 225 International Politics of East Asia (M5) (F-1)

4 sem. hrs.

Examines the international politics of East Asia, with particular attention to the foreign policies of the great powers: the U.S., China, and Japan; as well as to the flashpoints on the Korean Peninsula and Taiwan. Also examines important transnational issues in the region, as well as the region’s rapid economic development. Abuza.

POLS 229 Comparative Foreign Policy (F-1)

4 sem. hrs.

Examines foreign policy of various countries in Asia, Europe, Latin America, Africa, the Middle East, and North America (except the United States). Focus on top leaders and their world-views; bureaucracies, size of a state, national culture, and type of regime; rising significance of NGOs, and International Organizations. The goal is to understand how and why foreign countries behave as they do. Simulation game provides hands-on experience in foreign policy-making. Cole.

POLS/PHIL 232 Theories of Justice (M6) (S-2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Raymond.

[POLS 236 Political Novels (M2)

4 sem. hrs. Not offered in 2012–2014.]

Approaches great literature with particular interest in novelists' observations on politics. Examines issues such as: the failings of a modern politics reliant on technology and wealth; the problem of evil; the effects of ideology on human nature; and the relationship between the individual and the state. Staff.

POLS 240 Islam and the West (M5) (S-1)

4 sem. hrs.

Conceived in the immediate aftermath of 9/11, this course is designed to investigate the putative "Clash of Civilizations" between predominantly Muslim nations and "the West." Following an initial examination of the basic tenets of Islam and an overview of its historical development, the course focuses on explaining the political behavior of Islamists, both moderates and extremists, and the nature of their relations with the governments and peoples of the United States and numerous Western European countries. Beattie.

POLS 242 African Politics (S-1)

4 sem. hrs.

Examines political, economic, and social devel-

opment of Africa, with special attention to the legacy of colonialism and the Cold War era and their impact on contemporary national-building projects. Topics include conflict and identity, democracy and development, the state and civil society, military governance, and Africa's role in regional and international politics. Connell.

POLS 243 Middle Eastern Politics (F-1,2)

4 sem. hrs.

Examines the politics of the Middle East (Near East and North Africa). Emphasizes the search for legitimacy by the Arab regimes, the role of women in Arab societies, the resurgence of Islamic fundamentalism, Israeli society and politics, and important regional and international issues. Beattie.

POLS 244 Crisis and Transition in Contemporary Africa (F-2)

4 sem. hrs.

Explores how South Africa, Rwanda, and Eritrea, nations traumatized by racial domination, genocide, and protracted war and dictatorship, cope with their painful pasts and what actions or programs promote peace, reconciliation, and democracy. Connell.

POLS 245 Politics of Newly Industrializing Countries (F-1)

4 sem. hrs.

Analyzes problems encountered by developing countries, such as decolonization; the formation of a national identity; military interventions in politics; the development of representative government; challenges posed by powerful companies and nation states; and the need to combat poverty, illiteracy, and economic underdevelopment. Focuses on case-studies from the Asia-Pacific region. Abuza.

[POLS 245M Politics of Newly Industrializing Countries (TC)

4 sem. hrs. Not offered in 2012–2014.]

Analyzes problems encountered by developing countries, such as decolonization; the formation of a national identity; military interventions in politics; the development of representative government; challenges posed by powerful companies and nation states; and the need to combat poverty, illiteracy, and economic underdevelopment, with a particular focus on Thailand. Abuza, Staff.

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POLS 246 Politics of Western Europe (S-2)

4 sem. hrs.

Analyzes the politics of Western Europe, focusing on the formation of European political cultures (including how and why they differ from American political culture), political ideological struggle, parties, institutions, the emergence of the European Union, and the major challenges facing the citizens of Europe today. Beattie.

POLS 247 Politics of Religious Fundamentalism (M6) (F-1)

4 sem. hrs.

Analyzes the politicization of the world's major religions over the last four decades, including the appearance of religious extremists. Discusses where and why this phenomenon has occurred and the impact of an increasing politicization of religion on domestic and international politics. Beattie.

POLS 248 Terrorism (S-2)

4 sem. hrs.

Compares national liberation and terrorist groups from around the world in order to understand the modus operandi, goals, and tactics of terrorist organizations. Examines the differences between national liberation groups and terrorist cells as well as the evolution of terrorism from Marxist inspired groups to religious extremism. Abuza.

POLS 249 U.S. Foreign Policy: 1945–Present (S-2)

4 sem. hrs.

Analyzes the U.S. ascendance into global leadership, and America's role in international politics from the Cold War to the present. Explores the historical evolution of American foreign policy and examines in-depth main foreign policymaking actors. Also considers the influences of U.S. foreign policy on the present-day volatile international system. Simulation game provides hands-on experience. Staff.

POLS 264 (TC) Political Economic Evolution of Egypt*

4 sem. hrs.

Analyzes Egypt's political-economic development since the colonial era and the challenges of nation building. The class examines military rule, political authoritarianism, and the loosening of political bounds, including the rise of political

Islam. The course addresses the ongoing challenges of poverty, illiteracy, and economic underdevelopment. Beattie.

POLS 268 (TC) Human Rights in South Africa (S-2)

4 sem. hrs. Prereq.: COMM 122 or consent of the instructor.

Explores changes since the country's first multi-racial elections in 1994 and the extent to which the society reflects the values of its post-apartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience. Connell.

POLS 266 (TC) France: Economic, Socio-Cultural and Political Change*

4 sem. hrs.

Examines four eras in French political history: the feudal era, post-revolutionary republican and imperial France, the post-WWII period known as "the 30 glorious years," and France in Europe. For each period, examines the nature of the political institutions, its key political actors, and its dominant social and economic characteristics. Beattie.

POLS 350 Independent Study (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

Open to students in political science wishing to do advanced work with a member of the department. Staff.

POLS 355 Thesis (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

Required for honors in political science. Includes oral defense with members of the department. Staff.

POLS 370 Internship (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department.

Doherty, Cole.

POLS 380 Field Work (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department.

Doherty, Staff.

POLS 390 Seminar (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Required of all senior political

science majors. Staff.

INTERNATIONAL RELATIONS

International Relations Steering Committee

Zachary Abuza, *Professor of Political Science and International Relations*

Kirk James Beattie, *Professor of Political Science and International Relations*

Cheryl Welch, *Professor Emerita of Political Science and International Relations*

Raquel Halty, *Professor Emerita of Modern Languages*

Leanne Doherty, *Chair and Associate Professor of Political Science and International Relations*

Eduardo Febles, *Associate Professor of Modern Languages*

Zhigang Liu, *Associate Professor of History and Modern Languages*

Stephen Ortega, *Associate Professor of History*

Niloufer Sohrabji, *Assistant Professor of Economics*

Dan Connell, *Professor of Practice in Communications*

Major in International Relations

The interdisciplinary major in international relations seeks to understand the political, economic, social, and cultural relations among states as well as the transnational roles of non-state actors. Such an understanding is critical in today's world and can support a variety of career options. The major consists of core courses in international politics, economics, history, and women's studies. Electives are chosen from these disciplines, as well as from modern languages and sociology. The senior year includes an integrative seminar and, if the student chooses, an internship or independent study. Students have interned at organizations involved in international relations such as the World Affairs Council, the United Nations Association, Amnesty International, the International Business Center, the offices of

U.S. senators, and Grassroots International.

Language Requirement for International Relations Majors

The international relations major requires a level of proficiency in a modern language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of four ways:

1. A student may complete a second major in a modern language, or may minor in a modern language.

2. A student whose native language is not English, and is exempt from the College foreign language requirement, may choose to use her native language to fulfill the language proficiency requirement in international relations.

3. Students who choose to use either French or Spanish to fulfill the proficiency requirement in international relations must take at least two foreign language courses beyond the College's foreign language requirement in the same language used to fulfill that requirement.

Students who choose to fill the proficiency requirement in Japanese or Chinese must take one language course beyond the College's foreign language requirement in the same language used to fulfill that requirement. Any language course above the 202 level may be counted as an elective toward a relevant "Area Studies" area of elective concentration.

4. Students whose native language is English, and wish to use a modern language not taught at Simmons to fulfill the proficiency requirement in international relations, may petition the International Relations Steering Committee, which will determine whether the level of proficiency in that language meets the requirement.

Note: Dix Scholars majoring in international relations must fulfill the international relations language requirement.

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Requirements for the Major

Core Courses (six total):

ECON/ WGST 214	Women in the World Economy
HIST 101	World Civilizations II: Colonialism and Post-Colonialism
HIST 128	Modern European History: 1789–1989
INRL 390	Senior Seminar
POLS 102	Introduction to International Politics
POLS 220°	International Organizations and Law

One of the following:

ECON 218°	International Trade
ECON 220°	International Monetary Systems

Students are strongly encouraged to take the following courses in the first or second year: ECON 100 and 101, HIST 101 and 128, and POLS 102. Faculty members of the International Relations Steering Committee are available for advising and supervising independent studies and honors theses.

Electives: Three courses in one of the following areas: Global and Human Security, Political Economy and Development, Transnational Issues of Culture and Identity, or Geographical Area Studies. Students may substitute courses from other colleges and study-abroad programs with special permission. This list is not inclusive and new curricular offerings may be added.

Elective Areas

Global and Human Security

HIST 203	History of East Asian and U.S. Foreign Relations
HIST 205	Global Environmental History
HIST 237	Holocaust
HIST 251	Global Perspectives on 9/11
HIST 248	U.S. Foreign Policy: 1898–1945
HON 303	HIV/AIDS: The Intersection of Science and Society

NUTR 150	International Nutrition Issues
POLS 221	The Arab-Israeli Conflict
POLS 223	Human Rights: The Basic Dilemmas
POLS 224	Human (In)Security
POLS 244	Crisis and Transition in Contemporary Africa
POLS 248	Terrorism
POLS/ HIST 249	U.S. Foreign Policy: 1945–Present
POLS/ COMM 268	Human Rights in South Africa
SOCI 245	International Health

Political Economy and Development

ECON 216°	Economic Development
ECON 222°	Comparative Economies of East Asia
NUTR 150	International Nutrition Issues
POLS 104	Introduction to Comparative Politics
POLS 225	International Politics of East Asia
POLS 242	African Politics
POLS 245	Politics of Newly Industrializing Countries
POLS 245M	Politics of Newly Industrializing Countries (Thailand Short-Term Course)

Transnational Issues of Culture and Identity

FREN 266	The Quest for Identity: The Self and the Other in French Literary Tradition
FREN 316	Outside France: Perspectives from the French-Speaking World
HIST 231	Understanding Islam in Historical Perspective
HIST 251	Global Perspectives on 9/11
HIST 361	Topics in World History; Cross-Cultural Encounters: Contacts, Connections, and Conflict
HIST 364	The Rape of Nanjing
HON 201	Conflict and Identity in Sudan
HON 203	Islam and the West
HON 204	France and the Francophone World

INRL 202*	Special Topics in International Relations	HIST 207	Gender, Family, and Society in Modern China
POLS 202*	Special Topics in Political Science	HIST 362	Reforms and Revolutions in Asia.
POLS 240	Islam and the West	HIST 364	The Rape of Nanjing
POLS 247	The Politics of Religious Extremism	JAPN 310	Japanese Civilization
SOCI 267	Globalization	POLS 225	International Politics of East Asia
SOCI 270	South Asia: People and Power	POLS 245	Politics of Newly Industrializing Countries
SOCI 348	Re-envisioning the Third World	POLS 245M	Politics of Newly Industrializing Countries (Thailand Short-Term Course)
SPAN 314	Hispanic Culture as Seen Through Film	SOCI 270	South Asia: People and Power
SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture		

Geographic Area Studies

A student may choose to concentrate her electives in one geographic area, selecting three courses from one of the following lists. If a student wishes to concentrate her electives in an area not represented, or if she wishes to count courses taken abroad or at another university in the relevant area, she must obtain permission from the Chair of the Department of Political Science and International Relations.

AFRICA

FREN 316	Outside France: Perspectives from the French-Speaking World
HON 201	Conflict and Identity in Sudan
POLS 242	Government and Politics in Africa
POLS/	Human Rights in South Africa
COMM 268	

ASIA

CHIN 310	Chinese Civilization: Past and Present
ECON 222 ^o	Comparative Economics of East Asia
HIST 201	The Dynamics of Japanese History
HIST 202	Asia to the 18th Century
HIST 203	History of East Asian and U.S. Foreign Relations
HIST 204	Japanese Culture: Gender, Family and Society
HIST 206	The Rise of Modern China

EUROPE

FREN 266	The Quest for Identity: The Self and the Other in French Literary Tradition
FREN 310	Inside France: Studies in French Culture
HIST 230	Women and Gender in Europe
HIST 237	Holocaust
HON 301	Explosive Mix: When Ethnicity, Religion, and Nationalism Collide
POLS 233	Politics and Catastrophe: Political Thought in the 20th Century
POLS 240	Islam and the West
POLS 246	Politics of Western Europe
POLS 266	France: Economic, Socio-Cultural and Political Change
SPAN 253	Social and Political Issues in Modern Spain
SPAN 264	Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater
SPAN 310	The Making of Spain: Studies in Spanish Culture
SPAN 314	Hispanic Culture as Seen Through Film

LATIN AMERICA

HIST 218	Topics in Latin American History: Central America and the Caribbean
HON 202	Political Upheaval in 20th Century Latin America
POLS 241	Latin American Politics

- SOCI 277 Introduction to Latin American Studies
- SPAN 266 The Quest for Independence and Search for Identity
- SPAN 395 Special Topics
- SPAN 312 Society and Politics in Latin America
- SPAN 332 Contemporary Fiction in Latin America

MIDDLE EAST

- HIST 231 Understanding Islam in Historical Perspective
- HONS 203 Islam and the West
- POLS 221 The Arab-Israeli Conflict
- POLS 243 Middle Eastern Politics
- POLS 264 Political Economic Evolution of Egypt

***Prerequisites:** For ECON/WGST 214: ECON 100 and 101 or by consent. For ECON 216, 218, 220, and 222: ECON 100 and 101. For POLS 220: POLS 102.

*Depending on the topic, these courses may count in another particular area.

Honors in International Relations

To become a candidate for honors in international relations, a student must have a GPA of 3.67 in international relations courses and must submit a proposal for a thesis to the International Relations Steering Committee in the spring of her junior year. The chair, in consultation with members of the Committee, will determine candidacy. In addition to the courses listed above, an honors candidate is also required to complete INRL 350 Independent Study followed by INRL 355 Thesis. Graduation with honors in international relations is based on the assessment of the faculty committee to which the student submits her thesis.

Minor in International Relations

A minor consists of the following five courses: POLS 102; ECON/WGST 214; ECON

218 or 220; HIST 101 or HIST 128; and one elective, to be chosen from any other core course or area elective.

COURSES

INRL 202 Special Topics in International Relations (S-1,2)

4 sem. hrs.

Reflects the interests and experiences of the current Warburg Professor of International Relations.

INRL 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.

INRL 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Staff.

Includes an oral defense with members of the International Relations Steering Committee.

INRL 370 Internship (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Doherty.

INRL 380 Fieldwork (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Doherty, Staff.

INRL 390 Senior Seminar (F-1,2; S-1,2)

4 sem. hrs.

Addresses a different topic each year.

Department of Psychology

Rachel Galli, *Chair, Associate Professor and Coordinator of the Neuroscience and Behavior Program*

Gregory Feldman, *Associate Professor*

John Reeder, *Associate Professor*

Geoffrey Turner, *Associate Professor*

Kristin Dukes, *Assistant Professor*

Sarah Martin, *Assistant Professor*

Ellen Birchander, *Lecturer*

Psychology offers students an opportunity to explore behavior and mental processes from a scientific perspective. Our curriculum is concerned with the biological, cognitive, developmental, personal, and interpersonal aspects of the human experience. The challenge of psychology lies in growing as a person, understanding oneself and others, and gaining systematic knowledge about the processes that underlie thoughts and actions. It also involves discovering how those processes can be disrupted, and how the disruptions can be addressed through a range of therapeutic techniques. The breadth and depth of our psychology offerings, including the senior fieldwork experience, prepare majors for graduate study and ultimately for a wide variety of careers in psychology and related fields such as research or practice in child development, biological psychology, human resources, clinical and counseling psychology, social work, hospital administration, educational and school psychology, human factors and organizational psychology, research, law, and public health. Combining a major in psychology with a major or minor in another discipline may lead to other interesting career possibilities. An interdisciplinary major in neuroscience and behavior is available for students with interests in both biology and psychology (see page 223).

Major in Psychology

Requirements

Every psychology major must complete 36

semester hours in psychology as well as four hours in statistics. The following five core courses are required:

PSYC 101 Introduction to Psychological Science

MATH 118 Introductory Statistics

PSYC 201 Biological Psychology

PSYC 203 Research Methods in Psychology

PSYC 345 History and Systems of Psychology

To ensure sufficient breadth across substantive areas, as well as depth within at least one area, the department also requires that students successfully complete at least one course chosen from each of the following five areas:

Basic Processes

PSYC 243 Cognitive Psychology

PSYC 244 Drugs and Behavior

PSYC 245 Learning and Conditioning

PSYC 247 Perception

Social and Developmental

PSYC 235 Developmental Psychology

PSYC 236 Psychology of Adolescence

PSYC 239 Psychology of Aging

PSYC 248 Social Psychology

Clinical and Personality

PSYC 230 Theories of Personality

PSYC 231 Abnormal Psychology

PSYC 232 Health Psychology

Upper Level Theory and Application

PSYC 331 Seminar in Clinical Psychology

PSYC 335 Social and Emotional Development

PSYC 336 Childhood Psychopathology

PSYC 339 Psychology and the Law

Upper Level Research

PSYC 301 Research in Biopsychology

PSYC 303 Research in Cognitive Processes

PSYC 304 Research in Personality

PSYC 305 Research in Cognitive Development

PSYC 308 Research in Social Psychology

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 U = Summer
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 2 = AY 2013-2014
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Prerequisites: PSYC 101 Introduction to Psychological Science is a prerequisite for all courses offered by the department except PSYC 220, for which the prerequisite is PSYC 101 or WGST 100. Upper-level courses have additional prerequisites as detailed in the course descriptions.

Recommendations: Students considering a major in psychology are advised to take PSYC 101 Introduction to Psychological Science and MATH 118 Introductory Statistics during their first year. (Note: delaying 118 to the second year could interfere with taking 203 the same year, as intended.) In general, the department encourages flexible and individualized course planning both within and beyond the field of psychology. The chair or an advisor in the department can help with such program planning. The following examples serve as guides to planning an appropriate program.

1. A student planning a career working with children, such as early childhood education, counseling, child guidance, or school psychology, should consider PSYC 235, 236, 305, 335, and 336.
2. A student planning a career in a medical or physiological research setting should consider PSYC 232, 243, 244, 247, and 301. Relevant courses in biology, chemistry, and computer science are also recommended.
3. A student interested in a career in behavioral research, human factors, or computer-based instruction should consider PSYC 243, 247, 248, and 303. Relevant areas of mathematics and/or computer science are also recommended.
4. A student with career interests in the clinical and personality area should consider PSYC 230, 231, 232, 304, 331, 336, and 339.
5. A student planning a career in social service

or human resources should consider PSYC 230, 231, 232, 248, 308, and 339.

Independent Learning in Psychology

Psychology majors typically fulfill the all-College Independent Learning Requirement (eight semester hours) by taking PSYC 380 (Fieldwork in a Psychological Setting), a one-year eight credit course; PSYC 380 followed by PSYC 381; two four-credit PSYC 350 (Independent Study) courses; or PSYC 350 followed by PSYC 355. In consultation with their advisor, majors may decide to do their independent learning requirement in other departments or programs.

Honors in Psychology

Candidates for honors in psychology should fulfill the College requirements as described on page 22 and have a GPA of 3.5 in psychology. Candidates will submit a proposal for a thesis to the Psychology Department. The members of the Department will determine candidacy. In addition, an honors candidate will be required to complete PSYC 350 or 380 in the first semester of their senior year. Upon completion of that course and with departmental approval, she will then register for PSYC 355 or 381 in the second semester of her senior year.

Minor in Psychology

The minor in psychology includes PSYC 101 Introduction to Psychological Science, one course from the basic processes area (see above), and three electives in psychology.

Joint Major in Neuroscience and Behavior

Students interested in both biology and psychology may wish to choose the interdisciplinary major in neuroscience and behavior. Neuroscience and behavior draws from the social, natural, mathematical, and life sciences to address intriguing and difficult issues related to behavior and experience. This fast-growing field is yielding exciting new dis-

coveries regarding the biological bases of behavior, conscious experience, and the relationship between physical and mental health. Completion of the major prepares students to work in a variety of research and clinical settings and, with judicious selection of electives, serves as an excellent preparation for advanced work in biology or psychology, or for medical, dental, or veterinary school. For further information about the program in neuroscience and behavior, contact Professor Rachel Galli, Department of Psychology, or Professor Bruce Gray, Department of Biology. Students planning to attend medical, dental, or veterinary school should contact Professor Mary Owen, the health professions advisor, as early as possible to be sure to incorporate the courses required for admission to these professional schools.

Requirements: Majors will complete a core consisting of nine courses plus five track-specific courses spread throughout their four years. A suggested sequence for core courses is:

First Year

PSYC 101 Introduction to Psychological Science
 BIOL 113 General Biology
 CHEM 111 Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry

Sophomore Year

MATH 118 Introductory Statistics
 PSYC 201 Biological Psychology
 PSYC 203 Research Methods in Psychology
 Plus required and elective courses for selected track

Junior Year

PHIL 237 Philosophy of Mind
 One course from the basic process category in psychology:
 PSYC 243 Cognitive Psychology
 PSYC 244 Drugs and Behavior

PSYC 245 Learning and Conditioning
 PSYC 247 Perception
 Plus required and elective courses for selected track

Senior Year

PB 347 Seminar in Neuroscience and Behavior

Majors select one of two concentrations to add to the core:

(a) Neurobiology Track

CHEM 112 Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I
 BIOL 225 Cell Biology
 BIOL 334 Neurobiology
 BIOL 337 Molecular Biology
 An additional 200-level or higher biology course.

(B) Cognitive and Behavioral Track

BIOL 342 Topics in Behavioral Biology
 PSYC 301 Research in Biopsychology or PSYC 303 Research in Cognitive Processes
 A 200-level or higher biology course
 Two additional courses from the neuroscience list. Courses cannot double-count for both the core sequence and the neuroscience list.

Neuroscience List

PSYC 231 Abnormal Psychology
 PSYC 232 Health Psychology
 PSYC 243 Cognitive Psychology
 PSYC 244 Drugs and Behavior
 PSYC 245 Learning and Conditioning
 PSYC 247 Perception
 PSYC 301 Research in Biopsychology
 PSYC 303 Research in Cognitive Processes
 MATH 227 Biostatistical Design and Analysis
 MATH 229 Regression Methods
 CS 112 Introduction to Programming
 IT 225 Health Informatics
 BIOL 222 Animal Physiology
 BIOL 225 Cell Biology
 BIOL 231 Anatomy and Physiology I
 BIOL 246 Fundamentals of Exercise and Health

BIOL 334 Neurobiology
 BIOL 335 Developmental Biology
 BIOL 336 Genetics
 CHEM 112 Introductory Chemistry: Organic
 or CHEM 114 Organic Chemistry
 CHEM 223 Introduction to Biochemistry
 NUTR 111 Fundamentals of Nutrition Science
 or NUTR 112 Introduction to Nutrition Science
 PHIL 136 Philosophy of Human Nature
 PHIL 238 Ways of Knowing
 SOCI 241 Health, Illness, and Society

Independent Learning in Neuroscience and Behavior

This all-College independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research or BIOL 370 Internship or in the psychology department through PSYC 350 Independent Study in Psychology or PSYC 380 Fieldwork in a Psychological Setting. Arrangements should be made with the student's neuroscience and behavior advisor before the end of the junior year.

COURSES

PSYC 101 Introduction to Psychological Science (M6) (F-1,2; S-1,2)

4 sem. hrs.

Surveys contemporary approaches to the scientific study of behavior and mental processes. Covers topics from neurons to neuroses, including perception, memory, social interaction, personality, and mental disorders. Turner, Feldman, Dukes.

PSYC 201 Biological Psychology (M4) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Considers some of the ways behavior and experience are related to biological processes. Classroom and laboratory topics include brain structure and function, drugs and addiction, brain damage, sleep and consciousness, stress, memory and amnesia, and mental illness. Includes lectures and laboratory sessions. Galli, Staff.

PSYC 203 Research Methods in Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and MATH 118.

Uses lectures and laboratories to introduce the methods and statistics used in the study of psychology, including case study, survey, observation, and experimentation. Gives special attention to critical-thinking skills and the design and evaluation of scientific research. Reeder, Dukes, Staff.

PSYC 220 The Psychology of Women (F-1,2)

4 sem. hrs. Prereq.: PSYC 101 or WGST 100.

Explores the origins and implications of similarities and differences between women and men. Examines sex-role stereotyping, sex-role development, female personality, mental health, and sexuality in social and cultural contexts. Dukes, Staff.

PSYC 230 Theories of Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Surveys various theoretical approaches to the study of personality development and dynamics, including trait, biological, psychoanalytic, behaviorist, and phenomenological theories. Considers selected empirical work and assessment techniques. Feldman.

PSYC 231 Abnormal Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores the nature and dynamics of psychological disorders including anxiety disorders, psychotic disorders, mood disorders, and addiction. Emphasizes the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Feldman, Martin, Staff.

PSYC 232 Health Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores the biological, psychological, and social factors related to health and illness. Includes discussion of the biological factors involved in prevention and treatment; the role of personal factors such as lifestyle choices, stress, addictions, and coping mechanisms; and social factors related to compliance and health care delivery. Staff.

PSYC 235 Developmental Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Considers the theoretical approaches and methodological issues involved in understanding normative development from conception to adolescence. Examines the origins and progression of biological, perceptual, cognitive, social, and emotional systems, as well as the complex interactions among them, via lecture, discussion, demonstration, and observation. Childrearing and education implications are discussed. Turner, Martin, Birchander.

PSYC 236 Psychology of Adolescence (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Provides a systematic analysis of adolescent and young adult development, focusing on gender and cultural issues as well as major theories of psychological and social development. Turner, Birchander.

PSYC 237N Life Span Development (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101, nursing major, and have not taken PSYC 235.

Explores the development of the individual from birth to death using psychological theory and research. Stresses the interaction of social, cognitive, and biological factors in human development; the interaction between the person and the environment; and the transitions across the lifespan. Staff.

PSYC 239 Psychology of Aging (S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Focuses on later life and how social forces influence people's experiences with aging. Looks at myths and stereotypes about the aging process, analyzes the mental and physical challenges we face as we age, assessing the continuities and discontinuities in family relationships, and discussing the implications of a growing aging population. Birchander.

PSYC 243 Cognitive Psychology (F-1,2)

(Previously Memory, Thought, and Language)

4 sem. hrs. Prereq.: PSYC 101.

Examines central aspects of cognition, such as perceiving, remembering, forgetting, problem solving, decision-making, and communicating from the perspective of psychological theory, experimental findings, and everyday experience.

Reeder.

PSYC 244 Drugs and Behavior (S-1,2)

4 sem. hrs. Prereq.: PSYC 201.

Explores the psychological, biological, and societal factors that influence drug use. Focuses on the neurochemical bases of drug action and the experimental paradigms used in studying the behavioral effects of drugs. Topics include illegal and legal drugs, including medications for mental illness. Galli.

PSYC 245 Learning and Conditioning (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores basic mechanisms of learning (especially classical and operant conditioning) and how they produce changes in behavior. Emphasizes scientific research on human and animal behavior, but also considers clinical, social, and philosophical implications. Provides a theoretical foundation for understanding the interaction between behavior and the environment. Reeder, Staff.

PSYC 247 Perception (S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Studies the relationship between the external world and our internal representation of it, the world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. Staff.

PSYC 248 Social Psychology (M5) (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines behavior as it is influenced by other people and social situations. Studies social influence, person perception, interaction, attitude change, and group dynamics. Dukes.

PSYC 301 Research in Biopsychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 201, PSYC 203, and consent of the instructor.

Provides opportunity for participation as a member of a research team in all phases of a laboratory study. Includes seminar discussion of current evidence regarding selected topics, design of an experiment, collection and analysis of data, and preparation of a report for publication. Includes lectures and laboratory sessions. Galli.

F = Fall
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Course
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2013
2 = AY 2013-
2014
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PSYC 303 Research in Cognitive Processes (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 243, and consent of the instructor.

Provides research experience on questions of current interest in attention, memory, thinking, or other areas of cognitive psychology. Discusses issues of design, analysis, ethics, and written communication of research findings. Includes a laboratory component. Reeder, Turner.

PSYC 304 Research in Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 230, and consent of the instructor.

Surveys the methods psychologists use to investigate personality. Topics include how theories of personality guide hypothesis development, research ethics and design, data collection and analysis, and the presentation of research findings. Students will gain direct experience in conducting a research project in personality psychology. Includes a laboratory component. Feldman.

PSYC 308 Research in Social Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, 248, and consent of the instructor.

Discusses research methods in social psychology and the application of social psychological findings to various human environments. Students will participate in conducting all phases of a research project from design to data collection and analysis. Dukes.

PSYC 331 Seminar in Clinical Psychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 231 and consent of the instructor.

Introduces the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasizes the use of interviews and psychological tests in understanding psychopathology. Considers psychotherapy as a mode of treatment for disordered behavior. Feldman.

PSYC 335 Social and Emotional Development (S-2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 235, and consent of the instructor.

Offers in-depth study of normative development and individual differences in children's social and

emotional lives within the context of current theory and research. Topics include emotion regulation; temperament; attachment theory; the role of parents, peers, and siblings in the socialization process; and cultural and gender influences on development. Martin.

PSYC 336 Childhood Psychopathology (F-2, S-1)

4 sem. hrs. Prereq.: PSYC 235 or PSYC 236 and consent of the instructor.

Considers issues related to psychopathology in children and adolescents and the causes of such disorders. Discusses theories, research, and therapies related to these conditions. Includes lectures, discussion, and research projects. Martin.

[PSYC 339 Psychology and the Law

4 sem. hrs. Prereq.: PSYC 231, 235, or 248 and consent of the instructor. Not offered in 2012–2014.]

Examines the application of psychological research and theory to significant legal and public policy questions using the case study method. Topics include the use of scientific evidence, expert testimony, statistics in the courts, children as witnesses, the reliability of eyewitness testimony, competence to stand trial, the insanity defense, divorce and child custody, and jury selection. Koocher.

PSYC 345 History and Systems of Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Normally open only to seniors.

A capstone seminar that addresses the intellectual background of topics across the psychology curriculum. Students read and discuss historically significant primary sources and explore the basis for the modern theories and findings addressed in other courses. Reeder.

PSYC 349 Directed Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Directed study does not count toward the independent learning requirement. Staff.

PSYC 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Staff.

PSYC 355 Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 350 and consent of the department. Staff.

PSYC 380 Fieldwork in a Psychological Setting (F-1,2; S-1,2)

4-8 sem. hrs. Prereq.: PSYC 101, senior standing, and consent of the instructor.

Provides staff-supervised experience to seniors in a variety of service and research settings.

Involves exposure to activities such as counseling, psychological testing, special education, human resources, interviewing, psychotherapy, and laboratory research. Typically eight semester hours. Martin.

PSYC 381 Fieldwork Thesis in Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 380 or PSYC 350 and consent of the instructor.

Continued supervised fieldwork experience in a variety of service and research settings. Students participate in seminar meetings focused on the integration of psychological theory, research, and practice. Students also write and present a thesis paper. Martin.

Neuroscience and Behavior**PB 347 Seminar in Neuroscience and Behavior (S-1,2)**

4 sem. hrs. Prereq.: Consent of the instructor.

Normally open only to senior neuroscience and behavior majors.

Addresses current topics through readings, presentations, field trips, and other activities. Galli, Gray.

Program in Social Work (BSW)

Denise E. Hildreth, *Assistant Professor and Director, BSW Program*

Allyson N. Livingstone, *Assistant Professor and Director of Field Placement, BSW Program*

Currently in candidacy with the Council on Social Work Education (CSWE), the Simmons College BSW Program's mission is to prepare baccalaureate-level students for professional generalist social work practice and lifelong professional and personal learning. Consistent with the mission and vision of Simmons College, the School of Social Work, and professional social work tradition, the program seeks to develop competent, ethical practitioners who are attuned to the values of the social work profession, embrace a professional social work identity, value diversity, and seek social justice through effective advocacy and social change efforts.

Competency-Based Curriculum Model: Combining Classroom Learning and Field Education

In alignment with the Council on Social Work Education's Educational Policy and Accreditation Standards, the Simmons BSW Program utilizes a competency-based educational model that combines classroom learning with field instruction. Within this model, students are provided opportunities to gradually master the knowledge, values, and skills necessary for effective, competent, ethical social work practice. BSW students integrate the College's liberal arts foundation with thirteen required social work courses that focus on the fundamentals of professional generalist social work, including human behavior in the social environment, social welfare history, policy analysis, advocacy, practice methods, social science research, diversity and cultural competence, and critical thinking and writing. Of equal importance to the course-work component of the curriculum, BSW students receive formal field training that connects and reinforces classroom learning with the social work practice setting. Supporting and advancing student's learning and growth, the BSW Program curriculum includes

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 U = Summer
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 2 = AY 2013-2014
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 * = Schedule t.b.a.

volunteer work and service learning requirements and formal, supervised field placements in the junior (100 hours) and senior (425 hours) years. Field placements occur in a variety of social service settings, serving various populations of people in need who are facing complex problems and circumstances. The synergistic integration of classroom and field work allows Simmons College BSW graduates to develop competency in the key areas of generalist social work practice, readying them for the workforce, graduate level study, and LSW licensure.

Required BSW Program Courses

SW 101	Introduction to Social Work & Social Welfare
SW 200	Social Welfare Policy
SW 251	Human Behavior in the Social Environment I
SW 252	Human Behavior in the Social Environment II
SOCI 249	Inequality: Race, Class and Gender
SW 351	Social Work Practice I: Introduction to Generalist Practice & Theory
SW 352	Social Work Practice II: Work with Individuals and Families
SW 353	Social Work Practice III: Groups
SW 354	Social Work Practice IV: Macro & Global SWK
SOCI 239	Introduction to Social Research
SW 370	Social Work Field Placement & Seminar I
SW 371	Social Work Field Placement & Seminar II
SW 390	Social Work Senior Seminar

*** In addition to these required courses, BSW students are also required to complete the following courses as part of their liberal arts plan of study:

SOCI 101	Principles of Sociology
MATH 118	Introductory Statistics
BIOL 102	Biology of Human Development
or BIOL 113	General Biology
ECON 101	Macroeconomics

COURSES

SW 101 Introduction to Social Work and Social Welfare*

4 sem. hrs.

Introduces students to the historical development of professional social work and social welfare and orients them to the purposes, values, and worldview of the profession. The evolution of contemporary social work, contributions of key historical figures and pioneers, role of influential social policies, and ways in which social workers have shaped the social service system are discussed. Finally, an overview of contemporary social work practice principles with an emphasis on social and economic justice is provided. This course includes a 40-hour service learning component.

SW 200 Social Welfare Policy*

4 sem. hrs.

Examines the issues and problems that social workers confront and provides a framework for understanding and critically analyzing the impact of social welfare policies on individuals, groups, and society. Through an examination of historical and contemporary social welfare policies, students build the knowledge, values, and skills required for effective practice through policy development and reform, including the ability to engage in policy practice to advance social and economic well being.

SSW 251 & 252 Human Behavior in the Social Environment I & II*

4 sem. hrs. each.

These two courses allow students to participate in the in-depth study of the physical, psychological, social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society. Using a life span approach, a social work strengths perspective, and a person-in-environment framework, the first semester covers the prenatal period through the school-aged child while the second semester covers adolescence through the aging years and death.

SW 351 Social Work Practice I: Introduction to Generalist Practice and Theory*

4 sem. hrs.

This first practice course is aimed at orienting students to social work practice by providing a firm framework of social work knowledge and values and specific foundational skills. Students

examine the ways that research, social policy and programs, economic and political forces, social work history, and explanatory theoretical paradigms inform work with clients. Students become grounded in the social work generalist perspective and the constructs that make the profession unique.

SW 352 Social Work Practice II: Work with Individuals and Families*

4 sem. hrs.

Continues the integration of theory and practice and advances the development of the generalist social work knowledge, values, and skills required to intervene with individuals and families from engagement through termination. Students continue to solidify the helping techniques and processes introduced in the Social Work Practice I course. In addition, this course is taught concurrently with the 100-hour, semester-long junior social work field placement.

SW 353 Social Work Practice III: Groups*

4 sem. hrs.

Continues the development of generalist social work knowledge, values, and skills, by integrating theory and practice and specifically concentrating on work with client groups. Students explore group work as a mechanism for helping clients to find kinship, voice, empowerment, and the skills that enable them to be higher functioning, build more meaningful connections with those in their lives, and mobilize for social change. This course is taken concurrently with the first semester of the senior year field placement, allowing students to bring what is learned in the classroom into the field and vice versa.

SW 354 Social Work Practice IV: Macro and Global Social Work*

4 sem. hrs.

Continues the development of social work generalist knowledge, values, and skills, specifically focusing on macro level and global social work practice. Work with organizations and communities, through social action, environmental modification, cause advocacy, influencing the legislative process, and utilizing social work skills to effectively intervene in macro contexts are emphasized. Explores the importance of attunement to the global social work community through international practice, policy reform, social justice efforts, as well as the skills required

to work with recent settlers to the United States. This course is taken concurrently with the second semester of the senior year field placement and allows for integration between the field and classroom.

SW 370 & 371 Social Work Field Placement & Seminar I & II*

8 sem. hrs. each.

Social Work Field Placement and Seminar I (fall) and II (spring) are designed for the senior social work student in order to integrate classroom learning with practical social work experience in an agency setting. Throughout the fall and spring semesters, students participate in 16 hours of field placement per week toward completion of the 425-hour, year-long BSW senior field placement requirement. In addition, students meet once per week for an in-class field seminar led by the BSW Program Field Director. Through reflective discussion, weekly assignments, and major projects and papers, the Field Seminar focuses on the integration of theory and practice, building the student's professional social work identity, enhancing self-awareness skills, advancing practice competencies, and synthesizing field learning. All aspects of agency field work, including learning to work within the agency context, effectively using supervision, using research to inform practice, utilizing social work values and ethics in practice, and applying social work knowledge and skills with clients will be addressed.

SW 390 Social Work Senior Seminar*

4 sem. hrs.

The capstone experience for the BSW Program, this course is taken in the final semester (spring) of the senior year and follows a weekly seminar format. It focuses on the integration of theory and practice and provides the student with the opportunity to select and explore special topics and participate in social work community events that supplement, correlate, and synthesize the content presented throughout the social work curriculum sequence.

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 S = Spring
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 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
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Department of Sociology

Becky Thompson, *Chair and Professor*

Stephen London, *Professor*

Jyoti Puri, *Professor*

Valerie Leiter, *Associate Professor*

Saher Selod, *Assistant Professor*

Melissa Kappotis, *Administrative Assistant*

The sociology department offers students a framework to understand social issues from a grounded and critical perspective and attracts students who are committed to social justice as an intellectual and activist pursuit. Students learn ways to apply research and theoretical skills toward social equity and leadership through our curriculum. The department emphasizes critical reading, thinking, and writing. We support interdisciplinary approaches to teaching and thinking and work in collaboration with women's and gender studies, Africana studies, international relations, and related fields toward a well rounded and rigorous liberal arts education. Sociology majors are encouraged to treat community service/activism as integral to their studies. Many of our students continue studies in sociology and related fields at the graduate level, either immediately or in the future. Sociology provides particularly good preparation for community organizing, law, public policy, social work and human services, and teaching at the early childhood, elementary, or college levels.

Major in Sociology

Requirements: The major in sociology encourages each student, based on her interests, to develop a creative combination of courses from the thematic areas offered by the department. Each student majoring in sociology completes five required courses, three electives, and eight semester hours of independent learning. Students work closely with advisors in course selection and planning.

Required Courses

SOCI 101	Principles of Sociology
SOCI 222	Transnational Studies
SOCI 239	Introduction to Social Research
SOCI 249	Inequality: Race, Class, and Gender in Comparative Settings
SOCI 268	Applications of Sociological Theory

Generally, SOCI 101 should be completed no later than the sophomore year, SOCI 239 and 268 by the end of the junior year, and SOCI 222 and SOCI 249 in the junior or senior year.

Elective Thematic Areas

Students may concentrate on one thematic area, or selectively combine courses across them. The department prepares students to understand and to interpret the following substantive areas from a sociological perspective:

Social Intersections and Social Justice courses examine social inequalities and ways that groups and communities confront injustices.

SOCI 210	Body Politics
SOCI 231	Sociology of Childhood and Youth
SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society
SOCI 249	Inequality: Race, Class and Gender in Comparative Perspective
SOCI 261	Urban Sociology
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 347	Antiracism and Social Justice
SOCI 348	Re-Envisioning the Third World

Transnational Studies courses challenge inequities that result from colonial legacies, capitalism, and multiple forms of nationalism and neocolonialism.

SOCI 222	Transnational Studies
SOCI 267	Globalization
SOCI 270	South Asia: People and Power
SOCI 277	Introduction to Latin American Studies

- SOCI 338 Cross-Cultural Alliance Building
 SOCI 348 Re-Envisioning the Third World

Health and Well-Being courses examine the social distribution of health, illness, and health care as a consequence of unequal distribution of social resources.

- SOCI 232 Race, Gender and Health
 SOCI 241 Health, Illness and Society
 SOCI 245 International Health
 SOCI 340 Intimate Family Violence: A Multicultural Perspective
 SOCI 345 Health Systems and Policy

Cultural Practices courses emphasize the importance of culture toward a fuller understanding of all of our lives.

- SOCI 210 Body Politics: A Sociological Perspective
 SOCI 261 Urban Sociology
 SOCI 266 Sociology of Sports
 SOCI 267 Globalization
 SOCI 270 South Asia: People and Power
 SOCI 275 Birth and Death
 SOCI 321 Sociology of Food
 SOCI 340 Intimate Family Violence: A Multicultural Perspective
 SOCI 344 Sociology of Poetry and Prose

Social Policy courses examine social issues and how sociological theory and research contributes to the development of meaningful social policies to address those issues.

- SOCI 230 Family and Society
 SOCI 231 Sociology of Childhood and Youth
 SOCI 261 Urban Sociology
 SOCI 262 Criminology
 SOCI 263 Sociology of Education
 SOCI 321 Sociology of Food
 SOCI 345 Health Systems and Policy

Independent Learning

Students may take one of the two following options:

Internship

In order to fulfill the capstone requirement,

students may choose to complete an internship. Internships are completed in the spring semester of the student's senior year. In the fall semester before the internship, each student will work with the internship supervisor to design an eight-credit internship plan for the following semester. Students completing double majors who wish to do an internship will complete their internship through one of their departments.

Thesis

Students may choose to do an independent research and writing project which culminates in a 40–50 page thesis written under the supervision of a faculty member in the department. Students submit a proposal by the second semester of their junior year and take SOCI 350 (Independent Study) in the first semester of their senior year and SOCI 355 (Thesis) in the second semester of their senior year. The thesis option fulfills the College's independent learning requirement. An honors designation is granted to meritorious theses.

Minor in Sociology

The minor in sociology consists of five courses including SOCI 101, at least one course from the core (SOCI 222, SOCI 239, SOCI 249, or SOCI 268), and three courses selected from thematic areas after consulting a faculty advisor in the department.

Alpha Kappa Delta

Instituted in 2007, the Simmons College Chapter of Alpha Kappa Delta, the U.S. national sociology honor society, gives recognition to students who maintain outstanding academic records. Students who qualify for election to Alpha Kappa Delta are invited by the faculty to join the chapter each spring. To be elected, students must be an officially declared sociology major, be at least a junior, have accumulated the equivalent of an overall GPA of 3.3, have a GPA of 3.0 in sociology courses taken at Simmons College, and com-

pleted at least four Sociology courses prior to initiation (not including courses graded pass/fail). Students with questions about Alpha Kappa Delta should contact Professor Valerie Leiter, the chapter representative.

Public Health Program

This program provides a unique and challenging educational experience for students who wish to combine an interdisciplinary liberal arts education with a specialty focus on public health. The major provides conceptual foundations and empirical bases for analyzing the interplay among science, society, and health, and prepares students for a variety of public health careers. The minor allows pre-med students and other health professions students an opportunity to augment their specialty education with this broad perspective.

There is a rising demand for public health professionals, due to increased global concerns regarding infectious and chronic disease epidemiology, food and water safety, sanitation, and environmental health issues. Public health professionals have excellent employment prospects, as researchers, community health workers, and health program managers.

Public Health Major

Majors will complete a core consisting of nine courses plus five track-specific courses spread out across their four years. Courses with (*) are in development. The suggested sequence for core courses is:

First Year

- BIOL 113 General Biology
- BIOL 104 Introduction to Environmental Science (Serves as chemistry prereq. for BIOL 221)
- SOCI 241 Health, Illness and Society

Sophomore Year

- BIOL 221 Microbiology — A Human Perspective
- MATH 118 Introduction to Statistics

- or MATH 238 Applied Statistical Models
- NUTR 150 International Nutrition Issues
- or SOCI 245 International Health

Junior Year

- SOCI 345 Health Care Systems and Policy
- BIOL 346 Epidemiology and Infectious Disease

Senior Year

- PH 347 Seminar in Public Health

Majors select one of two tracks to add to the core:

(A) Biology Track

- BIOL 246 Foundations of Exercise and Health
- BIOL 347 Human Development and Genetics
- CHEM 111 Introductory Chemistry: Inorganic
- CHEM 112 Introductory Chemistry: Organic

Students must choose one additional course from the biology list:

Biology Electives

- BIOL 245 Ecology
- BIOL 338 Microbial Pathogenesis
- BIOL 341 Microbiology of Food, Water and Waste
- CHEM 327 Energy and Global Warming
- HON 303 HIV/AIDS Intersections of Science
- IDS 228 Service Learning in Nicaragua (TC)
- IT 225 Health Informatics
- MGMT 234 Organizational Communication and Behavior
- MATH 227 Biostatistical Design and Analysis
- MATH 229 Regression Models
- NUTR 110 Sociocultural Implications of Nutrition
- PHIL 131 Biomedical Ethics
- POLS 217 American Public Policy
- PSYC 232 Health Psychology

(B) Social Analysis Track

- NUTR 150 International Nutrition Issues

SOCI 239 Introduction to Social Research
 SOCI 245 International Health
 Students must choose three additional courses from the social analysis list:

Social Analysis Electives

AST/SOCI/ Race, Women and Health
 WGST 232
 HON 303 HIV/AIDS Intersections of Science
 IDS 228 Service Learning in Nicaragua (TC)
 IT 225 Health Informatics
 MATH 227 Biostatistical Design and Analysis
 MATH 229 Regression Models
 MGMT 234 Organizational Communication and Behavior
 MGMT 321 Managing the Diverse Workforce
 PHIL 131 Biomedical Ethics
 POLS 217 American Public Policy
 PSYC 232 Health Psychology
 SJ 220 Working for Social Justice
 SJ 222 Organizing for Social Change
 SOCI 210 Body Politics
 SOCI 321 Sociology of Food
 SOCI 339 Qualitative Research Workshop
 AST/SOCI/ Intimate Family Violence
 WGST 340

Independent Learning

This all-College independent learning requirement (eight semester hours) will be met through courses in the Biology or Sociology Departments, usually in the senior year. In the Biology Department it will be met through BIOL 350 Independent Laboratory Research or BIOL 370 Internship. In the Sociology Department, it will be met through SOCI 350 Independent Study, SOCI 355 Thesis, or SOCI 370 Internship. Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

Public Health Resources in Boston

Students will be encouraged to attend open lectures in public health in Boston. In addition,

courses developed at Simmons will integrate guest speakers from the pool of expertise in the area.

Minor in Public Health

The minor consists of the following five courses:

BIOL 104 Introduction to Environmental Science
 BIOL 346 Epidemiology and Infectious Disease
 MATH 118 Introductory Statistics
 SOCI 241 Health, Illness and Society
 SOCI 245 International Health

or SOCI 345 Health Care Systems and Policy
 For further information about the program in Public Health, contact either Professor Leiter (sociology track) or Professor Scott (biology track). Students planning to attend medical, dental, or veterinary school should contact Professor Mary Owen, the health professions advisor, as early as possible to be sure to incorporate the courses required for admission to these professional schools.

COURSES

SOCI 101 Principles of Sociology (M5) (F-1,2; S-1,2)

4 sem. hrs.

Covers emergence and development of sociological thought and research. Introduces basic concepts, theoretical approaches, and methodological strategies for the study of social structures, processes, and relations. Focuses on the seven thematic areas of the department to cover a range of social issues useful to a critical understanding of society, social inequalities, and the interconnectedness across national and social borders. Puri, London, Thompson.

SOCI 210 Body Politics: A Sociological Perspective (F-1,2)

4 sem. hrs.

Examines cultural, political, and economic significance of the body. Topics may range from the commodification of bodies and body parts, criminalization and incarceration of bodies, bodily forms of resistance such as tattoos, among others. Puri.

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 2 = AY 2013-2014
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SOCI 222 Transnational Studies (S-1,2)

4 sem. hrs. Prereq.: SOCI 101 and junior standing.

Introduces students to transnational studies. Addresses transnational studies as a critical tool for examining subjects, social relations, and cultural processes. Highlights issues of race, nation, gender, class, and sexuality in a world where cultural and political borders are being reconstituted by capital. Focuses on themes of nationalism and belonging, citizenship, migration, cultural practices, and diasporas. Puri.

SOCI 225 Social Movements (F-2)

4 sem. hrs.

Examines a variety of social movements around the world including the environmental movement, labor movement, peace movement, the civil rights movement in the United States, white supremacy movement, anti-abortion/pro-choice movement. Explores theoretical explanations for the rise of social movements in modern societies. Pays special attention to the ways in which movements intersect and are informed by one another. Selod.

[SOCI 230 Family and Society

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2012–2014.]

Critically analyzes assumptions about a unitary, normative family. Examines gendered family roles, social policies, and legal practices that derive from these assumptions. Topics include pairing, parenting, and separating; division of labor; and pressures encountered within this important social form. Staff.

SOCI 231 Sociology of Childhood and Youth (S-2)

4 sem. hrs. Prereq.: SOCI 101.

Examines sociological knowledge about children, including the social construction of childhood, social structures that affect children's lives, and the implications of these social factors for individual children. Comparisons will be made with other societies to help students understand children's lives in U.S. society. Leiter.

SOCI/AST/WGST 232 Race, Gender and Health (F-2; S-1)

4 sem. hrs.

Examines the unique perspective of health care from the cultural lens appropriate to women of

color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students will develop cultural competency tools for more effective health care delivery with individuals and families of color. Thomas.

SOCI 239 Introduction to Social Research (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241.

Introduces methods and strategies used in research in the social sciences. Teaches responsible consumption of social science research and presents the logic and skills of social research methods. Emphasizes the nature of inquiry and the relationship between theory and research. Includes social research ethics and an introduction to data analysis using computers in research. Previous courses in statistics or computers not required. Leiter, Selod..

SOCI 241 Health, Illness and Society (M5) (F-1,2; S-1,2)

4 sem. hrs.

Emphasizes social determinants of physical and mental health and cross-cultural experiences of illness and seeking care. Pays special attention to the unequal distribution of health and illness in the U.S, the role of culture in our understandings of health and illness, and the social organization of health care. Leiter.

SOCI 245 International Health (F-1,2)

4 sem. hrs.

Examines health and illness from a global perspective. Current public health dilemmas are analyzed, highlighting the role of colonialism, culture, development, and public health policies. Case studies will focus on how health issues are handled in different parts of the world, highlighting the roles of culture and political economy. Staff.

SOCI/AST 249 Inequality: Race, Class, and Gender in Comparative Settings (F-1,2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Introduces a critical sociological approach to understanding race, class, and gender inequality. Examines the historical origins of oppression in the United States by exploring how slavery, colonialism, and immigration have differentially shaped various groups' access to power.

Explores contemporary struggles in South Africa. Examines impediments to the notion of the United States as a “mecca for diversity,” including critical explorations of how injustices manifest themselves in the economy, education, the family, the arts, the media, and other key institutions. Thompson.

SOCI 261 Urban Sociology (F-1)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Presents sociological contributions to understanding the contemporary city and selected urban issues using Boston as an example. Focuses on the cross-cultural study of the development of urban communities and urban policy and planning. Leiter.

SOCI 262 Criminology (F-1,2)

4 sem. hrs.

Critically examines types and patterns of behaviors socially defined as criminal. Focuses on major theories and research studies in criminology and issues relating to the three major elements of the criminal justice system: police, courts, and prisons. London.

SOCI 263 Sociology of Education (S-1)

4 sem. hrs. Prereq.: SOCI 101. Education majors are exempt from the prerequisite.

Focuses on the contributions of sociological theories and research applied to an understanding of the structure and functions of educational systems in contemporary society. Topics include such areas as education and social stratification, student subcultures, and race and education. Service learning includes working collaboratively as a class with a sixth-grade class in a Boston public school. London.

SOCI 266 Sociology of Sports (S-2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor.

Examines diverse ways organized sports reflect and influence the values and social structures of society. Analyzes major political, economic, and social functions of sports in historical and cross-cultural contexts. Topics include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics. London.

SOCI 267 Globalization (S-2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. International relations majors are exempt from the prerequisite.

Addresses the history and emergence of globalization and its central aspects; the politics of development and industrialization; popular culture; sexualities; and resistance to cultural and economic globalization. Puri.

SOCI 268 Applications of Sociological Theory (S-2)

4 sem. hrs. Prereq.: SOCI 101.

Examines classical and contemporary theoretical schools of thought in sociology. Emphasizes the contributions of women social theorists and scholars of color. Addresses application of sociological theory to selected social issues and personal social behavior. Puri, Thompson.

SOCI 270 South Asia: People and Power (F-1)

4 sem. hrs.

Examines the history, culture, and politics of contemporary South Asia. Analyzes how colonial rule and anti-colonial nationalist struggles set the stage for religion, gender, nation, and language to become points of contestation. Issues of how history and partition, the rise of authoritarian and democratic regimes, facets of popular culture, and women’s activism are represented. Puri.

SOCI 275 Birth and Death (S-2)

4 sem. hrs. Prereq.: SOCI 101.

Explores the interrelationship between birth and death as literal and metaphorical realities. Examines how structural inequalities shape people’s birth and death rituals and how race, class, nation, and gender impact birthing and dying processes. Explores birth and death as uniquely individual and profoundly social processes. Thompson.

[SOCI/AST 311 Critical Race Legal Theory

4 sem. hrs. Prereq.: AST 101, PHIL 226, SOCI 249, or consent of the instructor. Not offered in 2012–2014.]

Chronicles critical race theory as an intellectual field created in dialogue with dominant race and legal constructions since the civil rights movement in the U.S. Gives particular attention to key contemporary legal and political debates about

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affirmative action, assaultive speech, land rights, the punishment industry, violence against women, and multicultural education. Thompson.

SOCI 321 Sociology of Food (S-1)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241. Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organizing around food politics in the U.S. and elsewhere. Leiter.

[SOCI 338 (TC) Cross-Cultural Alliance Building

4 sem. hrs. Prereq.: SOCI 101 and/or SOCI 225, SOCI 348, SOCI 222, SOCI 277, SPAN 312; or consent. Not offered in 2012–2014.] Provides knowledge of scholarship on cross-cultural alliances and border crossing, focusing on the United States and Mexico, combined with lived experiences of such crossings. Emphasizes how power inequalities are negotiated in cross-cultural work. Course takes place in Cuernavaca, Mexico, and includes on-site and off-campus lectures; daily Spanish classes; and off-site excursions. No previous knowledge of Spanish is required. Thompson.

[SOCI 339 Qualitative Research Workshop

4 sem. hrs. Prereq.: SOCI 239. Not offered in 2012–2014.] Immerses students in qualitative research techniques in a workshop format, focusing on the conduct of qualitative interviews and on the analysis of existing documents and interview data. Addresses ethical and political issues in research, emphasizing acquisition of theoretical and hands-on experience needed to conduct independent qualitative research. Leiter.

SOCI/AST/WST 340 Intimate Family Violence: A Multicultural Perspective (S-2)

4 sem. hrs. Prereq.: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor. Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology;

(b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

SOCI 344 Sociology of Poetry and Prose (F-1,2)

4 sem. hrs. Prereq.: SOCI 101. Focuses on what C.W. Mills refers to as the “sociological imagination” in the poetry and memoirs/autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. Examines how social location shapes writers’ approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. Thompson.

SOCI 345 Health Systems and Policy (S-1,2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241 or consent of the instructor. Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. Staff.

SOCI 347 Antiracism and Justice Work (S-2)

4 sem. hrs. Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism. Thompson.

[SOCI 348 Re-envisioning the Third World

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. International relations majors are exempt from the prerequisite. Not offered in 2012–2014.] Explores the meaning and politics of the concept of the Third World from a post-colonial, feminist

perspective. Critically considers histories of colonialism, anti-colonial movements, nationalism, decolonization, science, and geography. Encourages rethinking the concept of the Third World to enable transnational networks of alliances. Puri.

SOCI 350 Independent Study (F-1,2, S-1,2)
4 sem. hrs. Prereq.: Consent of the department.

SOCI 355 Thesis (F-1,2, S-1,2)
4 sem. hrs. Prereq.: SOCI 350 and consent of the department.

SOCI 370 Internship (F-1,2, S-1,2)
4 or 8 sem. hrs. Prereq.: Consent of the department. Includes weekly seminar.

Department of Women's and Gender Studies

Dawna Thomas, *Chair and Associate Professor of Women's and Gender Studies and Africana Studies**

Carole Biewener, *Professor of Economics and Women's and Gender Studies*

Laura Prieto, *Professor of History and Women's and Gender Studies*

Diane Raymond, *Professor of Philosophy and Women's and Gender Studies*

Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Jo Trigilio, *Senior Lecturer of Philosophy and Women's and Gender Studies*

Melissa Kappotis, *Administrative Assistant*

* On sabbatical leave fall 2012.

The goals of the Department of Women's and Gender Studies are to educate students in theoretical, empirical, and methodological perspectives for considering the status and experiences of women; to consider gender in diverse national and international contexts by studying the multiple and contested meanings and roles of gender; and to develop an understanding of how gender is related to other social categories including race, class, age, sexuality, religion, and nationality. Women's and gender studies majors with an interest in activism may consider combining the major with a minor in social justice. Women's and gender studies courses, whether taken as part of the major or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges and opportunities in their future personal, work, and social lives. Majoring in women's and gender studies has led to careers in management, law, academia, counseling, education, library, museum or archival work, health care, social services, public administration, writing, publishing, and the media.

F = Fall
S = Spring
U = Summer
TC= Travel
Course
1 = AY 2012-2013
2 = AY 2013-2014
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Learning Goals:

Upon graduation students with a BA in Women's and Gender Studies will have gained the following skills, knowledge, and abilities:

Critical-Historical Awareness: Students will be adept at considering gender in diverse national and international contexts as a result of studying the multiple and contested meanings and roles of gender from an historical, a multidisciplinary, and a transnational perspective and will have developed an understanding of how gender is related to other social categories such as race, ethnicity, social class, sexuality, religion, and nationality.

Interdisciplinary Content: Students will have acquired theoretical, methodological, and empirical perspectives for studying and critically analyzing the history, status, and experiences of women from diverse backgrounds.

Disciplinary Skills: Students will be skilled at integrating theory and practice and will be able to communicate effectively in both writing and speaking.

Practical Skills: Through independent learning or internships, students will be prepared to enter the work place, graduate programs, and community-based volunteer work with an understanding of social justice issues informed by interdisciplinary scholarship and feminist perspectives.

Leadership Skills: Students will continue in leadership roles that they have either begun or further developed while at Simmons.

Major in Women's and Gender Studies

Requirements: 36 semester hours (9 courses):

1. Four semester hours in one of the four 100-level courses:

- WGST 100 Introduction to Multicultural Women's and Gender Studies
- WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies
- WGST/ ECON 125 Women and Work
- WGST/ ENGL 193 Women in Literature

2. Eight semester hours, both WGST 204 Roots of Feminism, and WGST/ECON 214 Women in the World Economy.

3. Four semester hours in a race/ethnicity course selected from one of the following:

- HIST 213 Race and Ethnicity in U.S. History
- WGST/ AST/SOCI 232 Race, Gender and Health
- SJ 220 Working for Social Justice
- SOCI 249 Inequality: Race, Class, and Gender
- WGST/ AST 210 Sisters of the African Diaspora

4. Twelve semester hours chosen from the list of women's and gender studies courses and electives. A course taken to fulfill the race/ ethnicity requirement may not also count as an elective. Women's and gender studies majors who choose to complete a minor in social justice may count only one of the required Social Justice core courses as an elective in women's and gender studies.

5. Eight semester hours with WGST 354 Feminist Theories and advanced work chosen from WGST 340, 350, 353, 355, 370, 380, ENGL 308, ENGL 398, HIST 360, , SOCI 311, or SOCI 348. A course taken to fulfill the race/ethnicity requirement may not also count toward this requirement.

Any WGST course numbered 350 and above will satisfy half of the College's Independent Learning requirement. Two such courses will satisfy the entire Independent Learning

requirement. Students may also satisfy the College's Independent Learning requirement by taking appropriate courses or completing approved projects in an area other than women's and gender studies.

Departmental Honors

A WGST major may qualify for departmental honors with a 3.5 average in WGST courses and completion of WGST 355 Thesis or WGST 370 Internship with the addition of a substantial written project or paper.

Minor in Women's and Gender Studies

A minor in women's and gender studies includes 20 semester hours (5 courses) one of the four 100-level courses: WGST 100, WGST 111, WGST/ECON 125, WGST/ENGL 193, plus WGST 204, WGST 354, and two women's and gender studies electives.

Laurie Crumpacker Scholars

This accelerated program for Simmons students offers the opportunity to acquire a Masters of Arts in Gender/Cultural Studies within one year after completing the undergraduate BA degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential inquiries should be addressed to graduate studies.

Students admitted to the program begin graduate level work in the GCS program in the senior year of their undergraduate degree at Simmons. Students may transfer up to eight credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in

these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their BA degrees and have fully entered the GCS program.

COURSES

WGST 100 Introduction to Multicultural Women's and Gender Studies (M6) (F-1, S-2)

4 sem. hrs.

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. Thomas.

WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (M6) (F-1,2)

4 sem. hrs.

Introduces students to the interdisciplinary field of lesbian, gay, bisexual, and transgender studies. Examines LGBT identity, sexuality, gender, politics, and culture from a variety of disciplinary and theoretical perspectives, including history, sociology, philosophy, and science. Raymond, Trigilio.

WGST/ECON 125 Women and Work (M5) (S-1,2)

4 sem. hrs.

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the gender wage gap. Biewener.

WGST/ENGL 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected

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2 = AY 2013-2014
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topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. Hager, Bergland, Bromberg, Leonard.

WGST 204 Roots of Feminism (S-2)

4 sem. hrs. Prereq.: WGST 100, WGST 111, WGST 125, or WGST 193 and sophomore standing. Explores the historic roots of the demand for political, social, and economic justice for women. Studies the development of feminist theory and activism through comparative analysis. Emphasizes the diversity of feminist thought and how successive generations have revised the meaning of feminist theory and practice. Hager.

WGST/AST 210 Sisters of the African Diaspora (F-1,2)

4 sem. hrs. An interdisciplinary lens is used to examine Black women's experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood. Thomas.

WGST 211 Gender and Sexuality (S-2)

4 sem. hrs. Focuses on theoretical and thematic considerations of gender and sexuality, including the role of different discourses in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. Raymond, Trigilio.

WGST/ECON 214 Women in the World Economy (F-1,2)

4 sem. hrs. Addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or work. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world. Biewener.

WGST/AST/SOCI 232 Race, Gender and Health (M5) (F-2; S-1)

4 sem. hrs. Examines the unique perspective of health care from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students will develop cultural competency tools for more effective health care delivery with individuals and families of color. Thomas.

[WGST 258 Special Topics in Women's and Gender Studies (M6)

4 sem. hrs. Not offered in 2012–2014.] Examines an issue, theme, or subject of importance in the field of women's and gender studies. Staff.

WGST/AST/SOCI 340 Intimate Family Violence: a Multicultural Perspective (S-1,2)

4 sem. hrs. Prereq.: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor. Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

WGST 350 Independent Study (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the faculty supervisor. Staff.

[WGST 353 Special Topics Seminar

Prereq.: WGST 200 or 204; junior standing; or consent of the instructor. Not offered in 2012–2014.] Intensively examines a significant issue in women's and gender studies. Staff.

WGST 354 Feminist Theories (S-1)

4 sem. hrs. Prereq.: WGST 204 and junior standing, or consent of the instructor. Examines the development and current manifestations of different feminist views, including

liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Raymond, Trigilio.

WGST 355 Thesis (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the department. A formal thesis proposal should be submitted in the semester prior to commencing thesis research. Successful completion of WGST 350 Independent Study required before registering for WGST 355. Staff.

WGST 370 Internship (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of faculty supervisor. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

ELECTIVE COURSES

- AST 300 Seminar in Selected Topics in Africana Studies (as appropriate)
- ART 248 Women and Art
- BIOL 109 Biology of Women
- ENGL 307 Jane Austen and Virginia Woolf
- ENGL 308 The Postcolonial Novel
- ENGL 320 American Women's Poetry
- ENGL 354 Studies in Film Genre: Melodrama
- ENGL 398 Feminist Media Studies
- HIST 213 Race and Ethnicity in U.S. History
- HIST 215 Women and Gender in U.S. History Before 1890
- HIST 216 Women and Gender in U.S. History Since 1890
- HIST 219 History of Sexuality and the Family
- HIST 230 Women and Gender in Europe
- HIST 360 Seminar in the History of Women and Gender
- HON 302 Sexuality, Nature and Power
- MGMT 224 Socially-Minded Leadership
- PHIL 390 Seminar (as appropriate)
- POLS 219 Gender and Politics
- PSYC 220 The Psychology of Women

- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change
- SPAN 336 Latin American Women Writers (offered in Spanish)
- SOCI 210 Body Politics: A Sociological Perspective
- SOCI 249 Inequality: Race, Class, and Gender in Comparative Settings
- SOCI 311 Critical Race Legal Theory
- SOCI 347 Antiracism and Justice Work
- SOCI 348 Re-envisioning the Third World

Minor in Social Justice

The interdisciplinary minor in social justice is for students interested in “activism.” Through an integration of academic study and community-based learning, students gain theoretical, historical, and practical backgrounds that will assist them in advancing progressive social change. The minor thus offers students an academic complement to social justice activist work, enabling them to explore and debate the meaning of “social justice,” to grapple with the moral and ethical issues involved in undertaking social justice work, to engage in extensive community-based learning in urban communities of color, to understand and evaluate alternative perspectives and strategies pertaining to political and organizational social change, and to develop an informed action plan for furthering social change in a particular area of concern. The minor consists of five courses, including three required core courses and two electives. The core incorporates community-based learning in all of the courses and is designed to provide a common foundation that offers students depth and progression in the level of analysis and engagement. The interdisciplinary approach complements a wide range of majors across the social sciences, sciences, and humanities and is designed to accommodate a wide array of areas for social justice work. The minor in social justice is administered by the Social Justice Steering Committee, which consists of faculty from the departments of

F = Fall
 S = Spring
 U = Summer
 TC= Travel Course
 1 = AY 2012-2013
 2 = AY 2013-2014
 M = Mode
 * = Schedule t.b.a.

Africana Studies, Economics, Education, Political Science, Sociology, and Women's and Gender Studies, and staff from the Scott/Ross Center for Community Service and the Simmons Institute for Leadership and Change.

**Requirements for the social justice minor
20 semester hours (5 courses):**

- SJ 220 Working for Social Justice
- SJ 222 Organizing for Social Change
- SJ 380 Integrative Capstone Project

Two electives chosen from the list at the end of this section.

COURSES

**SJ 220 Working for Social Justice (M6)
(F-1,2)**

4 sem. hrs. Prereq.: Sophomore standing. Combines study of the psychosocial, moral, and ethical issues of social justice and social activism with community-based learning. Explores what it takes to become citizens who are committed to rectifying the myriad political, economic, and social problems we face. Thompson.

**SJ 222 Organizing for Social Change (M5)
(S-1,2)**

4 sem. hrs. Prereq.: Sophomore standing. Offers a theoretical and practical foundation for understanding and evaluating progressive social change strategies and organizations. Addresses different perspectives on social change, the history of community organizing, and issue-related case studies of effective community movements and organizations. Incorporates extensive discussion with community-based practitioners from the Boston area and weekly community-based service. Biewener.

SJ 249 Race and Ethnicity Dialogue (S-1,2)

4 sem. hrs. Builds skills in dialoguing across racial and ethnic differences and about controversial social issues. Encourages self-reflective conversation and inquiry that develops personal and social identity awareness, along with social system knowledge. Fosters intergroup relationships by developing ways of building bridges across social differences via experiential exercises and inter-

group collaboration projects. Biewener and Simmons.

**SJ 380 Integrative Capstone Project (F-1,2;
S-1,2)**

4 sem. hrs. Prereq.: SJ 220 and SJ 222, junior standing, and consent of the coordinator. Addresses a particular student-defined social justice issue, researches past and current organizing efforts and strategies, develops a community action plan, and culminates in a term paper. Staff.

Elective courses:

(It is strongly recommended that students take electives from two different disciplines.)

- AST/ WGST 210 Sisters of the African Diaspora
- AST 240 African American Intellectual and Political History
- AST 313 The Black Struggle for Schooling in the United States
- ECON 216 Economic Development
- ECON 225 Political Economy of U.S. Capitalism
- HIST 213 Race and Ethnicity in U.S. History
- HIST 216 Women and Gender in U.S. Since 1890
- MGMT 224 Socially-Minded Leadership
- PHIL/ POLS 232 Theories of Justice
- POLS 212 Politics Unplugged: How Things Work in Massachusetts
- POLS 215 The Politics of Race and Ethnicity
- POLS 219 Gender and Politics
- POLS 242 African Politics
- SJ 249 Race and Ethnicity Dialogue
- SOCI 225 Social Movements
- SOCI/ AST 249 Inequality: Race, Class, and Gender in Comparative Settings
- SOCI 261 Urban Sociology
- SOCI 262 Criminology
- SOCI 263 Sociology of Education
- SOCI 267 Globalization
- SOCI 270 South Asia: People and Power
- SOCI 277 Introduction to Latin America Studies

SOCI 347 Antiracism and Justice Work
 WGST/ Women and Work
 ECON 125
 WGST/ Women in the World
 ECON 214 Economy
 WGST 204 Roots of Feminism
 WGST/ Intimate Family Violence
 AST/SOCI 340

F = Fall
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 1 = AY 2012-
 2013
 2 = AY 2013-
 2014
 M = Mode
 * = Schedule
 t.b.a.

DIRECTORY OF FACULTY AND ADMINISTRATORS

Appointment date refers to the date of original hire to the College.

FACULTY, COLLEGE OF ARTS AND SCIENCES

Maria Abate, Assistant Professor of Biology
BA, University of California, Davis; PhD, Northeastern University. Appointed 2011.

Paul Abraham, Professor and Chair of Education and Director of MATESL Program
BA, Boston College; MEd, Boston University; EdD, Harvard University. Appointed 1993.

Joan Abrams, Professor of Practice in Communications
BA, MS, Simmons College; MPA, Harvard University. Appointed 1999.

Zachary Abuza, Professor of Political Science and International Relations
BA, Trinity College, MALD; PhD, Tufts University. Appointed 1996.

Anna Aguilera, Assistant Professor of Biology
AB, Brown University; MS, University of Massachusetts, Amherst; PhD, University of Massachusetts, Boston. Appointed 2012.

Ron Allen, Senior Lecturer of Behavior Analysis
BS, MS, PhD, University of Florida. Appointed 2011.

Masato Aoki, Associate Professor and Chair of Economics
BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. Appointed 1993.

Judith Aronson, Associate Professor of Communications
BA, University of Michigan; MFA, MCP, Yale University. Appointed 1998.

Judah Axe, Assistant Professor of Education
BS, University of Wisconsin–Madison; MA, PhD candidate, The Ohio State University. Appointed 2008.

Donald L. Basch, Professor of Economics
BA, Trinity College; MA, MPhil, PhD, Yale University. Appointed 1980.

Kirk James Beattie, Professor of Political Science and International Relations
BA, Kalamazoo College; MA, PhD, University of Michigan. Appointed 1985.

Donna Beers, Professor of Mathematics
BA, MS, PhD, University of Connecticut. Appointed 1986.

Michael Berger, Associate Professor of Chemistry
BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. Appointed 2005.

Renee Bergland, Professor of English
BA, St. John's College; PhD, Columbia University. Appointed 1999.

Stephen Berry, Assistant Professor of History
BA, MEd, Vanderbilt University; MLIS, University of Southern Mississippi; PhD, Duke University. Appointed 2007.

Joy Bettencourt, Associate Professor of Practice in Education and Westford Campus Coordinator
BA, University of Colorado; MEd, Antioch College. Appointed 1999.

Carole Biewener, Professor of Economics and Women's and Gender Studies
BA, Douglass College; PhD, University of Massachusetts. Appointed 1987.

Ellen Birchander, Lecturer in Psychology
BA, Simmons College; MSW, Boston College; MS, Tufts University; ABD, University of Massachusetts, Boston. Appointed 2011.

Allan S. Blume, Associate Professor of Practice in Education and Program Coordinator for Landmark
BA, State University of New York at Geneseo; MEd, University of Vermont; MS, EdS, Simmons College. Appointed 1995.

Dánisa Bonacic, Assistant Professor of Modern Languages and Literatures
BA, MA, Pontificia Universidad Católica de Chile; PhD, Brown University. Appointed 2007.

Edith Bresler, Senior Lecturer in Art and Music
BFA, School of Visual Arts. Appointed 2003.

Pamela Bromberg, Professor of English and Director of Graduate Program in English
BA, Wellesley College; PhD, Yale University. Appointed 1972.

David Browder, Professor of Mathematics
BA, Amherst College; MA, PhD, University of Oregon. Appointed 1971.

Michael L. Brown, Professor of Mathematics
BA, Columbia University; MA, PhD, Harvard University. Appointed 1986.

Tulio Campos, Senior Lecturer in Modern Languages and Literatures
BA, Pontificia Universidad Católica del Perú. Appointed 2006.

Amanda Carey, Assistant Professor of Psychology
BS, Simmons College; MA, PhD, Northeastern University. Appointed 2013.

Changqing Chen, Senior Lecturer in Chemistry and Physics
BE, Xi'an Jiatong University; MS, Peking University; PhD, University of Connecticut, Storrs. Appointed 2005.

Janet Chumley, Associate Professor of Practice in Education
BA, Antioch College; MEd, Boston University. Appointed 1996.

Louise G. Cohen, Associate Professor of Modern Languages and Literatures
BS, Simmons College; AM, PhD, Harvard University. Appointed 1967.

Benjamin Cole, Assistant Professor of Political Science and International Relations
BA, MA; University of New Hampshire; PhD, George Mason University. Appointed 2012.

Daniel Connell, Professor of Practice in Communications
BA, Hobart College; MA, State University of New York at Buffalo. Appointed 2002.

James Corcoran, Associate Professor and Chair of Communications
BA, University of North Dakota; MPA, Harvard University. Appointed 1986.

Laurie Crumpacker, Professor of History
BA, Simmons College; AM, Harvard University; PhD, Boston University. Appointed 1978.

Maryellen Cunnion, Associate Professor of Practice in Education
BA, College of Mt. St. Vincent; MA, Trinity College; MS, Johns Hopkins University; EdD, Harvard University. Appointed 1993.

Ellen May Davidson, Associate Professor of Practice in Education
BA, Antioch College; MA, State University of New York at New Paltz. Appointed 1998.

Kristin Dukes, Assistant Professor of Psychology
BA, Rice University; MS, PhD, Tufts University. Appointed 2011.

Christine J. Evans, Associate Professor of Practice in Education and Program Director for New England Center for Children
BA, Hartwick College; MEd, Lesley College. Appointed 1993.

Eduardo Febles, Associate Professor and Chair of Modern Languages and Literatures
BA, Tulane University; MA, PhD, Brown University. Appointed 2003.

Gregory Feldman, Associate Professor of Psychology
BA, University of Connecticut at Storrs; MS, PhD, University of Miami. Appointed 2006.

Marlene Fine, Professor of Communications
BA, PhD, University of Massachusetts; MA, University of Minnesota; MBA, University of Massachusetts, Amherst. Appointed 1999.

Rachel L. Galli, Associate Professor and Chair of Psychology
BA, Hofstra University; MA, PhD, Boston University. Appointed 1998.

Sheldon George, Associate Professor of English
BA, The City College of New York; PhD, Boston College. Appointed 2005.

Robert N. Goldman, Professor of Mathematics
 BS, London School of Economics; AM, PhD,
 Harvard University. Appointed 1972.

**Ellen Grabiner, Associate Professor of
 Communications**
 BA, SUNY Albany, MEd, Goddard College.
 Appointed 2000.

Daren Graves, Assistant Professor of Education
 BA, Yale University; MEd, EdD Harvard
 University. Appointed 2006.

**D. Bruce Gray, Associate Professor and Chair of
 Biology**
 BS, Tufts University; MS, Columbia University;
 PhD, University of Connecticut. Appointed 1993.

Erica Gunn, Assistant Professor of Chemistry
 BS, Simmons College; PhD, University of
 Washington. Appointed 2012.

**Richard W. Gurney, Associate Professor and
 Chair of Chemistry and Physics**
 BS, Benedictine University; PhD, Purdue
 University. Appointed 2003.

**Helen Guttentag, Professor of Practice in
 Education and Director of Clinical Programs and
 Undergraduate Education**
 BA, Wellesley College; EdM, Harvard University.
 Appointed 1978.

**Kelly Hager, Associate Professor of English and
 Women's and Gender Studies, and Chair of
 English**
 BA, Rice University; PhD, University of California,
 Irvine. Appointed 2001.

**Margaret Hanni, Associate Professor of Art and
 Music**
 BA, Simmons College; MA, PhD, Boston
 University. Appointed 1996.

**Jane Hardin, Associate Professor of Practice in
 Education and Program Coordinator for Accept
 and South Coast**
 BA, University of Massachusetts; MEd,
 Framingham State College. Appointed 1995.

**Elisa Hegg, Lecturer in Behavior Analysis and
 Director of Mentoring and Supervision**
 BA, University of British Columbia in Vancouver;
 MEd., Northeastern University. Appointed
 2009.

**Heather Hole, Assistant Professor of Art and
 Music**
 BA, Smith College; MA, PhD, Princeton
 University. Appointed 2012.

**Alister Inglis, Associate Professor of Modern
 Languages and Literatures**
 BA, University of Canberra; PhD, University of
 Melbourne. Appointed 2003.

**Michael Jordan, Senior Lecturer in Chemistry and
 Physics**
 BA, D.Phil., Oxford University. Appointed 2007.

**Michael Kaplan, Professor of Chemistry and
 Physics**
 MS, Kishinev State University; PhD, Leningrad
 State University; DrSci, Moscow State University,
 Moscow. Appointed 1993.

**Roberta Kelly, Associate Professor of Practice in
 Education and Director of the Educational
 Leadership Program**
 BA, Tufts University; MS, Lesley University.
 Appointed 1995.

**Colleen Kiely, Associate Professor and Chair of
 Art and Music**
 BFA, Rhode Island School of Design; MFA,
 School of the Museum of Fine Arts. Appointed
 2005.

**Megan Lambert, Lecturer in the Center of the
 Study of Children's Literature**
 BA, Smith College; MA, Simmons College.
 Appointed 2009.

**Nancy Lee, Associate Professor of Chemistry and
 Physics**
 BA, University of Pennsylvania; PhD, Brown
 University. Appointed 1994.

**Valerie Leiter, Associate Professor and Chair of
 Sociology**
 BA, State University of New York at Albany; AM,
 Harvard University; PhD, Brandeis University.
 Appointed 2003.

Sarah Leonard, Associate Professor of History
 BA, University of California, Santa Cruz; MA,
 PhD, Brown University. Appointed 2004.

Suzanne Leonard, Assistant Professor of English
 AB, Dartmouth College; MA, PhD, University of
 Wisconsin–Milwaukee. Appointed 2006.

Randi Lite, Associate Professor of Practice in Biology
 AB, Brown University; MA, Columbia University.
 Appointed 1989.

Zhigang Liu, Associate Professor of History and Modern Languages and Literatures and Director of the Program in East Asian Studies
 University Diploma, Beijing Normal University;
 MA, PhD, Boston University. Appointed 1991.

Stephen D. London, Professor of Sociology
 BA, Bowdoin College; PhD, University of Chicago. Appointed 1975.

Jane Lopilato, Associate Professor of Biology
 BA, Emmanuel College; PhD, Harvard University.
 Appointed 1989.

Shirong Luo, Assistant Professor of Philosophy
 MS, Peking Union Medical College; MA, Texas A&M University; PhD, University of Miami.
 Appointed 2006.

Bridget Lynch, Senior Lecturer in Art and Music and Director of the Trustman Art Gallery
 BA, University of Kansas. Appointed 2006.

Russell Maguire, Assistant Professor and Chair of Behavior Analysis
 BA, New York State University at Buffalo; MA, PhD, Northeastern University. Appointed 2007.

Leonard Mailloux, Senior Lecturer of Communications
 BA, Mount Wachusett Community College;
 MEd, Cambridge College. Appointed 2008.

Sarah Martin, Assistant Professor of Psychology
 BS, Duke University; MS, PhD, The Pennsylvania State University. Appointed 2008.

Leanne Doherty Mason, Associate Dean and Associate Professor of Political Science and International Relations
 BA, Clark University; MA, PhD, Northeastern University. Appointed 2000.

Margaret Menzin, Professor of Mathematics
 BA, Swarthmore College; MA, PhD, Brandeis University. Appointed 1969.

Cathryn M. Mercier, Professor of English, and Director of the Center for the Study of Children's Literature
 BA, Mount Holyoke College; MA, MPhil, Simmons College; PhD, Boston University.
 Appointed 1985.

W. David Novak, Associate Professor of Mathematics and Chair of Mathematics, Statistics, and Computer Science
 BA, MA, PhD, Washington State University.
 Appointed 1976.

Gary Oakes, Assistant Professor of Education and Director of the Master's in the Art of Teaching
 BA, University of South Florida; MA, Florida State University; EdD, Boston University.
 Appointed 2000.

Stephen Ortega, Associate Professor of History and Director of the Graduate Program in History
 BA, New York University; MA, Harvard University; PhD, University of Manchester.
 Appointed 2006.

Mary H. Owen, Professor of Biology
 BA, Regis College; MA, PhD, Clark University.
 Appointed 1992.

Catherine Paden, Associate Professor of Political Science and International Relations
 BA, Vassar College; PhD, Northwestern University. Appointed 2006.

Lowry Pei, Professor of English
 AB, Harvard College; MA, PhD, Stanford University. Appointed 1985.

Dolores Peláez-Benítez, Professor
 Licenciatura, PhD, Universidad Complutense de Madrid. Appointed 1992.

Theresa Perry, Professor of Africana Studies and Education
 BA, Loyola University; MA, Marquette University; PhD, Yale University; EdD, Harvard University Graduate School of Education. Appointed 2005.

Laura Prieto, Professor and Chair of History
 BA, Wellesley College; MA, PhD, Brown University. Appointed 1997.

Madalaine Pugliese, Associate Professor of Practice in Education and Coordinator of the Assistant Technology Program

BS, University of Maryland; MEd, Suffolk University and Lesley College; MS, EdS, Simmons College. Appointed 1992.

Jyoti Puri, Professor of Sociology

BA, Bombay University; PhD, Northeastern University. Appointed 1996.

Diane Raymond, Professor of Philosophy and Women's and Gender Studies

BA, Vassar College; MA, PhD, New York University. Appointed 1985.

John Reeder, Associate Professor of Psychology

BA, McMaster University; PhD, Princeton University. Appointed 2004.

Judith Richland, Senior Lecturer in Communications

BS, Cornell University; MA, Boston University; MFA, Massachusetts College of Art. Appointed 2005.

Jennifer Roeklein-Canfield, Associate Professor of Chemistry

BS, University of Maryland; PhD, State University of New York at Stony Brook. Appointed 1999.

Charlotte Russell, Senior Lecturer in Biology

B.Med.Sci., University of Birmingham; PhD, University of Manchester. Appointed 2007.

Pía Cúneo-Ruiz, Lecturer in Modern Languages and Literatures

ESL/ELT, Peru's Asociacion Cultural Peruano-Britanico; JD, Universidad San Martin de Porres. Appointed 2011.

Saher Selod, Assistant Professor of Sociology

BA, University of Texas at Austin; MA, DePaul University; PhD, Loyola University. Appointed 2012.

Elizabeth Scott, Associate Professor of Biology and Co-director of the Program in Public Health

MI, Manchester Metropolitan University; MPhil, PhD, University of London. Appointed 2001.

Vaughn Sills, Associate Professor of Art and Music

BA, The American University; MFA, Rhode Island School of Design. Appointed 1987.

Gregory Slowik, Professor of Art and Music

BM, Mansfield University; MM, DMA, Boston University. Appointed 1994.

Niloufer Sohrabji, Assistant Professor of Economics

MA, University of Maine; PhD, Boston College. Appointed 1999.

Dawna Thomas, Associate Professor of Africana Studies and Women's and Gender Studies and Chair of Women's and Gender Studies

BA, MS, University of Massachusetts, Boston; PhD, Northeastern University. Appointed 2003.

Becky Thompson, Professor of Sociology

BA, University of California, Santa Cruz; PhD, Brandeis University. Appointed 1996.

Bruce Tis, Associate Professor of Computer Science and Informatics

BSEE, MSEE, Northeastern University; PhD, Boston University. Appointed 1998.

Wanda Torres Gregory, Associate Professor and Chair of Philosophy

BA (Pol.Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston University. Appointed 1997.

Mary Jane Treacy, Professor of Modern Languages and Literatures and Director of the Honors Program

BA, Emmanuel College; MA, PhD, Boston University. Appointed 1972.

Jo Trigilio, Senior Lecturer in Philosophy and Women's and Gender Studies

BA, Marietta College; MA, PhD, University of Oregon. Appointed 2005.

Geoffrey Turner, Associate Professor of Psychology

AB, Lafayette College; MS, PhD, Pennsylvania State University. Appointed 1997.

Nanette Veilleux, Associate Professor of Computer Science and Informatics and Director of the Core Curriculum

ScB, Brown University; MSEE, PhD, Boston University. Appointed 1999.

Stephanie Walker, Lecturer in Chemistry

BA, Wells College; PhD, Cornell University. Appointed 2011.

Janie Ward, Professor and Chair of African Studies

BFA, New York University; EdM, EdD, Harvard University. Appointed 1986.

Afaa Michael Weaver, Alumnae Professor of English

BA, University of the State of New York; MA, Brown University. Appointed 1997.

Bob White, Professor of Communications

AB, College of the Holy Cross; MS, Boston University. Appointed 1971.

Renée T. White, Dean of the College of Arts and Sciences

BA, Brown University; MA, PhD, Yale University. Appointed 2011.

Richard Wollman, Professor of English

BA, Brandeis University; MA, MPhil, PhD, Columbia University. Appointed 1993.

FACULTY AND STAFF, SCHOOL OF NURSING AND HEALTH SCIENCES

Josephine Atinaja-Faller, Associate Professor of Practice, Nursing

BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. Appointed 2004.

Anne-Marie Barron, Associate Dean, Undergraduate Curriculum and Student Affairs, School of Nursing and Health Sciences, Associate Professor of Nursing

BSN, Boston College; MSN, University of Massachusetts, Amherst; PhD, Boston College. Appointed 1999.

Judy A. Beal, Dean, School of Nursing and Health Sciences, Professor of Nursing

BSN, Skidmore College; MSN, Yale University; DNSc, Boston University. Appointed 1989.

Charlene Berube, Chair, Undergraduate Nursing, Associate Professor of Practice, Nursing

BSN, Saint Anselm College; MSN, Boston University. Appointed 1994.

Lisa Sciacca Brown, Assistant Professor of Nutrition, Coordinator, Dietetic Internship Program

BS, Clark University; MS, Simmons College; PhD, Boston University. Appointed 2008.

Teressa Brown, Associate Professor of Practice, Physical Therapy and Assistant Director, Clinical Education

BS, Simmons College; DPT, Simmons College. Appointed 2008.

LaDonna Christian, Associate Professor of Practice, Nursing, Director, Dotson Bridge and Mentoring Program

BSN, University of Michigan, Ann Arbor; MSN, University of Massachusetts, Dartmouth. Appointed 2009.

Jean Christoffersen, Associate Professor of Practice, Nursing

BSN, State University of New York, Brooklyn; MSN, Boston College. Appointed 2004.

George Coggeshall, Associate Professor of Practice, Physical Therapy

BS, University of Rhode Island, Kingston; MSPT, Boston University. Appointed 2008.

Margaret Costello, Associate Professor of Practice, Nursing

BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy; PhD, Simmons College. Appointed 2004.

Terry Davies, Associate Professor of Practice, Nursing

MSN, Simmons College. Appointed 2004.

Sarah Desmond, Associate Professor of Practice, Nursing

BSN, Northeastern University; MSN, Simmons College; SM, Harvard School of Public Health. Appointed 2007.

Colette Dieujuste, Associate Professor of Practice, Nursing

BSN, Columbia Union College; MSN, Boston College. Appointed 2000.

Susan Duty, Associate Professor of Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College; ScD, Harvard University. Appointed 2003.

Sari Edelstein, Associate Professor of Nutrition

BS, Florida State University; MS, Florida International University; PhD, University of Florida. Appointed 2002.

Carmen Fortin, Assistant Dean and Director of Admission, School of Nursing and Health Sciences

BA, University of Maine; MA, University of

Connecticut. Appointed 2000.

Teresa Fung, Professor of Nutrition

BS, MS, Cornell University; ScD, Harvard University. Appointed 2000.

Priscilla Gazarian, Assistant Professor of Nursing

BSN, University of Massachusetts, Dartmouth; MSN, University of Massachusetts, Boston; PhD, University of Massachusetts, Amherst. Appointed 2002.

Donna Glynn, Associate Professor of Practice, Nursing

BS, Stonehill College; MSN, PhD, Simmons College. Appointed 2007.

Maureen Harris, Associate Professor of Practice, Physical Therapy, Director, Clinical Education

BS, Simmons College; DPT, Simmons College. Appointed 2010.

Nancie H. Herbold, Ruby Winslow Linn Professor and Chair of Nutrition

BS, University of Rhode Island; MS, EdD, Boston University. Appointed 1976.

James Huddleston, Associate Professor of Practice, Physical Therapy

BS, University of New Hampshire; MSPT, University of New Hampshire; DPT, Simmons College. Appointed 2008.

Z. Annette Iglarsh, Associate Dean, Interprofessional Education, School of Nursing and Health Sciences, Professor and Chair of Physical Therapy

BS, City College of New York; BS, Physical Therapy Upstate Medical Center; MAT, Alaska Methodist University; MBA, Loyola College of Maryland; PhD, University of Maryland. Appointed 2007.

W. Justin Jones, Associate Professor of Practice, Physical Therapy

BS, University of Massachusetts, Amherst; MSPT, Simmons College; DPT, Simmons College. Appointed 2007.

Makeda Kamara, Associate Professor of Practice, Nursing

BA, Brandeis University; BSN, University of Massachusetts, Boston; MEd, Harvard University Graduate School of Education; MPH, University of Michigan School of Public Health. Appointed 2010.

Ruth Kimokoti, Research Assistant Professor, Nutrition

MBChB, University Nairobi; MA, Boston University; MPH, Boston University. Appointed 2010.

Rebecca Koeniger-Donohue, Professor of Practice, Nursing

BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island. Appointed 1988.

Jocelyn Loftus, Professor of Practice, Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College. Appointed 1998.

Arlene Lowenstein, Professor of Practice, Nursing, Program Administrator, Health Professions Education

BSN, Fairleigh Dickinson University; MA, New York University; PhD, University of Pittsburgh. Appointed 2005.

Marla Lynch, Associate Professor of Practice, Nursing

BS, Boston University; MSN, Boston College. Appointed 2007.

Eileen McGee, Associate Professor of Practice, Nursing

BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. Appointed 2003.

Elizabeth Metallinos-Katsaras, Associate Professor of Nutrition, Director, Didactic Program in Dietetics

BS, MS, PhD, University of California, Davis. Appointed 1999.

Linda Moniz, Associate Professor of Practice, Nursing

BS, Boston State College; BSN, MSN, Salem State College. Appointed 2004.

Susan Neary, Professor of Practice, Nursing, Director, Doctor of Nursing Practice Program

BA, Emmanuel College; BSN, St. Louis University; MSN, Simmons College; PhD, Boston College. Appointed 1989.

Janet Rico, Professor of Practice, Nursing, Director, Family Nurse Practitioner Program

BSN, St. Anselm College; MSN, University of North Carolina; MBA, Boston University. Appointed 2000.

Patricia Rissmiller, Chair, Graduate Nursing, Associate Professor of Nursing
BSN, Catholic University; MSN, DNSc, Boston University. Appointed 1992.

Joanne Rivard, Associate Professor of Practice, Physical Therapy
BS, Boston University; MSPT; MGH Institute of Health Professions; DPT, MGH Institute of Health Professions. Appointed 2010.

Shelley Strowman, Associate Professor of Practice, Statistics
BA, Bates College; MA, University of New Hampshire; PhD, University of New Hampshire. Appointed 2009.

Karen Teeley, Associate Professor of Practice, Nursing
BSN, Fairfield University; MSN, Boston University. Appointed 2002.

Victor Tsveybel, Associate Professor of Practice, Nursing
BSN, Northeastern University; MSN, MGH Institute of Health Professions. Appointed 2004.

Olga VanDyke, Associate Professor of Practice, Nursing
MS, University of Massachusetts, Boston. Appointed 2010.

Sarah Volkman, Professor of Nursing
BA, University of California, San Diego; ScD, Harvard University. Appointed 2001.

Julie Vosit-Steller, Associate Professor of Practice, Nursing
BSN, College of Our Lady of the Elms; MS, MSN, University of Massachusetts, Boston; DNP, Simmons College. Appointed 2004.

Patricia A. White, Associate Professor of Practice, Nursing
BSN, MSN, Boston College; PhD, University of Rhode Island. Appointed 1987.

FACULTY AND STAFF, SCHOOL OF MANAGEMENT

Carla Akalarian, Director, Career Services Office
BA, Brown University. Appointed 2011.

Jill Avery, Assistant Professor
BA, University of Pennsylvania; MBA, Wharton School, University of Pennsylvania; DBA, Harvard University. Appointed 2007.

Bonita Betters-Reed, Professor, CGO Faculty Affiliate
BA, State University of New York at Potsdam; MA, Bowling Green State University; PhD, Boston College. Appointed 1986.

Stacy Blake-Beard, Associate Professor, CGO Faculty Affiliate
BS, University of Maryland; MA, PhD, University of Michigan. Appointed 2002.

Kerri Brophy, Senior Director, Marketing and Graduate Admissions
BA, University of Massachusetts, Amherst; MBA, Simmons College. Appointed 2006.

Robert Coulam, Senior Lecturer and Director, Center for Health Policy Research
BA, Harvard University; JD, Harvard Law School; PhD, Kennedy School of Government, Harvard University. Appointed 2004.

Richard Cravatts, Professor of Practice in Communications and Director, Masters in Communications Management Program
BA, MA, University of Louisiana, Monroe; PhD, University of Louisiana, Lafayette. Appointed 2005.

Patricia Deyton, Professor of Practice in Organizational Behavior & Nonprofit Management and Director, CGO
BS, Empire State College, SUNY; M Div., Yale; MSW, Columbia. Appointed 2004.

Shuili Du, Assistant Professor
BA, Tsinghua University; MA, Fudan University; DBA, Boston University. Appointed 2007.

Mary Dutkiewicz, Associate Dean, Administration and Academic Programs
BA, Holy Cross; MEd, University of Vermont; MBA, Simmons College. Appointed 1999.
Mary Finlay, Professor of Practice in Information Management
BA, Allegheny College; MBA, Simmons College. Appointed 2005.

Gary Gaumer, Associate Professor
BS, Bradley University; PhD, Northern Illinois University. Appointed 1984.

Indra Guertler, Senior Lecturer and Director, Financial Literacy Initiative
 BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. Appointed 2000.

Paula Gutlove, Professor of Practice in Negotiations
 BS, Cornell University; DMD, Boston University. Appointed in 2011.

Susan Hass, Professor
 BS, Boston University; MBA, Harvard University; CPA MA and MD. Appointed 1981.

Cynthia Ingols, Senior Lecturer, CGO Faculty Affiliate and Director, MBA Internship Program
 BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. Appointed 1996.

J. Barry Lin, Associate Professor
 MS, PhD, Baruch College at CUNY. Appointed 2008.

John Lowe, Associate Professor and Director, Health Care Administration Program
 BS, Duke University; MS, Ohio State University; PhD, University of Illinois/Chicago. Appointed 1993.

Deborah Marlino, Professor and Associate Dean, Faculty & Curriculum
 BA, MBA, University of Tennessee; PhD, University of California, Los Angeles. Appointed 1989.

Cathy E. Minehan, Dean
 BA, University of Rochester; MBA, New York University. Appointed 2011.

Jane Mooney, Associate Professor
 AB, Vassar College; MBA, Wharton School, University of Pennsylvania; PhD, Baruch College, CUNY. Appointed 2005.

Lynda Moore, Professor, CGO Faculty Affiliate and Senior Scholar for Global Gender and Inclusive Leadership
 BA, Hollins College; MEd, Antioch Graduate School; EdD, University of Massachusetts, Amherst. Appointed 1981.

Teresa Nelson, Associate Professor, Elizabeth J. McCandless Professor of Entrepreneurship, CGO Faculty Affiliate and Director, Entrepreneurship Program
 BA, University of Massachusetts at Boston; MBA, Western Michigan University; PhD, University of Illinois at Urbana-Champaign. Appointed 2006.

Mindy Nitkin, Associate Professor
 BA, University of Missouri; MS, Hebrew University; MBA, Simmons College; PhD candidate, Boston University. Appointed 2000.

Susan D. Sampson, Associate Professor and Director, Prince Program
 BS, Salem State College; MA, PhD, Kent State University. Appointed 1995.

Alice Sapienza, Professor Emerita
 BS, Stonehill College; MA, Boston College; MBA, Harvard University; DBA, Harvard University. Appointed 1990.

Mary Shapiro, Professor of Practice in Management, CGO Faculty Affiliate
 BFA, MS, MBA, Wright State University. Appointed 1992.

Spela Trefalt, Assistant Professor, CGO Faculty Affiliate
 BA, University of Ljubljana, Slovenia; MBA, University of Kansas; DBA, Harvard University. Appointed 2008.

Elisa van Dam, Director, Executive Education
 BA, Brown University; MBA, Boston University. Appointed 2007.

Edward J. Vieira, Jr., Associate Professor
 BA, Rhode Island College; MBA, Bryant University; PhD, University of Connecticut. Appointed 2004.

Bruce Warren, Professor Emeritus
 BS, Bryant College; MBA, Clark University; JD, Suffolk University. Appointed 1970.

Nataliya Zaiats, Assistant Professor
 BA, Hartwick College; BA, Ivan Franko National University of Lviv, Ukraine; PhD, University of Wisconsin at Milwaukee. Appointed 2008.

EMERITI FACULTY

- A. J. Anderson, EdD
Professor of Library and Information Science, Emeritus
- Woodrow Wilson Baldwin, EdD
Professor of Management, Emeritus
- Louise Silbert Bandler, MSW
Professor of Social Work, Emerita
- James Baughman, PhD
Professor of Library and Information Science, Emeritus
- Mae L. Beck, PhD
Associate Professor of Chemistry, Emerita
- Lynda Beltz, PhD
Professor of Communications, Emerita
- Katherine Bevacqua, MEd
Associate Professor of Management, Emerita
- Susan Bloom, MA
Associate Professor of English, Emerita
- Peter G. Bowers, PhD
Professor of Chemistry, Emeritus
- Deanna Brooks, MSW
Associate Professor of Social Work, Emerita
- Richard Bruce Carpenter, PhD
Professor of Art History, Emeritus
- Margaret Bush, MLS
Professor of Library and Information Science, Emerita
- Teresa Carterette, PhD
Professor of Psychology, Emerita
- Peter Castle, PhD
Associate Professor of Psychology, Emeritus
- Dana C. Chandler, Jr., BS
Professor of Art, Emeritus
- Ching-Chih Chen, PhD
Professor of Library and Information Science, Emerita
- Burton Abercrombie Cleaves, MMus
Professor of Music, Emeritus
- Anne Coghlan, PhD
Dean of Sciences and Professor of Biology, Emerita
- Diane T. Coulopoulos, PhD
Professor of Psychology, Emerita
- Laurie Crumpacker, PhD
Professor of History, Emerita
- Kathleen Dunn, EdD
Professor of Education and Human Services, Emerita
- Josephine R. Fang, PhD
Professor of Library and Information Science, Emerita
- Alicia Faxon, PhD
Professor of Art, Emerita
- Ann Fleck-Henderson, PhD
Professor of Social Work, Emerita
- Deborah Fraioli, PhD
Professor of Modern Languages, Emerita
- Sophie Freud, PhD
Professor of Social Work, Emerita
- Barbara Gentile, PhD
Professor of Psychology, Emerita
- Anne Soloveichik Gerber, MA, MSW
Professor of Social Work, Emerita
- Marlyn Gillis, MA, MBA, MS
Associate Professor of Management, Emerita
- Velda Goldberg, PhD
Professor of Physics, Emerita
- Lillian Grayson, PhD
Associate Professor of Psychology, Emerita
- David Gullette, PhD
Professor of English, Emeritus
- Elaine Hagopian, PhD
Professor of Sociology, Emerita
- Henry James Halko, PhD
Professor of History, Emeritus
- Raquel Halty, PhD
Professor of Modern Languages and Literatures, Emerita
- Mary Louise Hatten, PhD
Professor of Management, Emerita
- Iclal Hartman, PhD
Professor of Chemistry, Emerita
- William J. Holmes, PhD, DLitt
President and Professor of English, Emeritus
- Alice M. Hosack, DSc
Professor of Nursing, Emerita

- John Cleary Hunter, PhD
Professor of History, Emeritus
- Sheila Intner, DLS
Professor of Library and Information Science, Emerita
- Reginald L. Jackson, PhD
Professor of Communications, Emeritus
- Anne Jardim, DBA
Founding Dean and Professor, Emerita
- Estelle Jussim, DLS
Professor of Library and Information Science, Emerita
- Susan M. Keane, PhD
Associate Professor of French, Emerita
- Ann Kittler, MSN
Professor of Nursing, Emerita
- Deborah Kolb, PhD
Professor of Management, Emerita
- Lawrence L. Langer, PhD
Professor of English, Emeritus
- Ruth Shaw Leonard, MS
Associate Professor of Library Science, Emerita
- Ann E. Lord, MS
Professor of Nursing, Emerita
- Carol Love, PhD
Professor of Nursing, Emerita
- Richard Lyman, PhD
Professor of History, Emeritus
- Charles R. Mackey, PhD
Dean of Humanities and Professor of French, Emeritus
- Helen Mamikonian, MA
Associate Professor of Foreign Languages, Emerita
- William Manly, MA
Associate Professor of English, Emeritus
- Marion Mason, PhD
Ruby Winslow Linn Professor of Nutrition, Emerita
- James Matarazzo, PhD
Dean and Professor of Library and Information Science, Emeritus
- James Mendrick McCracken, Jr., MSW
Professor of Social Work, Emeritus
- Carroll French Miles, PhD
Professor of Government, Emeritus
- Margaret Bonney Milliken, MA
Associate Professor of English, Emerita
- Phyllis Moore, DNSc
Professor of Nursing, Emerita
- Charlotte M. Morocco, MEd
Dean of the College, Emerita
- Paul Raymond Nichols, PhD
Professor of Economics, Emeritus
- George W. Nitchie, PhD
Professor of English, Emeritus
- Carol Ochs, PhD
Professor of Philosophy, Emerita
- Doris Olmstead, MEd
Associate Professor of Athletics, Emerita
- Robert Oppenheim, MFA
Professor of Art and Curator, Emeritus
- M. Lynn Palmer, PhD
Professor of Physical Therapy, Emerita
- Ynhui Park, PhD
Professor of Philosophy, Emeritus
- James Piper, PhD
Professor of Chemistry, Emeritus
- Alden W. Poole, BS
Professor of Journalism, Emeritus
- Edward Prenowitz, MA
Professor of Physics, Emeritus
- Elizabeth Rawlins, EdD
Professor of Education and Associate Dean, Emerita
- Helen Reinherz, ScD
Professor of Social Work, Emerita
- Patricia Rieker, PhD
Professor of Sociology, Emerita
- Priscilla Riley, MSW
Associate Professor of Social Work, Emerita
- John S. Robinson, EdD
Dean of Graduate Studies and Social Sciences and Professor of Education, Emeritus
- Linda Roemer, PhD
Associate Professor of Health Care Administration, Emerita
- M. Don Sargent, MA
Treasurer, Emeritus

- Barbara Sawtelle, PhD
Professor of Economics, Emerita
- Meyer Schwartz, MSSA
Dean and Professor of Social Work, Emeritus
- Kenneth Raymond Shaffer, DLS
Professor of Library Science, Emeritus
- Lydia Smith, EdD
Professor of Education, Emerita
- Mark Solomon, PhD
Professor of History, Emeritus
- Leonard Soltzberg, PhD
Professor of Chemistry, Emeritus
- Sue Stafford, PhD
Professor of Philosophy, Emerita
- Richard Sterne, PhD
Professor of English, Emeritus
- Jessie Stuart, MA
Professor of Retailing, Emerita
- Robert Stueart, PhD
Dean of the Graduate School of Library and Information Science, Emeritus
- Carol Swenson, DSW
Professor of Social Work, Emerita
- Karen Talentino, PhD
Professor of Biology, Emerita
- Jill Taylor, PhD
Professor of Education and Women's and Gender Studies
- Donald Thomas, PhD
Professor of Psychology, Emeritus
- Everett Leroy Tuttle, PhD
Associate Professor of Biology, Emeritus
- Robert C. Vernon, PhD
Professor of Physics, Emeritus
- Diana P. Waldfogel, MSW
Dean and Professor of Social Work, Emerita
- Martha Gorovitz Waldstein, MSS
Associate Professor of Social Economy, Emerita
- Bruce Warren, MBA
Professor of Management, Emeritus
- Elizabeth Weiant, DEd
Associate Professor of Biology, Emerita
- Cheryl Welch, PhD
Professor of Political Science and International Relations, Emerita
- Sandra Williams, PhD
Professor of Biology, Emerita
- Judith Wittenberg, PhD
Professor of English, Emerita
- Alden Wood, BS
Lecturer on Editorial Procedures, Emeritus

STUDENT AWARDS AND PRIZES

All-College Awards

Alumnae Award for Academic Achievement

To a student with a distinguished academic record who shows exceptional professional promise.

Alumnae Honor Award

To a senior who combines scholarship, participation in student activities, and contributions to college life in a way that exemplifies the general all-around excellence of an ideal Simmons student.

Contributions to a Multicultural Community Award

To a student who, by involvement, attitude, and action, has enhanced the development of a multicultural community at the College.

Danielson Memorial Award

To a senior resident student who exemplifies a deep interest in and devotion to students and a constant concern for the growth and future of the College.

Charlotte Mae Morocco Award

To a graduating senior who has demonstrated success in academic and co-curricular pursuits, sensitivity to the value of diversity, self-confidence, creativity, and compassion.

Palmer Award

To a senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of intergroup relations.

President's Leadership Award

To a graduating senior who has made significant contributions to the College.

Robert Rankin Award

To a student who best displays the qualities of friendliness, understanding, and interest in her fellow human beings.

DEPARTMENTAL/PROGRAM AWARDS

Department of Africana Studies

Maya Angelou Award for Academic Excellence

Winnie Mandela Award for Academic Excellence and Community Service

Department of Art and Music

Alicia Craig Faxon Award in Art History

Robert Gronquist Memorial Award in Music

The Heather Hekman Award

Joshua D. Oppenheim Award

Roberta Goldberg Segal '59 and Paul L. Segal Endowed Award

Julia Myerson Trustman Fellowship

Thomas J. Wallace Memorial Award in Studio Art

Department of Biology

Biology Faculty Award

Catherine Jones Witton Memorial Award

Department of Chemistry and Physics

Allen Douglas Bliss Memorial Award

American Institute of Chemists Award in Chemistry

American Institute of Chemists Award in Biochemistry

The Outstanding Teaching Assistant Award in Chemistry and Physics

Leonard J. Soltzberg Department of Chemistry and Physics Departmental Service Award

The Physics of Materials Award

The Robert Vernon Award in Physics

Department of Communications

Communications Award

Mariana Evans Creel Award in Journalism

Department Faculty Award

Graphic Design Award

Homer Jenks Award

Miriam Gosian Madfis Award

Media Arts Award

Public Relations/Marketing

U.S.S. Safety System SpA of Brugine, Italy Copywriting & Layout Award

Program in East Asian Studies

East Asian Studies Book Award

Department of Economics

Class of 1990 Economics Liaison Book Award

The Sheila J. Henderson Resilient Scholar Award in Economics

George J. Kachavos Award

Dutch Leonard Award in Public Policy

Patricia Anne McGrory Award

Barbara Sawtelle Outstanding Student Award in Economics

Department of Education

Barbara Mason Kemp Award

Elizabeth B. Rawlins Award

Lydia B. Smith Award

Francis W. Gallishaw Award (undergraduate or graduate)

Mary Carlyle Holmes Award (undergraduate or graduate)

John S. Robinson Award (undergraduate or graduate)

Douglas Eli Schuch Award (undergraduate or graduate)

Department of English

George W. Nitchie Award

Wylie Sypher Award

Department of History

Clio Award

Henry Halko Award

Program in Management

School of Management Bruce Warren Book Award
 School of Management Peer Award
 Wall Street Journal Award

Department of Mathematics, Statistics, and Computer Science

Mathematics Award
 Financial Mathematics Award
 Marion Walter Future Teacher of Mathematics Award
 Computer Science Award
 Information Technology Award

Department of Modern Languages and Literatures

Edward Addelson Memorial Award for Foreign Study
 Modern Language Award
 Jean Bratton Award

Program in Nursing

Penelope M. Glynn Award
 Margaret Jernigan Award
 Marjorie Keazirian Award
 Ann Kittler Award
 Carol F. Love Award
 Phyllis S. Moore Award
 Lois Estelle Schoppee Award
 Marjorie Stimson Honors Award
 Pauline Wheble Tripp Award
 Sigma Theta Tau International Nursing Honor Society

Program in Nutrition

Nutrition Faculty Award
 Ann DeForest Baker Spaulding Award
 Ruby Winslow Linn Award

Open Program

James L.V. Newman Award

Department of Philosophy

Agora Award
 Hypatia Award

Department of Physical Therapy

Recognition Award for Excellence
 Mary Legace Shaghnessy Award

Department of Political Science and International Relations

Dag Hammarskjold Award
 Carroll French Miles Award
 Roy M. Tollefson Award
 Warburg Award

Prince Program in Retail Management

Hodgkinson Achievement Award

Department of Psychology

Teresa Sosa Carterette Award
 Peter W. Castle Award in Clinical Psychology
 Stephen R. Deane Award
 Barbara Gentile Award
 Donald W. Thomas Award in Psychobiology

Department of Sociology

Evie Anasis Community Service Award
 Elaine Hagopian Award
 Jocelyn Holton Award
 Patricia R. Rieker Award

Department of Women's and Gender Studies

Charlotte Perkins Gilman Award
 Janet A. Viggiani Award

Please note: Some awards are not given every year.

ENDOWED SCHOLARSHIPS

The following are endowed scholarship funds of \$25,000 or more at Simmons College:

- Norman and Leah D. Abbott Scholarship
 Judith I. Abrams Scholarship
 Helen Goller Adams Scholarship
 Wilma Munt Aldrich Scholarship
 Phyllis E. Aldrin Scholarship
 Alexander Family Scholarship
 Hazel Spink Alfast Scholarship
 Rosamond Allen School of Social Work Scholarship
 Viola Engler Anderson Scholarship
 Elizabeth McCarthy Armand '60, '80LS Scholarship
 Winifred Armstrong Scholarship
 Sarah Louise Arnold Scholarship
 Vivian Resnick Auerbach '61 Scholarship
 Marion P. Ayer Scholarship
 Smith Tinkham Balkham Scholarship
 Harriet Bartlett Social Work Scholarship
 Theodate Bates Scholarship
 Albert Beekhuis Foundation Award
 Elizabeth Beiter Endowed Scholarship
 Alice M. Bell Scholarship
 Eva Bayard Berger '28 Scholarship
 Margaret Sandberg Bergfors Scholarship
 Ruth Dane Bernat Scholarship
 Helen Noyes Bickford Scholarship
 Blanche L. and Fred H. Bisbee Scholarship
 Black Alumnae/i Symposium 2005 Legacy Scholarship
 Mildred Brigham Blake Scholarship
 Helen Blanchard Scholarship
 Allen Douglas Bliss Scholarship
 Alice Frances Blood Scholarship
 Florence T. Blunt Scholarship
 Josephine Caroline Grover Bohm '22 Scholarship
 Bowker Grant Scholarship
 Maureen Boyle Scholarship
 Virginia Bratton Fund for Continuing Education
 Margaret D. Brenner '38LS Scholarship for Library Science
 Ruth Bristol Scholarship
 Cecile H. Bronfin '63 and Barry R. Bronfin Scholarship
 B. Marion Brown Memorial Scholarship
 Bettye L. Brown Scholarship
 Lillian Clark Brown Scholarship
 Lucille Cummings Brown '35 Scholarship
 Phyllis Rosen Brown Scholarship
 Dorothy Budlong Scholarship
 Beryl Hardacker Bunker '40, '01HD Award
 Phyllis Burlingame '43 Scholarship
 Josephine Morello Butz '57, '07HD Scholarship
 Bydale Scholarship
 Dina M. Carbonell '81SW, '96SW Scholarship
 Constance Russo Carroll '64 Scholarship
 Nellie Parney Carter Scholarship
 Lydia Chace '20 Scholarship
 Ruth Chapman '19 Memorial Scholarship
 Irene Beers Chaves '23 Scholarship
 David A. Chernin '87LS Scholarship
 Children's Literature Scholarship
 Don S. and Linda D. Chin Scholarship
 Virginia Haynes Chrisman Endowed Scholarship Fund
 Irene Christopher '45LS Scholarship
 Elizabeth Austin Church '23 and Jane Church Miller '49 Scholarship
 Anna Clark Scholarship
 Maxine Mayer Clarke Scholarship
 The First Class 1906 Scholarship
 Class of 1910 Memorial Scholarship
 Class of 1922 Scholarship
 Class of 1930 Scholarship
 Class of 1933 Pride II Scholarship
 Class of 1938 Scholarship
 Class of 1939 Scholarship
 Class of 1942 Scholarship
 Class of 1945 Scholarship
 Class of 1946 Scholarship
 Class of 1947 Scholarship
 Class of 1948 Scholarship
 Class of 1950 Scholarship
 Class of 1952 Scholarship
 Class of 1953 Scholarship
 Class of 1958 Scholarship
 Dorothy Cleaveland Scholarship

- Fannie F. & Alice W. Clement Scholarship
 Cleveland Simmons Club Scholarship
 Ruth H. Cleveland Scholarship
 Josephine and Ernest Cohen Scholarship
 College of Arts and Sciences Graduate
 Scholarship
 Jane Conard Scholarship
 Continuing Education Scholarship
 Sarah Molloy Crane '56, '04HD Scholarship
 Crawley-McCarthy Chemistry Scholarship
 Shirley Sears Cunningham Scholarship
 Mildred Custin '27, '88HD Memorial
 Scholarship
 Dolores and Lawrence D'Angelo Scholarship
 Ruth Huntington Danielson Memorial Award
 Davis United World College Scholars
 Eleanor S. Davis Scholarship
 Jean Kohler Davis '48 Scholarship
 Marion Gray Davis Scholarship
 Helen Deacon Scholarship
 Steven R. Deane Award
 Carmencita C. deAponte Latin America
 Scholarship
 Mildred Cook Dempsey '23 Scholarship
 Donna Dolan '84, '86GS Endowed Scholarship
 June Richardson Donnelly Scholarship
 Kathleen Dunn and Richard B. Lyman, Jr.
 Scholarship
 Isabella N. Dunton '07 Scholarship
 Laura Frye Elliot Scholarship
 Nancy Kitfield Ellison Scholarship
 Josephine Riss Fang Scholarship
 Dorothy Ferebee '20 Scholarship
 Ernest A. and Dorothy McLennan Ferdinand '23
 Scholarship
 Isabel D. Fernald Scholarship
 Frank M. Ferrin Scholarship
 Allan R. Finlay Scholarship
 Prudence Adams Finn '66 Scholarship Fund
 Jane E. Fisher '57LS Scholarship
 Frances Harpel Freedman '29 Award
 Patricia M. Juan R. Freudenthal Scholarship
 Eileen Friars '72 Scholarship
 Thomas J. Galvin '56LS Scholarship
 Mary Garland Continuing Education Scholarship
 Edward and Janet Hyde Gildea '45 Scholarship
 Dorothy Giles Social Work Scholarship
 Alice Ives Gilman Scholarship
 Frances Zion Goldberg '59 Scholarship
 Sandra (Frank) Goldberg '57 and Dr. G. Marshal
 Goldberg Scholarship for New Americans
 Dorothy Alter Goldman Scholarship
 Dr. Susan Goldstein '65 Scholarship
 G. Gordon Fund for Prince Retailing Scholarship
 Graduate Nursing Scholarship Fund
 Graduate School of Library and Information
 Science Scholarship
 Graduate School of Management Scholarship
 Ina M. Granara Scholarship
 Jessie M. Grant '42 Scholarship
 Shirley Saks Greenberg '56SW Memorial
 Scholarship
 Delphine D. Greene Scholarship
 Eva and Myer Greene Scholarship
 Samuel M. Thomas Gruber Fund for Loan
 Forgiveness
 Sarah E. Guernsey, DAR, Scholarship
 Chester S. Hale and Frances M. Hale
 Scholarship
 Halko and Hunter Scholarship
 Henry J. Halko and Jane Curtin Halko '45 Travel
 Abroad Scholarship
 Katharine Hardwick Scholarship
 Burton M. and Shirley Scholnick Harris '61,
 '80SW School of Social Work Scholarship
 Burton M. and Shirley Scholnick Harris '61,
 '80SW Undergraduate Scholarship
 Florence Margaret Harvey Scholarship
 Virginia Haviland Scholarship Fund for
 Children's Literature
 Jane Hawes '85LS Scholarship for the Graduate
 School of Library and Information Science
 Barbara L. Hayes '57 Nursing Scholarship
 Lawrence Hayes Scholarship
 Eleanor Hayward Memorial Scholarship
 William Randolph Hearst Scholarship
 The Heather Christine Hekman '98 Award
 Mary Heneghan '50 Scholarship
 Maria Howard Hilliard Scholarship
 Hope A. and David M. Hirsch Family
 Scholarship
 Frances Tufts Hoar '19 Scholarship

Lavern Averill Hodgkinson Scholarship
 Eleanor Hoey '44 Scholarship
 Laura Rodman Hoffman Scholarship
 Marjorie Holley '43 Scholarship
 Cynthia E. and Clara H. Hollis Scholarship
 Elizabeth Balch Holmes Scholarship Fund
 Joanne and William Holmes Scholarship
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 Elizabeth Cassell (Dill) Horvath '39, '41SW
 Scholarship
 Hoyt Scholarship
 Theodora Kimball Hubbard Scholarship
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 Sarah Orne Jewett Scholarship
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 Ida Kaplan Scholarship
 David and Leona Feldberg Karp '40 Scholarship
 Karp Centennial Scholarship
 Jacqueline and Marshall Kates Scholarship
 Katherine S. Kaufmann '69SW Scholarship for
 Urban Leadership
 Mary Morton Kehew Scholarship
 Pearl Mason Keller Scholarship
 Amelia M. and Minnie E. Kelley Scholarship
 Laura H. Kelley Scholarship
 Minnie E. Kelley Scholarship
 Luella Sampson Kellogg '27 Scholarship
 Kathryn E. Kent Scholarship
 Mary Kinney Scholarship
 Fruema Nannis Klorfein Scholarship
 Anna A. Kloss Scholarship
 Lane Scholarship in Memory of Dean Eleanor
 Clifton
 John P. Laucus Scholarship
 Joyce DeSilvia Laudise '57 Endowed Scholarship
 Sammy J. Lee Scholarship in Memory of Francis
 Carter Lee '50
 Jane V. Koulouris Leigh '55 Scholarship
 Angelina Lentini Scholarship
 Ruth Leonard Scholarship
 Ruth and Murry Lerner Scholarship
 Winifred Tank Lew '58 Scholarship
 Bernice Linde '39 Scholarship
 Elaine Lindy '85 SM Scholarship
 Ruby Winslow Linn Award
 Ruby W. Linn Scholarship
 Stephen London Community Service
 Scholarship
 Miriam Gosian Madfis '40 Award
 Judy Samdperil Mann '83 Scholarship
 Marjorie Johnson Margolis '49 Memorial
 Scholarship
 Kenneth Lamartine Mark Scholarship
 Ann Wilkie Marotto '60 Scholarship
 Shirley Leupold Martin '50 and Randall R. Martin
 NU '48 Department of Nursing
 Scholarship
 Ellen F. and Ida M. Mason Scholarship
 Mary Dickey Masterton Scholarship
 James Matarazzo '65LS Scholarship
 Emily Pulling McDaniel '51SW Scholarship
 Susan Spencer Merolla '74 Scholarship
 Merrimack Valley Simmons Club Scholarship
 Stella B. Merwin Scholarship
 Teresa (Terri) Winter Messer '68 Scholarship
 Fund
 Joseph S. and Sonia B. Michelson '85SW SSW
 Scholarship
 Microcosm Scholarship
 Ethel P. Miller '34 and Diane Miller Knopf '74
 Scholarship
 Emily Burns Mitchell Scholarship
 Kathryn Wilson Moore '41 Scholarship
 Evangeline Hall Morris Scholarship
 Frances Rollins Morse Memorial Scholarship
 Frances Rollins Morse Scholarship
 J. Gwendolen Morse Scholarship
 Zdenka Munzer Scholarship
 Dorothy Bonn Neal '21 Scholarship
 Nellie James Neill Scholarship
 Sally Bodwell Nelson Scholarship
 New Haven Simmons Club Scholarship
 Christine Ann Noonan '69 Scholarship
 Jane P. Noonan '49 Scholarship
 William H. Norris and Katherine G. Norris '61
 Scholarship
 North Shore Simmons Club Scholarship
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 James and Ella Norton Scholarship

Charlotte Mintz Novick '29 and Shepard S. Novick Scholarship
 Marie Arsenault Nowak '62 Endowed Scholarship
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 Ynhui Park Scholarship
 Emerette O. Patch Scholarship
 Florence Stinchfield Patch Scholarship
 Josephine Perry Peine '14 Scholarship
 Libby K. Penn '38 Scholarship
 Clara Parker Permuth '25 Scholarship
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 Portland Simmons Club Scholarship
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 Sue Sadow Scholarship
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 Peter E. Salgo '01 SW Award Fund

Nora Saltonstall Scholarship
 Mrs. Winthrop Sargent Scholarship
 Cornelia Noyes Savage and Edward P. Savage Scholarship
 The Neel Saxena Memorial Scholarship
 Dolores M. Sayles '29LS Endowed Scholarship
 Dolores Sayles Scholarship
 Elsa Ruth Olson Schlotterbeck '38 Scholarship Fund
 Scholarship for Continuing Education
 School of Health Sciences Scholarship
 School of Social Work Class of 1974 Urban Leadership Scholarship
 Mary and Nevin Scrimshaw Fund for Travel
 Elinor A. Seevak Scholarship
 Roberta Goldberg Segal '59 and Paul L. Segal Endowed Award
 Sewall Scholarship
 Jane Bergwall Shattuck '48 Scholarship for Study Abroad
 Mary Lagace Shaughnessy '54 Award in Physical Therapy
 Sheldon Family Scholarship
 Barbara Safier Shoag '60 and Leon Shoag Endowed Scholarship
 Rachel Josefowitz Siegel '44 Scholarship
 Edna M. Silverman Scholarship
 Simmons Club of Boston Scholarship
 Simmons College Alumnae Scholarship
 Simmons College Legacy Scholarship for Commuter Students
 Martin I. Slate Scholarship
 Caroline T. Slater Scholarship
 Sloane Family Scholarship
 Beverly Ryd Small '57LS Scholarship
 Smalley Foundation Scholarship Award
 Albert Henry Smith Scholarship
 Allen Smith Scholarship for GSLIS
 Catherine W. Smith Scholarship
 Miriam M. Smith '12 Scholarship
 F. Mary Sneed Loan Forgiveness Grant
 Janet L. Snover '75 Scholarship
 Maida Herman Solomon Scholarship
 SOM Alumnae Association Scholarship
 SOM Scholarship
 Southwest Florida Alumnae/i Scholarship

- Ann DeForest Baker Spaulding '48 Merit Fund
 Memorial Endowment
 Dorothy Spaulding Scholarship
 Edna G. Spitz Scholarship
 Susan K. Stasiowski Scholarship
 Katharine Lent Stevenson Scholarship
 May Bosworth Stocking Scholarship
 Student Aid Scholarship Fund
 Edna M. Sutter Memorial Scholarship
 Clare L. Sweeney Scholarship
 Charlotte E. Taskier '42, '73GS Scholarship
 K. D. Thompson Social Work Scholarship
 Tobin Family Scholarship for Study Abroad
 Libby Friedman Topol Scholarship
 John V. and Pauline Touloupoulos Scholarship
 Marion Treuthardt Scholarship
 Annie Studley Tripp Scholarship
 Trustee Scholarship
 Anna Gogos Tseklenis '53 Scholarship
 Ruth Tyler Scholarship
 Beverly Kerness Unger '44 Scholarship
 US Steel Scholarship
 Martha Gorovitz Waldstein Scholarship
 Patricia Ann Wallace '78 Scholarship
 Emily Ann Parker Walton Scholarship
 Joan Melber Warburg '45, '97HD Scholarship
 May Alden Ward Memorial Scholarship
 Edith B. Warren and Alice T. Smith Scholarship
 Joy Disbro Warren '68 Scholarship
 Mary Louise Washburne '15 Scholarship
 Weinstock-Coln Behavioral Education
 Scholarship
 Sandra Yaffie Weinstein '60 Endowed
 Scholarship in Memory of Professor John A.
 Timm
 Katherine Wellman Scholarship
 Lucille Wert Scholarship
 Ruth E. Hills Wheeler Scholarship
 Eva Whiting White Scholarship
 Hattie Melancon White Scholarship
 Helen H. White Scholarship
 Amasa J. Whiting Scholarship
 Roland and Olive Whittaker Scholarship
 Shirley M. Wiesenfeld Scholarship
 Esther M. Wilkins '38 Scholarship
 Ida Wilkoff '26 Scholarship
 Sue Williamson '78SM Scholarship Fund
 WINGS Endowed Scholarship
 Sylvia Wolfe Girl's Scholarship
 Lillian Ginsburg Wolk '28 and Louis Wolk
 Scholarship
 Women's Scholarship Association
 Ethel Arnold Wood Scholarship
 Helen Wood Scholarship
 Carol Schlafman Woolf '61, '83SM, and Stanley
 Woolf Scholarship
 Worcester Simmons Club Scholarship
 Elizabeth S. Wright '45LS Scholarship
 Janice B. Wyatt '69 Scholarship
 Armenia E. Young Scholarship
- CURRENT USE SCHOLARSHIPS
 Judith I. Abrams Scholarship
 Virginia Hosmer Allshouse '43 Scholarship
 Alice Ayling Scholarship
 Karl and Adelaide Becker Memorial Scholarship
 Bird Scholarship
 Margery Friberg Blume '69 Current Use
 Scholarship
 Boston Book Builders Scholarship
 Boston Simmons Club Scholarship
 Cape Cod Simmons Club Scholarship
 Conley Family Current Use Scholarship
 Dolores Amidon D'Angelo '69, '72GS Honor
 Scholars Fund
 Stephen Deane Award for an Outstanding
 Psychology Major
 Dickson Scholarship Fund
 Dix Scholars Admissions Fund
 Dorothea Dix Scholarship
 Harriett Elam-Thomas Study Abroad Fund
 Florida Gold Coast Simmons Club Scholarship
 Fuller Foundation
 Garland Scholarship
 Carol A. Gates Nursing Scholarship in Memory
 of Ruth Ann Watters '47
 Granite State Simmons Club Scholarship
 Half Century Research Scholars Fund
 John Laucus Library Science Scholarship Library
 Science Alumni Scholarship
 Agnes Lindsay Scholarship
 Middlesex Simmons Club Scholarship

Northern New Jersey Simmons Club
 Susan Ollila '66 Scholarship
 Palo Alto Simmons Club Scholarship
 Peninsula Simmons Club Scholarship
 President's Global Initiatives Fund
 Linda Roemer Health Care Administration
 Scholarship
 Scarf Scholarship
 Schrafft Trust Scholarship
 School of Social Work Scholarship
 Simmons Faculty/Staff Scholarship
 Harry and Rebecca Simon Scholarship
 South Shore Simmons Club Scholarship
 Sundry Student Scholarship
 Carol Gates Nursing Scholarship in Memory of
 Ruth Ann Watters '47

ENDOWED CHAIRS

Alumnae Endowed Chair
 Deloitte Ellen Gabriel Chair for Women and
 Leadership
 Roslyn Solomon Jaffe Chair in Marketing
 Strategy
 Hazel Dick Leonard Faculty Endowed Chair
 Ruby Winslow Linn Endowed Chair in Nutrition
 Elizabeth J. McCandless Entrepreneurship Chair
 Mockler Chair in Principled Leadership
 Social Work Faculty Endowed Chair
 Joan M. and James P. Warburg Faculty
 Endowed Chair in International Relations
 Eva Whiting White Professorship in Social
 Economics

OTHER MAJOR ENDOWMENTS

Alumnae Endowed Fund
 A. P. Antoniewicz GSLIS
 Ruth Rosen Barrington SSW Library Fund
 Helen Barthelmes GSLIS Book Fund
 Susan P. Bloom '60, '81GS Endowed Fund
 Raymond E. Bosworth Lecture Series Fund
 Miriam Canfield Camp Bradley '26 Memorial
 Loan
 Deborah C. Brittain '74SW Alternative Break
 Fund
 Alice E. Buff Endowment
 Winford Newman Caldwell Endowment

H. Charles GSLIS Visiting Lecturer
 Haigouhy Zovickian Choulian '26HS Endowed
 Book Fund
 Class of 1906 Library Endowment
 Class of 1919 Student Loan Endowment
 Class of 1934 PRIDE II Faculty Development
 Class of 1944 55th Reunion Library Book Fund
 Class of 1957 Library Materials Fund
 Ruth D. Coates '39 Fund
 Anne Coghlan Student Research Fund
 Helen Collamore Endowment
 Frederick G. Crane Memorial Endowment
 Dorothy P. Dallison Fund
 Muriel Potter DePopolo Endowed Book Fund
 Dorothea L. Dix Loan Endowment
 Miriam Engleman Drake '58, '71LS Women in
 Leadership Archives Project
 Mary Dunbar Fund
 Haim S. Eliachar Memorial Fund
 George H. Ellis Endowment
 Vera E. Fellows Memorial Endowment
 Sarah E. Field '44 Endowed Fund for
 Community Service
 Florence Flores Fund
 Frances Harpel Freedman '29 Endowed Award
 Eileen Friars Leader in Residence Program
 Valerie Guzman Galembert Fund for GSLIS
 International Initiatives
 Garland General Endowment
 Robert M. Gay Memorial Lecture
 General Capital and Reserves
 General Endowment Fund
 Margaret Yates Gerwin '62 Fund for Investment
 Education
 Gildea Faculty and Staff Endowment
 Gildea Fund for Special Education
 Graduate Program in Management Endowment
 Lillian Albert Goodman Endowment
 Eugene Grace Endowment
 Charlotte Nichols Greene Endowment
 GSLIS Library Endowment Fund
 GSLIS Technology Gift Fund
 Charles Harrington Endowment
 Francis Harrington Endowment
 Edward Hodgkins Endowment
 Emily Hollowell Library Research Fund

Helen Y. Hough Library Endowment
 Franklin K. Hoyt Endowed Book Fund
 The Influencers Fund
 Henry Clay Jackson Endowment
 Barbara Jaslow Schaefer '82 SW Endowed
 Lecture Fund
 Mrs. Anthony Jonklass Faculty Salary
 Endowment
 Mrs. Anthony Jonklass Residence Halls
 Endowment
 Gloria Kaufman Memorial Endowment
 Kimerling Endowed Book Award for Women in
 the Sciences and Technology
 Bicknall Kirkham Endowment
 Carol S. Kline Visiting Faculty Lectureship in
 Children's Literature
 Horatio Appleton Lamb Memorial Endowment
 Mrs. Marion Lansing Endowment
 Barbara Lee Political Intern Fellowship Program
 President LeFavour Endowment
 Legacy Fund for Faculty Nurse Scholars
 School for Library Science Endowment
 Lucius M. Littauer Endowment
 Gertrude Butler Marcy '22 Fund for Faculty
 PhD Candidates
 M. Louise Neill Endowment
 Nicholas Nelson Endowed Fund for the
 Sciences
 Dorothy Clapp Norton Endowment
 Marion McGregor Noyes Memorial Endowment
 School of Nursing Endowment
 Lois O'Grady, M.D. '58 Student Research
 Endowed Fund
 Edith Salisbury Olney Memorial Endowment
 Lydia Beecher Osborne - 1921 Memorial
 Endowment
 Bernice Tobias Ossen '32SW & Selma Tobias
 Putnam '35, '36SW Endowed Book Fund
 William H. Pear Book Fund Endowment
 Phinney Endowment
 Phyllis Rappaport Alumna Achievement Award
 Faith M. Richardson '84 Fund for Faculty
 Research and Development
 Charles F. Rittenhouse Endowment
 Gladys M. Rosenthal Fund for Hillel
 Frances Cook Saltz '29 Endowed Library
 Acquisition Fund
 Florence C. Sargent Fund
 Julia E. Schaupp Endowment
 Science Center Endowment
 Francis & Mildred Sears Fund
 William Thompson Sedgwick Memorial
 Endowment
 Annabell Porter Seelbach Memorial Endowment
 Send Me A Postcard: Nutrition Faculty Travel
 Endowed Fund
 Louise Doherty Shortell Endowed Book Fund
 SHS: Disease Protection Research
 John Simmons Endowment
 Toby M. Sloane Endowed Fund for Hillel
 Allen Smith Visiting Scholars Fund
 Zilpha D. Smith Lectureship Endowment
 School of Social Work Endowment
 Harold and Olive Sprague Endowment Fund
 Evelyn Stillings Memorial Endowment
 Mary Nagle Sweetser Memorial Lecture Fund
 Wylie Sypher Award
 Excellence in Teaching Award
 Donald W. Thomas Award
 Frances Marion Dunning Triplett Memorial
 Endowment
 Pauline Wheble Tripp '38 Memorial Endowment
 for Nursing
 Julia M. & Benjamin A. Trustman Art Gallery
 Fund
 Trustman Curatorial Fund
 Trustman Fellowship Endowment Award
 Janet Viggiani Endowed Award
 Martha Weiss SSW Book Fund
 Jennie B. Wilkinson Fund
 Mabel Rogers Wilson Memorial SSW Book Fund
 Ruth A. Woodbury Memorial Fund Endowment
 Sarah L. and John H. Wright Endowed Student
 Book Fund

HONORARY DEGREES AWARDED

2011

Millicent Gorham '76
Doctor of Nursing

Rebecca Haag
Doctor of Human Services

Dr. Carol Johnson
Doctor of Education

Chief Justice Margaret Marshall
Doctor of Laws

Lois Silverman
Doctor of Management

Representative Byron Rushing
Doctor of Public Service

2010

Elizabeth Alexander
Doctor of Humane Letters

Roslyn Solomon Jaffe '50
Doctor of Business Administration

Marion Walter, EdD
Doctor of Science

Brewster Kahle
Doctor of Computer Science

Frances Moore Lappe
Doctor of Nutrition Science

Beverly L. Malone
Doctor of Nursing

2009

Erma B. Brooks
Doctor of Education

Dr. Bereket Habte Selassie
Doctor of Laws

Mitsuye Yamada
Doctor of Humane Letters

Dr. Rosa Elena Bello
Doctor of Health Services

Greg Mortenson
Doctor of Letters

2008

Charlayne Hunter-Gault
Doctor of Journalism

Craig Cameron Mello, PhD
Doctor of Science

Bianca Jagger
Doctor of Human Rights

Marilyn Nelson
Doctor of Letters

Allyson Schwartz '70
Doctor of Public Service

Margot Stern Strom
Doctor of Education

2007

Brigadier General Dana H. Born, PhD
Doctor of Humane Administration

Dr. Josephine Morello Butz '57
Doctor of Humane Sciences

Dr. Nancy Yuk-Yu Ip '77
Doctor of Humane Sciences

John Prendergast
Doctor of Public Service

Dr. Sidney Verba
Doctor of Humane Library Science

2006

Mary Bartlett Bunge '53
Doctor of Humane Science

Eve Ensler
Doctor of Communications

Richard M. Freeland
Doctor of Humane Administration

Cornelia Kelley
Doctor of Letters

Vivian W. Pinn
Doctor of Public Service

Esta Soler '68
Doctor of Humane Service

Daniel S. Cheever, Jr.
Doctor of Education and Humane Administration

2005

G. Rita Dudely-Grant '73
Doctor of Humane Sciences

Edna Hibel
Doctor of Fine Arts
 Cheryl Jacques
Doctor of Public Service
 Lisa Jean Mullins '80
Doctor of Journalism
 Amartya Sen
Doctor of Humane Service

2004

Sarah Molloy Crane
Doctor of Public Service
 Anne Garrels
Doctor of Journalism
 Ngina Lythcott
Doctor of Health Services
 Nancy D'Alessandro Pelosi
Doctor of Public Service
 Lewis H. Spence
Doctor of Humane Letters

2003

Carmen Aponte Baez
Doctor of Communications
 Allan Rohan Crite
Doctor of Fine Arts
 David Macaulay
Doctor of Children's Literature
 Elizabeth B. Rawlins
Doctor of Education
 Amy Tan
Doctor of Letters

2002

Jan Cellucci
Doctor of Public Service
 Sister Mary Dooley, SSND
Doctor of Humane Service
 Jerome Groopman
Doctor of Humane Science
 Joyce Kulhawik
Doctor of Communications
 Beverly Malone
Doctor of Humane Science
 Nina Totenburg
Doctor of Journalism
 Roman Totenberg
Doctor of Fine Arts

Vivian Waixal
Doctor of Journalism

2001

Beryl Hardaker Bunker
Doctor of Humane Service
 Myrlie Evers-Williams
Doctor of Public Service
 Anna Faith Jones
Doctor of Humane Letters
 Barbara F. Lee
Doctor of Public Service
 Barbara Washburn
Doctor of Science
 Bradford Washburn
Doctor of Science

2000

Olivia Cohen-Cutler
Doctor of Business Administration
 Ida F. Davidoff
Doctor of Human Service
 The Honorable Harriet L. Elam-Thomas
Doctor of Public Service
 Rehema Ellis
Doctor of Journalism
 Jane Curtin Halko
Doctor of Humane Administration
 Anita F. Hill
Doctor of Laws
 Elinor Lipman
Doctor of Letters
 Evelyn G. Lipper
Doctor of Humane Service
 The Honorable Thomas M. Menino
Doctor of Public Service

1999

Berthé M. Adams Gaines
Doctor of Library Service
 Charles K. Gifford
Doctor of Public Service
 Cathy E. Minehan
Doctor of Public Service
 Linda K. Paresky
Doctor of Humane Letters

1998

Anne Coghlan
Doctor of Science
Miriam A. Drake
Doctor of Library Science
Alicia Craig Faxon
Doctor of Humane Letters
Ann M. Fudge
Doctor of Management

1997

Denise Di Novi
Doctor of Public Arts
Sylvia A. Earle
Doctor of Humane Science
Loretta C. Ford
Doctor of Humane Science
Gail Snowden
Doctor of Public Service
Joan Melber Warburg
Doctor of Humane Letters

1996

Sophie Freud
Doctor of Social Service
Lawrence L. Langer
Doctor of Humane Letters
Gail Levin
Doctor of Letters
Liz Walker
Doctor of Journalism

1995

Gwen Bell
Doctor of Humane Science
William J. Holmes
Doctor of Humane Letters
Stacey Kabat
Doctor of Human Service
Evelyn Fox Keller
Doctor of Humane Science
Florence C. Ladd
Doctor of Humane Letters

1994

Hortensia de los Angeles Amaro
Doctor of Humane Letters
Barbara B. Kennelly
Doctor of Public Service

Ruth S. Leonard
Doctor of Library Science
Sheila Widnall
Doctor of Public Service

1993

Diane M. Capstaff
Doctor of Human Service
Gwen Ifill
Doctor of Journalism
Laurel Thatcher Ulrich
Doctor of Literature
Faye Wattleton
Doctor of Public Service

1992

Peggy Charren
Doctor of Human Service
Franklin K. Hoyt
Doctor of Humane Letters
Susan Love, MD
Doctor of Humane Service
Lynn Martin
Doctor of Public Service

1991

Marian Wright Edelman
Doctor of Human Service
Allan R. Finlay
Doctor of Humane Letters
Mary Abbott Hess
Doctor of Humane Letters
Klaus Gerhard Saur
Doctor of Humane Letters

1990

Cathleen Black
Doctor of Humane Letters
Joyce C. Clifford
Doctor of Humane Science
Robert M. Coard
Doctor of Public Service

1989

Ana Maria Magaloni de Bustamente
Doctor of Humane Letters
Her Royal Highness, The Princess Mother
of Thailand
Doctor of Humane Science
Elizabeth Janeway

Doctor of Literature
 Patricia Scott Schroeder
Doctor of Laws

1988

David Anderson
Doctor of Public Service

Ruth M. Batson
Doctor of Human Service
 Mildred Custin
Doctor of Business Management
 Doris Kearns Goodwin
Doctor of Letters
 Priscilla L. McKee
Doctor of Humane Administration

1987

Maya Angelou
Doctor of Letters
 Jack H. Backman
Doctor of Public Service
 Larry Kessler
Doctor of Human Service

1986

Yen-Tsai Feng
Doctor of Library Science
 Ellen Goodman
Doctor of Letters
 Kip Tiernan
Doctor of Human Service

1985

Ethel L. Heins
Doctor of Children's Literature
 Paul Heins
Doctor of Children's Literature
 Ruby Winslow Linn
Doctor of Humane Letters
 Robert E. White
Doctor of Public Service

1984

Patricia Neal
Doctor of Public Arts
 Muriel Sutherland Snowden
Doctor of Human Service
 Otto Phillip Snowden
Doctor of Human Service

1983

David McCord
Doctor of Children's Literature
 Evelyn Murphy
Doctor of Public Service

1982

Doriot Anthony Dwyer
Doctor of Music
 W. Arthur Garrity, Jr.
Doctor of Humane Letters
 H. E. Sir Shridath Ramphal
Doctor of Humane Letters
 Margaret E. Readdy, MD
Doctor of Humane Science

1981

Jan Fontein
Doctor of Fine Arts
 Elizabeth Holtzman
Doctor of Laws

1980

Margaret E. Kuhn
Doctor of Humane Letters
 Robert F. Rutherford
Doctor of Social Service
 Roy Wilkins
Doctor of Humane Letters

1979

Gregory R. Anrig
Doctor of Public Service
 F. Adetowun Ogunsheye
Doctor of Library Science
 Julia M. Walsh
Doctor of Business Administration

1978

Bancroft Beatley
Doctor of Humane Letters
 Ethel Bere
Doctor of Business Administration
 Rosamond Lamb
Doctor of Fine Arts
 Elda Robb
Doctor of Public Service
 Louise S. Scott
Doctor of Letters

Kenneth Shaffer
Doctor of Library Science
 Dorothy Williams
Doctor of Journalism

1977

Shirley Anita St. Hill Chisholm
Doctor of Humane Letters
 Henry Beetle Hough
Doctor of Letters
 Alice Rossi
Doctor of Laws

1976

Harriett Moulton Bartlett
Doctor of Social Service
 Rhetaugh Graves Dumas
Doctor of Public Service
 William Edgar Park
Doctor of Laws
 Elie Wiesel
Doctor of Letters

1975

Sarah Caldwell
Doctor of Fine Arts
 Arthur R. Taylor
Doctor of Humane Letters

1973

Eugene Adam Acheson
Bachelor of Applied Arts
 Gloria Steinem
Doctor of Human Justice
 Wylie Sypher
Doctor of Humane Letters

1972

Edith Fishtine Helman
Doctor of Letters
 Coretta Scott King
Doctor of Humane Letters

1971

Melnea A. Cass
Doctor of Humanities
 J. Garton Needham
Doctor of Humane Letters

Index

- 3 + 1, 10
- Academic advising, 7 (*see also* Advising)
- Academic difficulty, 26 (*see also* Academic Support Center)
- Academic honors and recognition programs, 22-23
- Academy, 23
- Accelerated masters degrees, 10-11
- Accreditation, 187, 193
- Administration, 28
- Administrative board, 22
- Admission
- Dix Scholars, 35-37
 - early action, 29
 - first-year students, 29-31
 - international students, 33-34
 - transfer students, 31-33
- Adult students, *see* Dix Scholars
- Advanced placement (AP) credit
- language requirement, 14
 - first-year students, 30
 - mathematics requirement, 14
 - modes of inquiry requirement, 16
 - transfer students, 32
- Advising (*see also* individual department listings)
- academic, 7
 - Dix Scholars, 35
 - health professions and pre-med, 9-10
 - independent learning, 20-21
 - pre-law, 9
- Africana studies, 45-48
- Africana women's studies, 43-46 (*see also* Africana studies)
- All-College awards, 257
- All-College requirements
- financial literacy, 14
 - first-year experience and writing, 13, 142
 - independent learning, 20-22
 - information technology and literacy, 15
 - language requirement, 14
 - mathematics competency requirement, 13-14
 - modes of inquiry (includes list of courses), 15-19
 - multidisciplinary core course (MCC), 13, 142
- Alumnae scholarships, 30, 33 (*see also* merit scholarships)
- Americans with Disabilities Act, 26
- ANAC, *see* Association of New American Colleges
- AP, *see* advanced placement credit
- Application procedure
- Dix Scholars, 35-36
 - first-year students, 29-30
 - international students, 33-34
 - transfer students, 31-32
- Applied music, 59
- Archives and history program, 145
- Art, 49-56
- Art history courses, 53-56
- Art studio courses, 51-53
- Arts administration, 56-58
- Attendance and punctuality, 24
- Audit, 21-22
- Awards and prizes, 257-259
- Billing, 43
- Biochemistry, 63, 81
- Biology, 62-77
- Board of trustees, 28
- BSW (*see also* social work), 227-229
- CAGS, *see* certificate programs
- Campus Security Act, 27
- CAS, *see* College of Arts and Sciences
- Certificate programs
- sports nutrition, 198
- Chemistry, 78-89
- Chemistry-management, 83
- Chemistry/pharmacy dual-degree program, 83-85
- Children's literature, 10
- Chinese, 179-180
- Cinema and media studies, 95-96
- Civil Rights Act, 26
- Class preparation, 24-25
- College of Arts and Sciences (CAS)
- faculty, 245-250
- College principles and policies, 24-27
- Committee on Admission, 29
- Communications, 90-101
- Competency in basic mathematics, *see* mathematics competency requirement
- Computer science and informatics, 102-109
- Core purpose, 6
- Corporation of Simmons College, 28
- Course numbering, 12
- Course prefix, 12
- Course repeat policy, 22

- Credit for prior learning, 11, 35, 157
- Credits, *see* semester hours
- Culture matters, *see* multidisciplinary core course
- Curriculum (*see also* all-College requirements)
 departments and programs, 45-243
 independent learning, 7, 20-21
 mission/objectives, 7, 12
 semester hours, 12
- Deans, 28
- Dean's list, 23
- Degree requirements, 12-21 (*see also* all-College requirements)
- Departmental/program awards, 258-259
- Departmental honors, 22-23 (*see also* department listings)
- Design track, communications (*see* graphic design concentration, communications)
- Dietetics
 internship program, 195-196
 post-baccalaureate internship program, 196-197
- Diploma programs,
 communications, 96
 management, 166
- Directed study, (*see also* individual department listings)
- Directory, faculty and administrators, 245-253
- Disabled students, 26-27
- Disabilities coordinator, 26-27
- Disability services, 26-27
- Distribution requirement, *see* modes of inquiry
- Dix Scholars
 admission, 34-36
 credit for prior learning, 11, 35, 157
 financial aid, 36, 39
 housing, 36
 multidisciplinary core course (MCC), 13, 142
 scholarships, 36, 39
 transfer credit, 34-35
- Diversity, 25-26
- Dorothea Lynde Dix Scholars, *see* Dix Scholars
- Dropping a course, 42
- Dual-degree programs,
 archives and history, 145
 chemistry/pharmacy, 84-85
- Dunn Scholars, 119-120
- Early action admission, 29
- Early childhood teacher programs, 120
- East Asian studies, 110-111
- Economics, 112-117
- Economics and mathematics, 114, 172
- Education, 118-132
- Educational amendments, 26
- Educational Privacy Act, 25
- Elementary teacher programs, 121-122
- Emeriti faculty, 254-256
- Employment, 38
- Endowments
 chairs, 265
 other major endowments, 265-266
 scholarships, 260-265
- English, 133-141
- English as a second language (ESL)
 language requirement, 14
 teacher preparation program, 123, 124
- Environmental science, 64-66, 81-83
- Equal employment opportunity, 25
- Exercise Science, 66-67, 71-72, 198, 205
- Expenses, 40
- ESL, *see* English as a second language
- Faculty
 directory, 245-253
 emeriti, 254-256
- Family loans, 38
- Fees, 40-42
- Fieldwork/practicum, 21 (*see also* independent learning; individual department listings)
- Finance, *see* managerial finance
- Financial aid, (*see also* scholarships)
 application process, 38-39
- Financial information, 37-43 (*see also* Financial aid)
- Financial literacy requirement, 14
- Financial mathematics, 114, 172
- First Year Experience, 13, 142
- First-Year Writing, 13, 142
- Five-year programs, *see* accelerated masters degrees
- Food science, 180-181
- Food service management, 181-182
- Foreign language program, *see* modern languages and literatures
- Foreign language requirement, *see* language requirement
- Formal audit, 21
- French, 177-178, 180-181
- French teacher program, 123
- Gender history, 145
- General counsel, 28
- Grade point average (GPA)
 graduation requirement, 12
 grading system (marks), 21

- Grading options, 21
- Graduate/undergraduate programs, *see* accelerated masters degrees
- Graduation requirements, *see* degree requirements
- Graduation statistics, 27
- Granada Institute of International Studies (GRIIS), 183
- Grants, 37
- Graphic design concentration, communications, 92
- Grievance procedure
discrimination, 26-27
- GRIIS, *see* Granada Institute of International Studies
- Health fee, 40
- Health informatics, 105
- Health professions (undergraduate preparation), 9-10
- Health requirements, 40
- High school teacher programs, 122-126
- History, 143-152
- Honor Code of Responsibility, 24
- Honor society, *see* Academy
- Honorary degrees, 267-271
- Honors, 23-24
- Honors program, 9, 33, 36, 152-157
- Honors seminars, 155-157
- Incomplete evaluations, 23
- Independent learning, 7, 20-21
- Independent study, 20-21 (*see also* independent learning; individual department listings)
- Informal audit, 22
- Informatics, 105
- Information technology, 104
- Information technology and literacy requirement, 14
- Integrated undergraduate/graduate programs, *see* dual-degree and accelerated programs
- Integrative seminar, 21 (*see also* independent learning; individual department listings)
- Interdisciplinary seminars, 157
- International relations, 217-220
- International students
admission, 33-34
language requirement, 14, 34
medical insurance, 40
- Internship, 20 (*see also* independent learning; individual department listings)
- Italian, 182
- Japanese, 182-183
- Journalism concentration, communications, 92-95
- Kathleen Dunn Scholars, 119-120
- Language program, *see* modern languages and literatures
- Language requirement, 14
- Latin honors, 23
- Leadership (*see* principled leadership)
- Learning disabilities
academic support/accommodations, 26-27
teacher preparation programs for special education, *see* special education
language requirement waiver/alternative, 14-15
- Library and information science
five-year program, 11, 107
- Linguistics, 132
- Literature option, English, 134-135
- Loans, 37-38
- Majors, 8, 14-15 (*see also* individual department listings) undergraduate majors,
- Management, 158-171
- Managerial finance, 160
- Marketing, 161 (*see also* public relations/marketing concentration, communications)
- Massachusetts College of Pharmacy and Health Sciences
chemistry/pharmacy program, 84-85
- Mathematics, 171-176
- Mathematics competency requirement, 13-14
- MCC, *see* multidisciplinary core course
- Media Arts concentration, communications, 93
- Medical insurance, 40
- Merit scholarships, 30-31, 33, 36
- Middle school teacher programs, 120-124
- Minors, (*see also* individual department listings) 8-9, 16
- Mission, 6
- Moderate disabilities teacher programs, 125-126
- Modern languages and literatures, 176-185
- Modes of inquiry (includes list of courses), 15-19
- Multidisciplinary core course (MCC), 13, 142
- Music, 58-61
- Music, applied, 55
- Music history, 59
- Need-based grants, 37-38
- Neuroscience and behavior, 67-68, 222-223
- New England Conservatory of Music, 59
- Nondiscrimination, 25-26
- Nursing
five-year program (BS/MS), 189
general description, 186-191
- Nutrition
five-year program (BS/MS), 197-198

- general description, 192-200
- Office of Public Safety, 27
- Office of Student Financial Services, 37-43
- Office of the Dean (CAS), 23, 31
- Office of the Registrar, 14, 27, 42
- OPEN program, *see* Option for Personalized Educational Needs program
- Option for Personalized Educational Needs (OPEN) program, 15
- Parental and family loans, 38-39
- Pass/fail, 21
- Payment policies, *see* tuition
- Pell grant, 37
- Philosophy, 201-204
- Photography, 51
- Physical therapy, 204-206
- Physics, 207-210
- Physics of materials, 208
- Placement
 - language placement, 14
 - mathematics competency exam, 13-14
- PLUS loan, 38
- Political science, 211-220
- Practicum, 120-126, 131-132 (*see also* independent learning; individual department listings)
- Pre-law, 9
- Pre-med, *see* health professions
- President, 28
- Presidential Scholarship, 31 (*see also* merit scholarships)
- Prince Program in Retail Management, 161-162
- Principled leadership, 165
- Privacy, 25-26
- Program planning, 8
- Provost, 28
- Psychology, 221-227
- Public health, 68-70, 72-73, 198, 233
- Public history, 145
- Public policy studies, 212
- Public relations/marketing concentration, communications, 161
- Public safety, *see* Office of Public Safety
- Refund policies, 42-43
- Registered nurses program, 188-189
- Registrar, *see* Office of the Registrar
- Registration
 - deadlines, 41
 - dropping a course, 42
 - new students, 44
 - returning students, 43-44
- Rehabilitation Act, 26
- Religious observance, 27
- Repeating a course, *see* course repeat policy
- Requirements, *see* all-College requirements and degree requirements
- Residence fees and deposits, 40-43
- Retail management, 161-162
- Scholarships, 30-31, 33, 36, 37
- Scientific computation, 15
- Second baccalaureate degree, 33, 34-36
- Semester hours, 12
- Severe disabilities teacher program, 126
- Sexual harassment, 25
- Simmons
 - accreditation, 187, 193, 196, 206
 - administration, 28
 - core purpose, 6
 - equal employment opportunity, 26
 - faculty and staff, 245-253
 - general information, 6-7
 - history, 6 (*see also* College archives)
 - John Simmons, 6
 - legacy, 6
 - mission, 6
 - nondiscrimination, 25-26
 - principles and policies, 24-27
- Simmons Concert Choir, 59
- Social justice, 46, 230, 238, 241-243
- Social studies/education, joint major, 122, 145
- Social work, 227-229
- Sociology, 230-237
- Spanish, 178-179, 183-185
- Spanish teacher program, 123
- Special education, 124-126
- Sports nutrition, 198
- Stafford loan, 38
- State scholarships/grants, 37-38
- Statistics, 173
- Student accounts, 40-43
- Student activity fee, 40
- Student awards and prizes, 257-259
- Student employment, 38
- Student financial services, *see* Office of Student Financial Services
- Student loans, 38-39
- Student principles and policies, 24-25
- Studio art courses, 51-53
- Study abroad, 11 179
- Supplemental Educational Opportunity Grant (SEOG), 37
- Sustainability, 85
- Thesis, 20 (*see also* independent learning)

- Transfer students
 - admission, 31-33
 - financial aid, 32-33, 37-39
 - multidisciplinary core course (MCC), 13., 142
 - semester hours at Simmons, 31
- Tufts University, Friedman School. of Nutrition and Science Policy and School of Medicine, 193
- Tuition
 - billing, 42-43
 - deposits, 42-43
 - expenses, 40-41
 - payment plans, 40-41
 - payment policies, 40-41
 - refund policies, 42
- Undergraduate/graduate programs, *see* accelerated masters degrees
- User's guide to course descriptions, 44
- Values, 6
- Vice presidents, 28
- Web design and development, 105-106
- Wentworth Institute of Technology
 - chemical health and safety, 89
- Withdrawal, 42
- Women's and gender studies, 237-243
- Work study, 39
- Writing option, English, 134
- Writing track, communications (*see* journalism concentration, communications)