

# **SIMMONS COLLEGE**

**Undergraduate Program Course Catalog**

**2011—2012**

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# THE COLLEGE

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## About Simmons

Simmons is a small, nationally distinguished university in the heart of Boston. The undergraduate women's college provides exceptional liberal arts education integrated with career preparation. In addition, the College also offers coeducational graduate programs in health studies, education, communications management, social work, library and information science, and liberal arts, as well as an MBA program specifically designed for women.

Decades before women in America gained the right to vote, Boston businessman John Simmons had a revolutionary idea — that women should be able to lead meaningful lives and earn independent livelihoods. This same spirit of inclusion and empowerment produced the first African American Simmons graduate in 1905, and created one of the few private colleges that did not impose admissions quotas on Jews during the First and Second World Wars.

Since 1899, Simmons has offered a pioneering liberal arts education for undergraduate women integrated with professional work experience. Today, Simmons is recognized as an innovative college that encompasses many of the benefits of a small university — including renowned graduate programs for men and women. Simmons continues to empower people through education, professional training, research, and community outreach. Simmons values the many dimensions of identity — including race, class, ethnicity, and sexuality—and reflects those dimensions in curricula, community partnerships, and college policy.

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 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.

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## 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.

A longstanding trademark of the undergraduate programs is their dual grounding in a liberal arts and sciences curriculum and commitment to 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 who wish to enter any of the eight graduate programs in the College of Arts and Sciences. In addition, accelerated programs are available in health care administration, nursing, nutrition, and management.

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 conscious citi-

zenship 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, including the Center for Academic Achievement, (Academic Advising, Disability Services), the J. Garton Needham Counseling Center, the Career Education Center, the Writing Center, Student Employment, and the Career Resource Library. 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  
 Nursing  
 Nutrition and dietetics  
 Nutrition and food science  
 Philosophy  
 Physical therapy  
 Physics  
 Political science  
 Psychobiology  
 Psychology  
 Public health  
 Retail management  
 Sociology  
 Social work\*  
 Spanish  
 Web 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
- Emerging global markets
- Entrepreneurship
- Gender history
- Leadership
- Organizational studies



Photography  
 Physics of materials  
 Performing arts  
 Public history  
 Public policy studies  
 Scientific computation  
 Social justice  
 Statistics  
 Sustainability

\* *New majors that are not in the catalog. Refer to the website for information.*

### **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 140-144). 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 30.

#### **Pre-law**

Website: [www.simmons.edu/academics/undergraduate/pre-law/](http://www.simmons.edu/academics/undergraduate/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/academics/undergraduate/pre-med/](http://www.simmons.edu/academics/undergraduate/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, <http://www.simmons.edu/undergraduate/academics/special/integrated/> for updated information.

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

Simmons encourages its undergraduates to take advantage of the College's graduate programs 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.

### **Master of Health Administration**

The School of Management offers an accelerated Master of Health Administration (MHA) degree with CAS. A student enrolled in this program can obtain her undergraduate degree after completing the College's graduation

requirements and obtain the MHA degree after completing the designated one-and-a-half or two-year course of study. A student takes graduate courses (or the equivalent upper division undergraduate courses) as part of her undergraduate curriculum and baccalaureate degree.

Undergraduate majors could include, but are not limited to, communications, economics, health and society, biology, management and nursing.

**Degree Requirements:** A prospective student is advised about the program requirements early in her undergraduate curriculum. The MHA is a 48-credit program, requiring students to:

- complete up to 12 credits of graduate courses (or the equivalent upper-division undergraduate courses) while undergraduates (see the table of course equivalencies on page 14);
- obtain a year of practical work experience in the health care industry through the College's field-based independent learning requirement; and
- complete the remaining 36 credits for an MHA in either four or six semesters.

**Admission:** A student applies to the MHA degree program in one of two ways, depending on her level of work experience.

1. *A student with less than one year of full-time work experience applies based on grades and standardized tests.* A student takes the GRE or GMAT in the spring of the junior year and includes it in her application by the June 1 deadline for fall admission. This method is required for a student with less than one year of full-time work experience. An average of 525 on the GRE test components is normally required for admission. A student also must have a cumulative 3.0 grade point average. A student with more than one year of full-time work experience also may apply using the GRE/GMAT and grade point average approach. A student's plan for the field-based independent learning requirement is an important part of her application.

2. A student with more than one year of full-time work experience may apply based on coursework. A student takes HCA 501 in the fall of the senior year, and if she obtains a B+ or better in the course, the program will consider her application without the standardized tests for admission in January. The application deadline for this approach is November 1. A student's participation in the field-based independent learning requirement and evidence of relevant work experience are important parts of the application. For more information, check the website.

### **BS/MS Biology/Nutrition**

See page 66.

### **BS/MS Exercise Science/Nutrition**

See page 67.

### **BS/MS Public Health/Nutrition**

See page 68.

### **BS/MS Nursing**

See page 175.

### **BS/DPT Physical Therapy**

See pages 190-191.

### **BS/PharmD Chemistry and Pharmacy**

See page 78-79.

### **BA/MBA Management and BA/MS Communications Management**

See page 153.

### **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 B.S./M.S. 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

<http://www.simmons.edu/undergraduate/academics/special/integrated/>.

### **BA/BS School of Social Work**

**Admission during junior year:** Students can apply to the School of Social Work by February 15 of the junior year. Applicants must have a GPA of 3.3 at the end of the first semester junior year, have paid or volunteer experience that has exposed them to human services, and must graduate with an overall GPA of 3.0. The application fee is waived.

Once a student is accepted, she will be eligible to take up to two foundation courses in the social work program, most often either *Human Behavior* and the *Social Environment* or *Social Policy Services*.

Both are year-long courses. The student becomes matriculated into the graduate program upon graduation from her undergraduate program. If the grades in the social work courses are B (3.0) or better, they will be transferred toward the MSW degree and count as elective credits in the undergraduate program.

**Admission during first semester of senior year:** Students can also apply to the School of Social Work during the first semester of the senior year before the December 15 deadline and be eligible to take graduate courses during the next semester. Applicants must have a GPA of 3.0 at the end of the first semester senior year and at graduation, and have paid or volunteer experience that has exposed them to human services. The application fee is waived.

**Admission for graduating seniors who do not wish to take graduate courses in their junior or senior year:** Students can apply for the December 15 or February 15 deadline (October 15 for December graduates wanting to begin in January).

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

Website: [www.simmons.edu/academics/undergraduate/study\\_abroad/travel-programs/index.html](http://www.simmons.edu/academics/undergraduate/study_abroad/travel-programs/index.html)

## 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.

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](mailto: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 34 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. 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. 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 131.

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, need to take MCC 102, or need 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 indicate 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 languages (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**

Beginning in fall 2008 all 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 <http://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 Introduction 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
ART 121	Artist's Books
ART/	Introduction to Photography
COMM 138	and the Traditional Lab
ART/	Introduction to Photography and
COMM 139	the Digital Lab
ART 141	Introduction to Art History: Egypt to Mannerism
ART 142	Introduction to Art History: Baroque to the 20th Century
ART 154	Contemporary Art
ART 174	Collecting Culture: Perspectives on Art Collections in Britain
ART 182	Pictorial Language
ART 183	Drawing the Human Figure
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	ENGL 112	The Bible
COMM 222	Animation	ENGL 121	Shakespeare
ENGL 105	Creative Writing: Nonfiction	ENGL 138	American Poetry
ENGL 107	Creative Writing: Fiction	ENGL 139	Modern Poetry
ENGL 109	Creative Writing: Poetry	ENGL 161	American Literature to the Civil War
HON 312	Soul, Funk and Civil Rights	ENGL 162	American Literature from 1865 to 1920
MUS 110	Music Fundamentals I	ENGL 163	African Influences in American Literature and Culture
MUS 120	Introduction to Music: The Middle Ages to Early Romanticism	ENGL 172	American Fiction Post-1945
MUS 121	Introduction to Music: Early Romanticism to the Present	ENGL 176	African American Fiction
MUS 125	The Symphony and Symphonic Music	ENGL 178	Multicultural Themes in Modern American Literature
MUS 130	Music in Austria: The Imperial Legacy	ENGL 184	Modern World Drama
MUS 141	Mozart: The Man and His Music	ENGL/ WGST 193	Women in Literature
MUS 165	Music in Film	ENGL 195	Art of Film
MUS 222	Music in America	FREN 202	Intermediate French II
MUS 232	Bach to Beethoven: Music in the 18th Century	FREN 240	Spoken French
MUS 234	Music of the Romantic Tradition	FREN 245	Conversation and Composition
MUS 239	Paris in the Modern Age	FREN 266	The Quest for Identity: The Self and Other in the French Literary Tradition
PHIL 132	Philosophy and the Arts	FREN 320	Fables, Fairy Tales, and the Emergence of the Short Story
		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
		HON 204	<i>Dialogues culturels</i> : France and the Francophone World
		HON 205	The Colonial Legacy: South Africa in Film and Literature
		HON 210	War and Memory in Latin America
		HON 304	Specimens and Collections: Science in Victorian Literature
		ITAL 202	Intermediate Italian II
		JAPN 202	Intermediate Japanese II
		JAPN 245	Conversation and Composition
		PHIL 152	Philosophy Through Literature and Film
		POLS 236	Political Novels
		SPAN 202	Intermediate Spanish II
		SPAN 240	Spoken Spanish

## 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.

CHIN 202	Intermediate Chinese II
CHIN 214	Contemporary Chinese Cinema
CHIN 245	Advanced Intermediate Chinese 1
CHIN 246	Advanced Intermediate Chinese 2
CHIN 250	Masterpieces of Traditional Chinese Literature
ENGL 111	Greek Mythology and Religion

SPAN 245	Conversation and Composition		
SPAN 264	Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater	IT 101	Living in a Digital Society
		IT 225	Health Informatics
SPAN 265	20th-Century Hispanic Short Story	MATH 103	Real-Life Math
		MATH 106	Precalculus
SPAN 266	Imagination, Freedom, and Repression in Latin American Literature	MATH 115	Number Systems and Algebra for Elementary School Teachers
		MATH 118	Introductory Statistics
SPAN 269	The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel	MATH 120	Calculus I
		MATH 121	Calculus II
SPAN 314	Hispanic Culture As Seen Through Film	MATH 210	Discrete Mathematics
		MATH 211	Linear Algebra
SPAN 318	Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain	MATH 220	Multivariable Calculus
		MGMT 110	Principles of Financial Accounting
SPAN 320	The World of Don Quijote	MGMT 112	Personal Finance
SPAN 322	Love, War, and Parody in Medieval and Contemporary Spanish Fiction	MGMT 238	Managing Your Venture's Bottom Line
		PHIL 123	Symbolic Logic
SPAN 332	Contemporary Fiction in Latin America		
SPAN 336	Latin American Women Writers		

### 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 pages 14) 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.

CS 112	Introduction to Programming
CS 226	Computer Organization and Architecture
HON 308	Sustainability and Global

### 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/	Great Discoveries in Science
PHYS 103	
BIOL 105	Environmental and Public Health in Costa Rica
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
CHEM 113	Principles of Chemistry
CS 111	The Science of Sound and Image Media
HON 303	HIV/AIDS: Intersection of Science
HON 305	Specimens and Collections:

	Science in Victorian Literature	HIST 102	World Civilizations II: Colonialism and Post-Colonialism
NUTR 101	Food Science		
NUTR 111	Fundamentals of Nutrition Science	HIST 128	Modern European History 1789–1989
PHYS 105	Science and Technology in the Everyday World: The Way Things Work	HIST 140	History of American Civilization I: 1607–1877
PHYS 110	Introductory Physics I	HIST 141	History of American Civilization II: 1877–1975
PHYS 112	Fundamentals of Physics I	HIST 201	The Dynamics of Japanese History
PSYC 201	Biological Psychology	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 205	Global Environmental History
		HIST 206	The Rise of Modern China
		HIST 207	Gender, Family, and Society in Modern China
		HIST 210	The African American Experience from Colonial Times to the Present
AST 101	Introduction to Africana Studies	HIST 213	Race and Ethnicity in U.S. History
AST 102	Social and Psychological Development of Blacks in America	HIST 215	Women and Gender in U.S. History before 1890
AST/SOCI/ WGST 232	Race, Gender, and Health	HIST 216	Women and Gender in U.S. History since 1890
AST 240	African American Intellectual and Political History	HIST 219	History of Sexuality and the Family
CHIN 310	Chinese Civilization: Past and Present	HIST 231	Understanding Islam in Historical Perspective
COMM 124	Media, Messages, and Society	HIST 237	Holocaust
COMM 260	Journalism	HIST 248	U.S. Foreign Policy: 1898–1945
ECON 100	Principles of Microeconomics	HIST 251	World Historical Perspectives on 9/11
ECON 101	Principles of Macroeconomics		
ECON/ WGST 125	Women and Work	HON 101	History and the Social Imagination
FREN 310	Inside France: Studies in French Culture	HON 201	Conflict and Identity in Sudan
FREN 311	Contemporary Issues in France	HON 203	Islam and the West
FREN 314	Topics in French Cinema	HON 315	Public Policy, Behavioral Science, and Law
FREN 316	Outside France: Perspectives from the French-Speaking World	IDS 228	Service Learning in Nicaragua
HIST 100	World Civilizations I: Pre-Modern Societies	JAPN 310	Japanese Civilization
		MGMT 245	Comparative Studies of Women Leaders

MGMT 247	Introduction to Emerging Markets	HON 302	Sexuality, Nature, and Power
NUTR 110	Sociocultural Implications of Nutrition	HON 306	Covering War
NUTR 150	International Nutrition Issues	HON 313	Paths to Principled Leadership
PHIL 241	The Beginnings of Philosophy: Plato and Aristotle	MGMT 224	Socially-Minded Leadership
PHIL 242	Making of the Modern Mind	MGMT 234	Organizational Communication and Behavior
PHIL 243	Mind, Politics, and Society: 19th-Century Philosophy	PHIL 120	Introduction to Philosophy: The Big Questions
POLS 101	Introduction to American Politics	PHIL 121	Philosophy of Religion
POLS 102	Introduction to International Politics	PHIL 131	Biomedical Ethics
POLS 104	Introduction to Comparative Politics	PHIL 133	Asian Philosophy
POLS 217	American Public Policy	PHIL 136	Philosophy of Human Nature
POLS 218	Parties and Elections	PHIL 139	Environmental Ethics
POLS 221	The Arab-Israeli Conflict	PHIL 225	Ethical, Legal, and Social Issues in Information Technology
POLS 225	International Politics of East Asia	PHIL 230	Ethical Theory
POLS 240	Islam and the West	PHIL/	Theories of Justice
PSYC 248	Social Psychology	POLS 232	
SOCI 101	Principles of Sociology	PHIL 237	Philosophy of Mind
SOCI 241	Health, Illness and Society	POLS 103	The Nature of Politics
SOCI 277	Introduction to Latin American Studies	POLS 247	Politics of Religious Fundamentalism
SJ 222	Organizing for Social Change	PSYC 101	Introduction to Psychological Science
SPAN 310	The Making of Spain: Studies in Spanish Culture	SJ 220	Working for Social Justice
SPAN 312	Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity	WGST 100	Introduction to Multicultural Women's and Gender Studies
SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture	WGST 111	Introduction to Gay, Lesbian, Bisexual, and Transgender Studies
		WGST 258	Special Topics in Women's and Gender Studies

### 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 behaviors and systems of thought. Students analyze the formation of human development in terms of identity, beliefs, or values. They may explore the nature of ethical choice that guides human thought and action. They examine the personal implications of such issues as psychological well-being, ethical judgment, societal diversity, gender roles, and/or social responsibility.

### 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 towards 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.

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## 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 infor-



mal 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.

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## **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.

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## Admission FIRST-YEAR STUDENTS

Simmons students come from most of the 50 states and more than 40 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 December 1. The Common Application or Universal Application may be used in place of the Simmons application.
2. **Application for Financial Aid:** Refer to page 37 for application details.
3. **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](http://www.collegeboard.com) or the American College Testing Assessment website at [www.act.org](http://www.act.org).
4. **Secondary School Record:** An official transcript from the secondary school is required.
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. **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 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 \$30,000 scholar-

ship, renewable with a 3.2 grade point average, is the most prestigious merit scholarship that Simmons offers, and is awarded to ten students who have an exceptional record of academic excellence and leadership. Kotzen Scholars are eligible to receive an additional award of \$3000 is given and 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 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 students 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 140. Applications are available in the Office of Undergraduate Admission and on the College's website. For more information, please write to [honors@simmons.edu](mailto: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. An application 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 15. The Common Application or Universal Application may be used in place of the Simmons application.

2. **Application for Financial Aid:** Refer to page 37 for application details.
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. **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](http://www.collegeboard.com) or the American College Testing Assessment website at [www.act.org](http://www.act.org).

International students whose primary language is not English must take 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.

5. **College Record:** An official transcript from each 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.
6. **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.
7. **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.

### ***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.

### ***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. Academic 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](mailto:honors@simmons.edu).

## INTERNATIONAL STUDENTS

Simmons College actively seeks out 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. 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 a 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 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 admis-

sion 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 144), 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 13–22), 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.
2. **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](mailto:ugadm@simmons.edu).
3. **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](mailto:info@cedevaluations.com)
4. **Two Recommendations:** Students must provide the contact information for two individuals within the application. Academic recommendations are strongly preferred.
5. **Standardized 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. **Resume:** Recommended for all applicants.
7. **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.
8. **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.

### 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](mailto:reslife@simmons.edu).

### 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 38 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](mailto:honors@simmons.edu).

## 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 44.

**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 \$5500 for first-year students; \$6500 for sophomores; and \$7500 for juniors and seniors. Independent undergraduates may borrow an additional \$4,000 (first-year stu-

dents/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 39. 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 617-521-2487 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 <http://www.fafsa.ed.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 <http://www.fafsa.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.

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## **Registration and Financial Information**

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

### **Expenses: 2011–2012**

Tuition for full-time undergraduates (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2011–2012 academic year is \$16,188 (\$17,740 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 \$1012 (non-nursing) and \$1,109 (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 (\$365 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 \$6,453 per semester (\$7,230 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 (2011–2012)**

	<i>Resident</i>	<i>Commuter</i>
Tuition (Non-Nursing)	\$32,376	\$32,376
Tuition (Nursing)	35,480	35,480
Residence	12,906	N/A
Resident (Dix Scholars)	14,460	N/A
Health Fee	730	730
Student Activity Fee	250	250
<b>Non-Nursing Total</b>	<b>\$46,262</b>	<b>\$33,356</b>
<b>Nursing Total</b>	<b>\$49,366</b>	<b>\$36,460</b>

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](http://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 [www.tuitionpay.salliemae.com](http://www.tuitionpay.salliemae.com) 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, grades, references, and 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.

<i>Courses Dropped On or Before</i>	<i>Percentage of Tuition Charges Cancelled</i>
<b>Fall Semester 2011</b>	
September 9	100 percent

September 16	80 percent
September 23	60 percent
September 30	40 percent
October 7	20 percent

**Spring Semester 2012**

January 27	100 percent
February 3	80 percent
February 10	60 percent
February 17	40 percent
February 24	20 percent

**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 and interest charges. 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 different 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 in 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)**

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 16-20.

**Semester Offered**

This code indicates which semester(s) the course will be offered in 2011–2012:

- F = Fall
- S = Spring
- U = Summer

Thus SPAN 310, designated (F), will be offered in fall of the 2011-2012 academic year (fall 2011).

**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 2011*

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
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
- 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 only count one of the following required social justice core courses as an elective in Africana studies:

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

## **COURSES**

### **AST 101 Introduction to Africana Studies (M5) (F)**

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)**

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)**

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) (F)**

4 sem. hrs.

Examines the unique perspective of healthcare from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in healthcare are analyzed. Students will develop cultural competency tools for more effective healthcare delivery. Thomas.

### **[AST 240 African American Intellectual and Political History (M5)**

4 sem. hrs. Not offered in 2011-2012.]

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 lynching’s and church burnings in the South; the philosophical founda-

tions 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**

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2011-2012.]  
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 2011-2012.]  
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 300 Seminar in Selected Topics in Africana Studies**

4 sem. hrs. Not offered in 2011-2012.]  
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 2011-2012.]

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**

4 sem. hrs. Not offered in 2011-2012.]  
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**

4 sem. hrs. Not offered in 2011-2012.]  
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 educational 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**

4 sem. hrs. Not offered in 2011-2012.]  
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)**

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.

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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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, S)**

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, S)**

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

**AST 355 Senior Thesis (F, S)**

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

**AST 370 Internship (F, S)**

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**

4 sem. hrs. Not offered in 2011-2012.] 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 23. 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.

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## Department of Art and Music

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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.

### 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.

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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 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 54.

#### **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, 391.

ART 391 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, S)**

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, S)**

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) (U)**

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)**

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.

### **ART 121 Artist's Books (M1) (F)**

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 Introduction to Photography and the Traditional Lab (M1) (F, S)**

4 sem. hrs.

Teaches the art and craft of contemporary black-and-white photography. Students learn how to use a camera, develop negatives, and make prints in the traditional darkroom. Students learn to create images that are visually powerful and significant to the photographer and her audience. Bresler, Sills.

### **ART/COMM 139 Introduction to Photography and the Digital Lab (M1) (F, S)**

4 sem. hrs.

Teaches the art and craft of contemporary color photography. Students learn how to use the camera and work with Photoshop to make prints in the digital lab. In addition to learning the basic principles of photography, color theory will be emphasized. Manually adjustable digital or traditional cameras will be used. Bresler.

### **ART 183 Drawing the Human Figure (M1) (F)**

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)**

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

Builds on skills gained in ART 111 or 183, with advanced work in figure, still life, landscape, and abstract drawing. Emphasizes graphic and conceptual inventiveness leading to the capacity for individually realized expression in various media. Kiely, Lynch.

### **ART 213 Painting I (M1) (F)**

4 sem. hrs. Prereq.: Students are strongly encouraged to have taken ART 111.

An introduction to a technical and conceptual understanding of painting, emphasizing the development of perceptual, organizational and critical abilities. Studio projects include work from observational sources (still life, figure) and an exploration of abstract painting. Emphasizes color as it relates to both individual expressive concerns and pictorial structure. Kiely, Lynch.

### **[ART 215 Screen Printing (M1)**

4 sem. hrs. Prereq.: Students are strongly encouraged to have taken ART 111, ART 112, or ART 117. Not offered in 2011-2012.]

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)**

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)**

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

Explores a variety of forms of representation, that have had currency from the 1950s to the present with an emphasis on non-representational painting. Kiely, Staff.

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**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 Photography (S)**

Prereq: ART 139.

Offers expanded Photoshop instruction and lighting, including on camera flash. Students focus on two long-term projects while investigating the myriad ideas of contemporary art photography. Image based lectures, art journals, and visits to galleries and museums support the learning process. Manual digital or film-based cameras, including holgas, can be used. Bresler.

**[ART/COMM 237 Advanced Black and White Photography**

4 sem. hrs. Prereq.: ART/COMM 138. Not offered in 2011-2012.]

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)**

4 sem. hrs. Prereq.: ART/COMM 138 or 139.

Offers an opportunity to use 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**

4 sem. hrs. Prereq.: ART/COMM 138 or 139. Not offered in 2011-2012.]

Expands explorations in 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. Sills.

**[ART 331 Special Topics in Studio Art**

4 sem. hrs. Prereq.: ART 111, 112, 183 or 213 or

consent of the instructor. Not offered in 2011-2012.]

Offers an intense study in a particular area of studio art. Kiely, Staff.

**ART 391 Seminar on Photography (S)**

4 sem. hrs. Prereq.: One 200-level course in photography or consent of the instructor.

Offers students the experience of independent art practice and study of photography theory. Students will develop and complete semester-long independent projects using photographic media (alone or in a combination with other art media). Reading will include Barthes, Sontag, and other writers on photography. Sills.

**Art History Courses****ART 100 Objects and Ideas: A Museum History of Art (M1) (F, S)**

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)**

4 sem. hrs.

Introduces students to the art of various cultures. 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. Includes frequent visits to the Museum of Fine Arts and the Gardner Museum. Hanni.

**ART 142 Introduction to Art History: Baroque to the 20th Century (M1) (S)**

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.

### **ART 154 Contemporary Art (M1) (F)**

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)**

4 sem. hrs. Not offered in 2011-2012.]

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 210 Architecture of Boston (F)**

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/EDUC 205 Visual Art and the Classroom Culture: The Power of Discussion in Teaching and Learning (S)**

4 sem. hrs.

Examines the role of student-centered learning, inquiry methods, evaluation of developmentally appropriate images and how learners acquire critical thinking skills. Students will gain experience in facilitating discussion, assessing student learning

and connecting VTS approaches to a classroom context. Students will study the theoretical underpinnings to VTS while acquiring practical experience in using it. Group work, classroom observation, 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. Lynn.

### **ART 243 Art in Europe: 1750–1900 (F)**

4 sem. hrs.

Focuses on artists such as Vierge-Lebrun, Cassatt, Manet, Cezanne, and Van Gogh and how they revolutionized subjects and styles of art. Topics include romanticism and realism in painting, the development of Impressionism, and influences of photography on art after 1840. Studies the French Impressionist and 19th-century painting collections of the Museum of Fine Arts. Hanni, Staff.

### **[ART 244 20th-Century Art**

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required to take ART 100, 141, or 142. Not offered in 2011-2012.]

Explores cubism, surrealism, abstraction and feminism in modern art. Considers the motivations behind these movements and their relationship to social and technological changes as well as to long-standing traditions of art history. Augments investigation of paintings, sculpture, and photography with readings about and by artists such as Picasso, Duchamp, Magritte, Kahlo, Krasner, and Pollock. Uses local museums for further study. Hanni.

### **[ART 245 American Art (M1)**

4 sem. hrs. Not offered in 2011-2012.]

Studies painting, photography, sculpture, and architecture 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 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 at the Museum of Fine Arts. Hanni.

### **[ART 246 Art in the Age of Rembrandt (M1)**

4 sem. hrs. Not offered in 2011-2012.]

Concentrates on European painting and sculpture during the 17th century, with emphasis on the art

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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 in the Age of Leonardo da Vinci and Michelangelo (F)**

4 sem. hrs.

Introduces the Italian Renaissance in the context of historical, social, and religious developments, including the changing role of the artist in society, patronage, workshop systems and their effect on women artists, and humanism. Examines the careers of Leonardo da Vinci, Michelangelo, Raphael, Botticelli, and Donatello and views the works from this period at the Museum of Fine Arts and the Gardner Museum. Hanni.

**[ART 248 Women and Art**

4 sem. hrs. Prereq.: Students are strongly encouraged, but not required, to take ART 100, 141, or 142. Not offered in 2011-2012.]

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)**

4 sem. hrs. Not offered in 2011-2012.]

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)**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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)**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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)**

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. Hanni.

**ART 349 Directed Study (F, S)**

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, S)**

4 sem. hrs. Staff.

**ART/MUS 370 Internship in Art or Music (F, S)**

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/ COMM 138 Introduction to Photography and the Traditional Lab
- ART/ COMM 139 Introduction to 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

**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 123 Communications Technologies
  - 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 310 Feature Writing (requires COMM 122)

**Business Track**

- MGMT 100 Introduction to Management and Principled Leadership

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- 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

**COURSES**

**AADM 143 State of the Arts: An Introduction to Arts Administration (M1) (F)**

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 (S)**

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**

4 sem. hrs. Prereq.: Consent of instructor. Not offered in 2011-2012.]

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)**

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

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 the music of 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 spe-

cialized 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 before or at the same time as 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 with 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 include arts administration, and a music major with a music history and literature track or an applied music (performance) track. 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

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theory courses, depending upon interest

### **Music History and Literature Track**

- Four music history and literature courses (two at the 200 level)
- 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 53. A minor in arts administration is also offered. See page 54.

### **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 theoretical courses regularly offered at the New England Conservatory of Music may be elected for credit by qualified students. 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 Philharmonic Orchestra each spring. The repertoire includes classical music written for women's voices from the Renaissance to the 20th century. 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 Music Fundamentals I (M1)**

4 sem. hrs. Not offered in 2011-2012.]

Introduces the language of music in non-Western and Western traditions. Discusses musical notation and terminology, tonal melodic singing and hearing, meter, rhythmic practice, and beginning



concepts of harmony. Provides a beneficial background for other music courses. Slowik.

### **[MUS 111 Music Fundamentals II**

4 sem. hrs. Not offered in 2011-2012.] Discusses the music of numerous cultures and stylistic periods and their function within various societies. Introduces examples of nontraditional notation leading to discussions and analysis of diverse compositions. Requires a basic understanding of music notation and familiarity with the keyboard. Reviews and strengthens 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)**

4 sem. hrs. Surveys the multicultural 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)**

4 sem. hrs. Not offered in 2011-2012.] 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 and Symphonic Music (M1)**

4 sem. hrs. Not offered in 2011-2012.] Enhances the listener's appreciation of symphonic music: symphonic trends from pre-classic through the 20th century, development of orchestral instruments and symphonic forms, and historical and biographical information about each composition and composer. 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)**

4 sem. hrs. Not offered in 2011-2012.] 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) (U)**

4 sem. hrs. 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)**

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)**

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.

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F = Fall  
S = Spring  
U = Summer  
TC = Travel Course  
M = Mode  
\* = Schedule t.b.a.

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**MUS 232 Bach to Beethoven: Music in the 18th Century (M1) (F)**

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)**

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 Paris in the Modern Age (M1)**

4 sem. hrs. Not offered in 2011-2012.]

4 sem. hrs. Studies the highly diversified gathering of artists, writers, and musicians in Paris at the dawn of the 20th century. Examines the music, art, and literature of these fascinating people. Topics include Debussy and Impressionism, Stravinsky and Picasso, influences of African culture, Paris International Exhibition, Gertrude Stein, Proust, and others. Slowik.

**MUS 349 Directed Study (F, S)**

4 sem. hrs.

Private lessons with faculty of the New England Conservatory. Requires department approval. Staff.

**MUS 350 Independent Study (F, S)**

4 sem. hrs.

Individualized projects at an advanced level. Slowik.

**MUS/ART 370 Internship (F, S)**

4 sem. hrs.

Refer to ART 370. Staff.

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**Department of Biology**D. Bruce Gray, *Chair and Associate Professor*Mary Owen, *Professor*\*Jane Lopilato, *Associate Professor*Maria Abate, *Assistant Professor*Elizabeth Scott, *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 2011.*

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

- Psychobiology
- 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: <http://www.simmons.edu/undergraduate/academics/departments/biology/>

For information on the Premedical Program refer to: <http://www.simmons.edu/undergraduate/academics/departments/premed/>

### **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:

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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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 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.

### **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 envi-

ronmental 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 (pre-req for BIOL 246)  
 BIOL 246 Foundations in Exercise and Health  
 CHEM 111 Introductory Chemistry: Inorganic (pre-req for BIOL 231)

CHEM 112 Introductory Chemistry: Organic  
(pre-req for BIOL 231)

### Sophomore Year

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

### Junior Year

SHS 361 Exercise Assessment and  
Prescription  
PSYC 232 Health Psychology  
BIOL 332 Exercise Physiology  
PHYS 110 Introduction to Physics I (pre-req  
for SHS 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)  
SHS 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 SHS 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  
SOC 241 Health, Illness and Society  
SOC 345 Health Care Systems and Policy

(SOC 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 inter-  
ested 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  
SHS 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 Psychobiology

Students interested in both biology and psy-  
chology may wish to choose the interdisciplinary  
major in psychobiology.

Psychobiology 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 yield-  
ing exciting new discoveries regarding the  
biological bases of behavior, conscious experi-  
ence, and the relationship between physical and  
mental health. Completion of the major pre-  
pares 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 psychobiology, 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, Health Professions Advisor (Department of Biology), as early as possible to be sure 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

#### Junior Year

- PHIL 237 Philosophy of Mind  
 One course from the basic process category in psychology:  
 PSYC 232 Health Psychology  
 PSYC 243 Memory, Thought, and Language  
 PSYC 244 Drugs and Behavior  
 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 list's.

#### Neuroscience List

- PSYC 231 The Nature of Abnormal Behavior  
 PSYC 232 Health Psychology  
 PSYC 243 Memory, Thought, and Language  
 PSYC 244 Drugs and Behavior  
 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.

Courses with (\*) are in development; anticipated dates for approval and offering are specified for some courses. 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*
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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/ 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 external 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	Introduction 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 3.0 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SHS 410 Research Methods and SHS 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 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**

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

Working with her advisor, a student will take

SHS 410 Research Methods and SHS 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/shs/academics/nutrition/curriculum.shtml](http://www.simmons.edu/shs/academics/nutrition/curriculum.shtml) 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 SHS Director of Admissions. A grade point average of 3.0 is required, but no GRE scores are necessary.

The curriculum for this program is described below. Two graduate courses, SHS 410 Research Methods and SHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted to the undergraduate degree credits<sup>\*\*\*</sup>, 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)  
 BIOL 246 Foundations of Exercise and

Health  
 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  
 SHS 361 Exercise Assessment and  
 Prescription

PHYS 110 Introductory Physics I

Mode 5 Elective\*

First Aid and CPR/AED Training

**Year Four**

SHS 410 Research Methods\*\*\*  
 BIOL 370 Internship (8 credits)  
 SHS 362 Kinesiology  
 Mode 6 Elective\*  
 SHS 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  
 SHS 410 Research Methods and SHS 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/shs/academics/nutrition/  
 curriculum.shtml](http://www.simmons.edu/shs/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 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 SHS Director of Admissions. A grade point average of 3.0 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SHS 410 Research Methods and SHS 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 113 General Biology
- BIOL 104 Introduction to Environmental Science
- 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**

- SOCI 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\*
- SHS 410 Research Methods
- SHS 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 SHS 410 Research Methods and SHS 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/shs/academics/nutrition/curriculum.shtml](http://www.simmons.edu/shs/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)**

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

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F = Fall  
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 TC= Travel Course  
 M = Mode  
 \* = Schedule t.b.a.

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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)**

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 (F)**

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 105 (TC) Environmental and Public Health in Costa Rica (M4)**

4 sem. hrs. Not offered in 2011-2012.]

Provides an ecological perspective on environmental health. Introduces cycles of life, the impact of man's activities on the environment, and the effect of those environmental factors on human health. Students develop projects that examine the impact of agriculture and industrial development on tropical ecosystems and on human health in Costa Rica. Owen and Scott.

**[BIOL 107 Plants and Society (M4)**

4 sem. hrs. Not a prerequisite for further courses in the department. Not offered in 2011-2012.]

Covers basic plant form, function, and life cycle, 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)**

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. Scott.

**BIOL 113 General Biology (M4) (F, S, U)**

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. Abate, Staff.

**BIOL 113HON Honors General Biology (F)**

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

See description for BIOL 113 General Biology. Staff.

**BIOL 123N Principles of Microbiology (M4) (F) [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)**

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, U)**

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

Introduces the biology of microorganisms: bacte-

ria, 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)**

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)**

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. Owen, Lopilato.

### **BIOL 231 Anatomy and Physiology I (F, U)**

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) [For nursing majors]**

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

### **BIOL 232 Anatomy and Physiology II (S, U)**

4 sem. hrs. Prereq.: BIOL 113; BIOL 231; CHEM 111 or 113; and CHEM 112 or 114. 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) [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**

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; or consent of the instructor. Not offered in 2011-2012.]

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. Douhovnikoff, Staff.

### **BIOL 246 Foundations of Exercise and Health (S)**

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**

4 sem. hrs. Prereq.: BIOL 225 and CHEM 225, or consent of the instructor. Not offered in 2011-2012.]

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)**

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.

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**[BIOL 333 Marine Biology**

4 sem. hrs. Prereq.: BIOL 218; CHEM 111 or 113, and CHEM 112 or 114. [Not offered in 2011-2012.] 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)**

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)**

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.

**BIOL 336 Genetics (F)**

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**

4 sem. hrs. Prereq.: CHEM 225 and BIOL 225 or consent of the instructor. [Not offered in 2011-2012.]

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)**

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, commandeering 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, S)**

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)**

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**

4 sem. hrs. Prereq.: BIOL 221 or consent of instructor. [Not offered in 2011-2012.]

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)**

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**

4 sem. hrs. Prereq.: BIOL 113 and BIOL 218 or consent of the instructor. [Not offered in 2011-



2012.]

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)**

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**

Prereq.: BIOL 104 and BIOL 113. Not offered in 2011-2012.]

Explores human development across the life span and the affect 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, S)**

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, S)**

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, S)**

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 370 Internship (F, S)**

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.

## **School of Nursing and Health Sciences Courses for Exercise Science Majors**

### **SHS 361 Exercise Assessment and Prescription (S)**

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

### **SHS 362 Kinesiology (S)**

4 sem. hrs. Prereq.: PHYS 110

The analysis of human movement based on anatomical and mechanical principles. Emphasis in class and in the laboratory is given to the application of these principles to the understanding of human movement and athletic performance.

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F = Fall  
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M = Mode  
\* = Schedule t.b.a.

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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*

Jennifer A. Canfield, *Associate Professor*

\*Nancy E. Lee, *Associate Professor*

Michael J. Berger, *Assistant Professor*

Michael Jordan, *Senior Lecturer*

Changqing Chen, *Senior Lecturer*

Cheryl L. Lavoie, *Senior Lecturer*

Roman Barankov, *Lecturer*

Nora Friel, *Stockroom Supervisor*

Joseph Genevich, *Physics Lab Technician*

Joanne Saro, *Administrative Assistant*

\* will be on sabbatical leave academic year 2011-2012.

Chemistry and physics lie at the foundation of modern science. Careers in these fields span the entire range of contemporary technologies. The cutting-edge discipline of materials science brings chemistry and physics together in the search for new materials to solve specific problems. Our innovative research-integration program brings students into genuine laboratory research projects in their courses beginning in the freshman year.

BS 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.

In addition to the chemistry major approved by the American Chemical Society, Simmons offers a number of special programs:

- Major in biochemistry
- Major in environmental science (tracks in chemistry or biology)
- Dual degree in chemistry and pharmacy, in collaboration with Massachusetts College of Pharmacy and Health Sciences
- Joint major in chemistry and management
- MAT in teaching chemistry fast-track
- MS in science librarianship 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. The program in library and information science will appeal to students interested in the application of new technology to science information retrieval.

The new minor in Sustainability provides a broad, interdisciplinary view of the approaches needed for progress without environmental degradation.

- An articulation with the University of Oregon Masters Internship Program offers a 1-year program leading to an M.S. in Chemistry or Applied Physics following the Simmons B.S. in Chemistry, Biochemistry, Physics, or a minor in Physics of Materials, Chemistry, or Sustainability.

For the program in physics, see pages 192-194.

### 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  
 300-level elective in chemistry

**Senior Year**

- CHEM 355 Independent Study with Thesis  
 (eight semester hours)  
 CHEM 390 Chemistry Seminar (required; 1  
 credit)  
 300-level elective in chemistry  
 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  
 CHEM 348 Advanced Inorganic Chemistry

**Facilities and Prerequisites**

After declaring a major in chemistry, students select one of the individual laboratory study/bench spaces in S430, where they carry out much of the rest of their work in chemistry. Grants to Simmons have provided the department with instrumentation beyond the scope usually available at undergraduate colleges. 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 or 102 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.

**Graduate School Preparation**

The American Chemical Society (ACS) sug-

gests a set of standards that best prepares students for graduate study. To meet these standards, the student's program must include CHEM 345 or CHEM 223 plus two additional 300-level electives chosen from CHEM 341, CHEM 343, CHEM 346, CHEM 347, or CHEM 348. Certification that the student's curricular program has met the ACS standards is not required for any career or graduate study; the standards are only a guide in planning a program that will make graduate study easier.

**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. 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 (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
- ECON 100 Principles of Microeconomics (M5)

#### 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 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  
 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 or the chemistry pharmacy advisor.

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
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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 or 348; 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  
 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 112 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 BS in chemistry and a MS 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 organi-

zations actively seek science information specialists with this combination of qualifications.

**Certificate in Chemical Health and Safety**

The Colleges of the Fenway offer a program leading to a certificate in chemical health and safety. The program requires 20 hours of coursework in biology, physics, and chemistry including at least one semester of organic chemistry. One course from BIOL 245 or CHEM 227 is highly recommended. Beyond these, the course in chemical health and safety offered as a summer course at Wentworth Institute of Technology plus a two-hour seminar in safety procedures and a four-hour internship are required. Consult the chair of the Department of Chemistry for more information.

**COURSES****CHEM 108 Crime Science (M4) (S)**

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 hours laboratory per week. Hebard.

**CHEM 110 General, Organic and Biological Chemistry (F, U)**

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement or MATH 101 or MATH 102.

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, U)**

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement or MATH 101 or MATH 102.

Designed for students majoring in nursing, physical therapy, or nutrition. Covers basic concepts 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. Staff.

**CHEM 112 Introductory Chemistry: Organic (S, U)**

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)**

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, one discussion period, and one laboratory per week. Berger.

**CHEM 114 Organic Chemistry I (S)**

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 lectures, two discussion periods, and one labora-

tory per week. Gurney.

**CHEM 221 Cultural Ecology and Sustainability: Lessons from Iceland (TC) (S)**

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)**

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)**

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 lectures, two discussion periods, and one laboratory per week. Lee.

**CHEM 226 Quantitative Analysis (S)**

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, and redox equilibria and their application in potentiometric, gravimetric, titrimetric, and coulometric methods; spectrophotometry; ion-exchange and chromatographic separations; and analytical data evaluation and computer data reduction. Three lectures and approximately six hours of laboratory per week. Berger.

**[CHEM 227 Energy and Global Warming**

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. (Not offered in 2011-2012.)

Explores our use of energy and its effect on climate. We will discuss the direct and indirect

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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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 lectures and one laboratory per week. Berger.

### **CHEM/PHYS 331 Thermodynamics and Kinetics (F)**

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)**

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. Staff.

### **CHEM 341 Advanced Analytical Chemistry (S)**

4 sem. hrs. Prereq.: CHEM 331.

Examines the theory and practice of selected modern methods in analytical chemistry. Covers computer methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data.

Specific areas of modern analysis include Fourier transform NMR, electrochemical analysis, mass spectrometry, and spectrophotometric methods. Berger.

### **CHEM 342 Mechanistic Toxicology (F)**

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**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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)**

4 sem. hrs. Prereq.: CHEM 345.

Teaches modern biochemical techniques such as protein expression, protein purification, and enzyme assays. Emphasizes development of independent laboratory skills. Canfield.

### **CHEM 348 Advanced Inorganic Chemistry (S)**

4 sem. hrs. Prereq. or concurrent: CHEM 332.

Presents structural and dynamic aspects of inorganic compounds, including ionic crystals, transition metal complexes, organo-metallics, and electron-deficient species. Includes topics of current materials science interest, such as band theory of solids, shape memory metals, and polymers. Staff.

### **CHEM 349 Directed Study (F, S)**

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, S)**

4 or 8 sem. hrs.

Selection of a research project involving scientific literature search and related laboratory work. Staff.

### **CHEM 355 Independent Study with Thesis (F, S)**

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. Staff.

### **CHEM 390 Chemistry Seminar (F, S)**

1 sem. hr.

Required of all chemistry, chemistry/pharmacy, and biochemistry majors. 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)**

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.

## **Department of Communications**

James Corcoran, *Chair and Associate Professor*

Marlene Fine, *Professor*

Bob White, *Professor*

\*Judith Aronson, *Associate Professor*

Joan Abrams, *Professor of Practice*

Dan Connell, *Professor of Practice*

Ellen Grabiner, *Assistant Professor*

Vonda Powell, *Assistant Professor*

Len Mailloux, *Senior Lecturer*

Judith Richland, *Senior Lecturer*

Andrew Porter, *Lecturer and Internship Director*

Sidney Berger, *Lecturer, Part-time*

Alissa Miller, *Multimedia Classroom Manager*

MJ Craig, *Assistant Lab Manager*

Gabriela Antunes, *Administrative Assistant*

\* *On sabbatical leave spring 2012*

Following its program review, the Department of Communications will implement a number of changes in its curriculum and concentrations in the 2012-2013 school year.

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

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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 communication 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, integrated 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:** Five core courses (20 semester hours)

**Step Two:** Three developmental courses from one of the department’s four tracks (12 semester hours)

**Step Three:** Two required electives (eight 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 One: The Communications Core Requirements

The major requires five 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 120 Communications Media

COMM 121 Visual Communication

COMM 122 Writing and Editing Across the Media

COMM 123 Communications Technologies

COMM 124 Media, Messages, and Society

Students should complete the five 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 track to declare at this time.

### Step Two: Developmental Coursework

The department’s academic program offers four concentrations of study. They are:

- Integrated Media
- Writing
- Design
- Public Relations/Marketing Communications

The step two developmental coursework has been organized into three required courses, 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. In some cases, it is highly desirable for the student to begin step two even during the first year. The student should consult with her academic advisor.

### Step Three: Required Electives

Students will have a list of courses from which to choose two electives for their track in the communications major. This arrangement allows students optimum flexibility and an opportunity to build competencies across areas of the discipline.

### Step Four: 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 invi-

tation.

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

#### Integrated Media Concentration

Students may pursue an integrated media track that combines written, visual, and electronic media.

#### Step Two Requirements:

COMM 210 Introduction to Graphic Design I: Principles and Practice

COMM 240 Intermediate Graphic Design I: Typography

COMM 260 Journalism

**Step Three Required Electives** (choose two in consultation with the faculty advisor; you must take at least one 300-level course):

COMM 181 Public Speaking and Group Discussion

COMM 186 Introduction to Public Relations and Marketing Communications

COMM 220 Video Production

COMM 222 Animation

COMM 244 Web I: Design for the World Wide Web

COMM 246 Digital Imaging for Design

COMM 265 Editing Copy and Proof

- COMM 286 Advertising
- COMM 310 Feature Writing
- COMM 315 Opinion/Editorial Writing
- COMM 320 Media and the First Amendment
- COMM 326 Advertising Copywriting and Layout
- COMM 333 Web II: Motion Graphics for the Web

**Writing Concentration**

Students may pursue a writing track in journalism and/or professional writing.

**Step Two Requirements:**

- COMM 260 Journalism
  - COMM 265 Editing Copy and Proof
- Choose one of the following electives:
- COMM 310 Feature Writing
  - COMM 315 Opinion/Editorial Writing
  - COMM 320 Media and the First Amendment

**Step Three Required Electives** (choose two in consultation with the faculty advisor):

- COMM 263 Broadcast Writing
- COMM 310 Feature Writing
- COMM 315 Opinion/Editorial Writing
- COMM 320 Media and the First Amendment

**Design Concentration**

Students may pursue a design track focusing on print, web, multimedia, or a combination.

**Prerequisites/requirements outside the Communications Department:** There are four courses in the fine arts for students taking the design concentration. Three are required studio courses, which may be taken concurrently with the communications core or with COMM 210, Introduction to Graphic Design. The fourth course is in art history, which may be taken at any point prior to graduation. However, students should complete the prerequisites before moving to the intermediate level in step two. Students in the design track need to take these three prerequisite studio courses:

- ART 111 Introduction to Studio Art: Drawing
- ART 112 Introduction to Studio Art: Color

- COMM/ART 138 Introduction to Photography and the Traditional Lab

Students may choose 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
- ART 249 History of Photography Design History at Mass Art or Boston University

**Step Two Requirements:**

- COMM 210 Introduction to Graphic Design: Principles and Practice
- COMM 240 Intermediate Graphic Design I: Typography

Choose one of the following:

- COMM 244 Web I: Design for the World Wide Web
- COMM 248 Intermediate Graphic Design II: Type and Image

**Step Three Required electives** (choose two in consultation with the faculty advisor; you must take at least one 300-level course):

- 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 333 Web II: Motion Graphics for the Web
- COMM 340 Advanced Design

Students who have successfully completed the design track requirements at Simmons College may take additional courses at Massachusetts College of Art through the Colleges of the Fenway consortium with the advisor's consent.

**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 Requirements:

- COMM 186 Introduction to Public Relations and Marketing Communications  
 COMM 281 Writing for Public Relations and Integrated Marketing Communications  
 COMM 325 Public Relations Seminar

**Step Three Required Electives** (choose two in consultation with faculty advisor; you must take at least one 300-level course):

- COMM 181 Public Speaking and Group Discussion  
 COMM 260 Journalism  
 COMM 265 Editing Copy and Proof  
 COMM 286 Advertising  
 COMM 310 Feature Writing  
 COMM 315 Opinion/Editorial Writing  
 COMM 320 Media and the First Amendment  
 COMM 326 Advertising Copywriting and Layout

### ***Interdisciplinary Major in Arts Administration***

For more information, please see page 53.

### ***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 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 252 Studies in Film Genre, ENGL 327 Race and Gender in Psychoanalytic Discourse, ENGL 398 Feminist Media Studies, HIST 117 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 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.

### ***Minors in Communications***

Students who wish to pursue a general minor in communications may do so by completing the five required core courses. Other track-specific minors available are:

#### **Writing for Communications**

- COMM 122 Writing and Editing Across the Media  
 COMM 260 Journalism  
 COMM 265 Editing Copy and Proof  
 Two electives from the following (including at least one 300-level:  
 COMM 124 Media, Messages, and Society  
 COMM 268 Human Rights in South Africa  
 COMM 310 Feature Writing  
 COMM 315 Opinion/Editorial Writing  
 COMM 320 Media and the First Amendment

#### **Public Relations and Marketing Communications**

- COMM 122 Writing and Editing Across the Media  
 COMM 121 Visual Communications  
 or COMM 123 Communications Technologies  
 or COMM 124 Media, Messages, and

Society

COMM 186 Introduction to Public Relations and Marketing Communications

COMM 281 Writing for Public Relations and Integrated Marketing Communications

COMM 325 Public Relations Seminar

### ***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 120 Communications Media

COMM 121 Visual Communication

COMM 122 Writing and Editing Across the Media

COMM 123 Communications Technologies

COMM 124 Media, Messages, and Society

Three 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, S)**

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, S)**

4 sem. hrs.

Introduces the concepts of visual culture and visual literacy with an emphasis on looking at looking. 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 advertising and fine art images, photography, comics, and the graphic novel. Grabiner, Richland.

### **COMM 122 Writing and Editing Across the Media (F, S)**

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, Powell.

### **COMM 123 Communications Technologies (F, S)**

4 sem. hrs.

Offers a critical analysis of technology history and the digital revolution from the perspective of users and producers. Explores how technology has concurrently expanded and reduced communications options. Assignments include field trips, short research papers (supported by photo/video documentation and interviews), and team presentations on communications technology – its development and current state. Introduces professional software applications and some skill training. Includes lecture/lab. Richland, Aronson.

### **COMM 124 Media, Messages, and Society (M5) (F, S)**

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 Introduction to Photography and the Traditional Lab (M1) (F, S)**

4 sem. hrs.

Teaches the art and craft of contemporary black-and-white photography. Emphasizes how to use a camera, develop negatives, and make prints in order to create images that are visually powerful and significant to the photographer and her audience. Bresler, Sills.

**COMM/ART 139 Introduction to Photography and the Digital Lab (M1) (F, S)**

4 sem. hrs.

Teaches the art and craft of contemporary color photography. Students learn how to use the camera and work with Photoshop to make prints in the digital lab. In addition to learning the basic principles of photography, color theory will be emphasized. Manually adjustable digital or traditional cameras will be used. Bresler.

**COMM 163 Radio Operations and Performance (F, S)**

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, S)**

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, Powell.

**COMM 186 Introduction to Public Relations and Marketing Communications (F, S)**

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, Powell, Fine.

**COMM 210 Introduction to Graphic Design: Principles and Practice (M1) (F, S)**

4 sem. hrs. Prereq.: COMM 123, plus two of the following; COMM 120, COMM 121, ART 111, ART 112, ART/COMM 138; 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, S)**

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 movies, it teaches the variety of conditions that lead to the creation of professional productions. White.

**COMM 222 Animation (M1) (F, S)**

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 232 Photography in the Digital Lab II (S)**

4 sem. hrs. Prereq.: COMM/ART 138.

Teaches the fundamentals necessary for producing dynamic color photographs. Students learn cutting-edge Photoshop techniques geared especially toward photographers. Traditional and digital cameras are used. Examines the work of contemporary color artists through slides, periodicals and field trips to exhibitions. Bresler.

**[COMM/ART 237 Advanced Photography Workshop**

4 sem. hrs. Prereq.: COMM/ART 138. Not offered 2011-2012.]

Emphasizes the making of fine art photographs

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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)**

4 sem. hrs. Prereq.: COMM/ART 138. Offers an opportunity to use 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 our images. Studies the documentary tradition as a basis to develop work. Sills.

### **COMM 240 Intermediate Graphic Design I: Typography (F, S)**

4 sem. hrs. 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)**

4 sem. hrs. Prereq.: COMM 210. Introduces the essential concepts and tools necessary to produce websites. Includes understanding HTML syntax, authoring web pages, 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)**

4 sem. hrs. Prereq.: COMM 123. Explores creative approaches to acquiring, manipulating, authoring, and disseminating digital images. In the Adobe CS3 environment, students combine natural and digital media, working iteratively in order to achieve unique solutions to their challenges. In-depth exploration of Photoshop layers, blending modes, masks, and compositing

techniques. Students work on stand-alone images and in sequence, for print and web. Grabiner.

### **COMM 248 Intermediate Graphic Design II: Type and Image (F)**

4 sem. hrs. Prereq.: COMM 240. 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**

4 sem. hrs. Prereq.: COMM/ART 138. Not offered 2011-2012.] Expands explorations in 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. Sills.

### **COMM 260 Journalism (M5) (F, S)**

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 263 Broadcast Writing (S)**

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, S)**

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\***

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 281 Writing for Public Relations and Integrated Marketing Communications (F, S)**

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, Powell.

### **COMM 286 Advertising (F)**

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)**

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)**

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 subscribing to current newspapers to examine how top columnists craft their commentary. Students produce editorials and columns suitable for publication. Connell, Corcoran, Porter.

### **COMM 320 Media and the First Amendment (F)**

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 325 Public Relations Seminar (F, S)**

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)**

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, S)**

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.

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**COMM/ART 330 Special Topics in Photography (S)**

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 333 Web II: Motion Graphics for the Web (S)**

4 sem. hrs. Prereq: COMM 244.

Explores the emerging field of experience design, investigating several core concepts such as advanced information design, narrative, auditory experience, interactivity, and emotional depth. Examines ways interactive multimedia add meaning to online communication and addresses concepts of a global visual language in which the use of familiar symbols and images transcends spoken language. Grabiner, Richland.

**COMM 340 Advanced Design (S)**

4 sem. hrs. Prereq.: COMM 240 and 248.

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. Involves creating a personal identity system and prototyping two complex projects, including a text and image multi-page publication, a webzine or website, and a branding system for a local institution or retailer. Aronson.

**COMM 350 Independent Study (F, S, U)**

4 sem. hrs. Prereq.: Consent of the department chair. Staff.

**COMM 370 Internship (F, S, U)**

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. Porter.

NOTE: Contact department chair for special consent for 16-semester-hour internships. Senior standing required for eight semester hours.

**COMM 380 Field Experience (F, S)**

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. Porter.

**COMM 390 Studio Five: A Communications Workplace (F, S)**

4 sem. hrs. Prerequisites: 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. We also offer survey/service courses that 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. They can serve as stand-alone courses or as a starting point for more advanced study in the form of a major or minor in one of our three 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 internship.

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 also do service learning with children and abused-women's groups. Our students often double major in areas such as communications, English, education, mathematics, philosophy, Spanish, and management. Our alumni 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

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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 Programming
- 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 Services and 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:**

- CS 112 Introduction to Programming
- Choose four other CS or IT courses in consultation with your advisor
- Example curricula include:

**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 Programming
- CS 227 Computer Networks
- CS 327 Security in a Networked Environment
- CS 321 Web Services and 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 Programming
- CS 113 GUI and Event-Driven Programming
- CS 232 Data Structures and Algorithms
- CS 321 Web Services and 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 Programming
- 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 CS111

**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.

**Information Technology and Computer Science**

- CS 112 Introduction to Programming
- CS 113 GUI and Event-Driven Programming
- CS 227 Computer Networks
- CS 333 Database Management Systems

- IT 320 Web Services and 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..

\*An application domain is a discipline in which information technology is applied, such as management, the sciences, communications, elementary education, art/music, technical etc. Courses required to fulfill the application domain requirement will be chosen by the student and approved by her advisor.

**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 manage-

ment 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 Programming
- 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 Programming
- 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
- IT 320 Web Centric Programming and Web Services
- IT 343 or LIS 486 Systems Analysis
- PHIL 131 Biomedical Ethics
- SHS 450 Health Care Systems: Interdisciplinary Perspectives

**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 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)

### 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 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 110. 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.

## COURSES

### [CS 111 The Science of Sound and Image Media (M4)

4 sem. hrs. Not offered in 2011-2012.] 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 Programming (M3) (F)

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)

4 sem. hrs. Prereq.: CS 112.

Continues CS 112, with emphasis on graphic user interface and event-driven programming (currently Java). Requires significant projects. Veilleux, Tis.

### CS 226/426 Computer Organization and Architecture (M3) (F)

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

4 sem. hrs. Prereq.: CS 112 or consent of the instructor. Not offered in 2011-2012.]

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)

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

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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 Services and Web-Centric Computing**

4 sem. hrs. Prereq.: CS 113. Not offered in 2011-2012.]

Provides knowledge of the Internet and web technologies, including both client- and server-side technologies. Offers in-depth study of web architectures; web page creation using the standard XHTML, CSS and JavaScript programming for client-side applications; and CGI/Perl and AJAX programming for server-side applications and Web 2.0. Studies XML and design of XML schemas. Web services are also examined, including SOA, UDDI, WSDL, SOAP, and XML/XPath/XSLT. Extensions of XML. Menzin.

**[CS 327/527 Security Issues in a Networked Environment**

4 sem. hrs. Prereq.: CS 227. Not offered in 2011-2012.]

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)**

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)**

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.

**[CS 334 Special Topics in Computer Science**

4 sem. hrs. Prereq.: Junior standing or consent of the instructor. Not offered in 2011-2012.]

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 2011-2012.]

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 (S)**

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, S)**

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, S)**

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, S)**

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, S)**

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, S)**

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) (S)**

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 tech-

nologies and standards (XML and UML), Finding and evaluating on-line health information. Menzin.

### **[IT 320 Web Services and Web-Centric Computing**

4 sem. hrs. Prereq.: CS 113. Not offered in 2011-2012.]

Provides knowledge of the Internet and web technologies, including both client- and server-side technologies. Offers in-depth study of web architectures; web page creation using the standard XHTML; CSS and JavaScript programming for client-side applications; and CGI/Perl and AJAX programming for server-side applications and Web 2.0. Studies XML and design of XML schemas. Web services are also examined, including SOA, UDDI, WSDL, SOAP, and XML/XPath/XSLT. Extensions of XML. Menzin.

### **IT 350 Independent Study (F, S)**

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

### **IT 370 Internship (F, S)**

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

Computer science courses offered at the 400- and 500-level are available to GSLIS students. These courses include additional work at the graduate level.

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 t.b.a.

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## Program in East Asian Studies

Zhigang Liu, *Director, Associate Professor of History and Modern Languages and Literatures*

\*Zachary Abuza, *Professor and Chair 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*

TBA, *Administrative Assistant*

\* *On leave academic year 2011-2012.*

\*\* *On leave spring 2011.*

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 direc-

tor 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, S)

4 sem. hrs. Staff.

### EAS 370 Internship (F, S)

4-8 sem. hrs. Staff.

### EAS 380 Fieldwork

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

### [EAS 390 Integrative Seminar

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

Not offered in 2011–2012.]

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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*

TBD, *Administrative Assistant*

Policymakers 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 three-semester project and prepare students for graduate-level work.

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/ WGST 125 Women and Work  
 ECON/ WGST 214 Women in the World Economy  
 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.

**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 future 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.

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### **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 196.

## **COURSES**

### **ECON 100 Principles of Microeconomics (M5) (F, S)**

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, S)**

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)**

4 sem. hrs. Not offered in 2011-2012.] 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)**

4 sem. hrs. Prereq.: ECON 100 and 101. Provides an intermediate study of the neoclassical 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)**

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)**

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 (S)**

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)**

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 South Asia. Biewener.

### **ECON 218 International Trade (F)**

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)**

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**

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2011-2012.] Discusses the changing nature of economic systems by comparing the "new capitalisms" in East Asia. Studies the institutions, rules, and reg-

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ulations 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)**

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)**

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**

4 sem. hrs. Prereq.: ECON 100. Not offered in 2011-2012.]

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**

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2011-2012.]

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, environ-

mental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation. Basch.

### **ECON 241 Business Competition and Antitrust Policy (S)**

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 2011-2012.]

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**

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2011-2012.]

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, S)**

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, S)**

4 or 8 sem. hrs. Prereq.: Consent of the department. Staff.

**ECON 355 Thesis (S)**

4 sem. hrs. Prereq.: ECON 350 and consent of the department.

Written as the culmination of a three-semester project, following writing of an acceptable thesis proposal in spring of junior year and writing of two chapters (one being a literature review) in Econ 350 in fall of senior year. Includes oral defense with members of the department. Staff.

**ECON 370 Internship (F, S)**

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. Basch.

**[ECON 390 Special Topics in Economics**

4 sem. hrs. Prereq.: ECON 200 and 201 or consent of the instructor. Not offered in 2011-2012.]

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)**

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.

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**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*

Agnieszka Bourret, *Lecturer, Part-time*

Charles Cormier, *Lecturer, Part-time*

Sarah Dietrich, *Lecturer, Part-time*

Stephanie Hamel, *Lecturer, Part-time*

Abby Machamer, *Lecturer, Part-time*

Kellie Jones, *Lecturer, Part-time*

Jeffrey Lucope, *Lecturer, Part-time*

Jenny Nam, *Lecturer, Part-time*

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Sally Nelson, *Lecturer, Part-time*  
 Amy Pasquarello, *Lecturer, Part-time*  
 Marnie Reed, *Lecturer, Part-time*  
 Margaret Rodero, *Lecturer, Part-time*  
 Thomas Rooney, *Lecturer, Part-time*  
 Barbara Scotto, *Lecturer, Part-time*  
 John Ullian, *Lecturer, Part-time*

### Staff

Roxanne Aurisma, *Program Manager*  
 Suzanne Kowalewski, *Licensing Specialist*  
 Nancy Ortega, *Off-Site Program Manager*  
 Marie Brown, *Administrative Assistant*  
 Patrick Cunniffe, *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) successfully 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 114\*
- Moderate disabilities (PreK-8 and 5-12) page 116\*
- Severe disabilities (all levels) page 116\*
- 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/ PHYS 103	Great Discoveries in Science
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 109) 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 literature 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 108) 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 114 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 108) 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
- \*GEDUC 467 Math for the Early Childhood and Elementary Classroom
- \*GEDUC 460 Teaching Strategies for the Inclusive Classroom
- \* Recommended

**Fourth Year**

- SPND 422 Differentiating Instruction Using Technology Across the Curriculum
- SPND 443 Special Education Law, Regulations, and Process for Teachers
- 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
- 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)

Elective

**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
- 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)

Elective

**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 standards 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, 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 majors 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 five courses:

EDUC 156, SPND 422, SPND 443, SPND 446, and RDG 410.

## COURSES

### **EDUC 108 Introduction to Early Childhood Education (F)**

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, S)**

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-)**

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)**

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 Reading and Writing Across the Curriculum in the Secondary School (F, S, U)**

4 sem. hrs. Prereq.: Stage I.

Focuses on understanding the issues in reading comprehension and on learning a wide range of strategies for understanding text in the content areas. Emphasizes readings used in social studies, science, and English. Examines instructional practices that demonstrate the value of writing as a tool for learning. Attends to assessment techniques that contribute to planning effective instruction and monitoring progress. Lucove.

### **GEDUC 424 Integrating Educational Technology in the Classroom (F, S, U)**

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, S)**

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, S)**

4 sem. hrs. Staff.

### **EDUC 388 Fieldwork in Education (F, S)**

4 sem. hrs. Staff.

### **GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F, S, U)**

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. Campbell, Davidson, Rocci.

### **GEDUC 460 Teaching Strategies for the Inclusive Classroom (F, S, U)**

4 sem. hrs. Prereq.: EDUC 156 and consent of the department. Not open to first-year students. Examines a variety of teaching strategies applicable 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, Senatore, Nam.

### **GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F, S, U)**

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)**

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, S, U)**

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, S, U)**

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)**

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)**

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)**

4 sem. hrs. Prereq.: Stage I. Considers major pedagogical issues in teaching history and the social sciences, emphasizing selec-

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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tion 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)**

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. Staff.

#### **GEDUC 478 Mathematics Curriculum at the High School or Middle School Level (F)**

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. Staff.

#### **TESL 445 Fundamentals of Reading and Writing in a Second Language (F)**

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, Dietrich.

#### **TESL 451 Bilingualism and Language Variation in Multicultural Settings (F)**

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)**

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. Abraham, Bourret.

#### **ML 310 Introduction to Linguistics and English Grammar (S)**

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)**

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. Reed.

#### **RDG 406 The Structure of Language for Teachers (F)**

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. Staff.

**RDG 410 Multisensory Structured Language Strategies for Reading (S)**

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. Machamer.

**SPND 422 Differentiating Instruction Using Technology Across the Curriculum (S)**

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 (S)**

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. Brooks, Waters, Carter.

**SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (U)**

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 (U)**

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more com-

monly 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 443 Special Education Laws, Regulations, and Process for Teachers (F)**

4 sem. hrs.

Focuses on the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Reviews exemplary programs, relevant current literature, state and federal laws, development of an IEP, and case studies. Requires fieldwork. Blume, Ullian, Waterman, Waters.

**SPND 446 Learners with Special Needs (F)**

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 (S)**

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)**

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 worksites. Requires fieldwork. Blume, Williams.

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**SPND 469 Topics in Clinical Practice (F, S)**

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](http://www.simmons.edu).

**EDUC 381 Practicum in Early Childhood: PreK–K (S)**

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)**

12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an inclusive elementary classroom in the metropoli-

tan 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)**

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)**

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 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 385 Practicum: French, Spanish, or ESL (Grades 5–12) (S)**

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)**

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, S)**  
 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.

state has the right to refuse a teaching license  
 to any applicant who has a questionable criminal  
 record.

### ***Linguistics Courses for Education Majors***

#### **ML 310 Introduction to Linguistics and English Grammar (S)**

4 sem. hrs.  
 Examines phonological, morphological, lexical,  
 syntactic, and historical issues for TESL or anyone  
 interested in the English language. Involves tutor-  
 ing a non-native speaker for a view of English  
 grammar from the learner's perspective and syn-  
 thesizing teaching points and strategies. Chumley.

#### **Please Note:**

Because of the complexities of the Education  
 Program in meeting all of the state require-  
 ments for licensure, it is critical that students  
 follow the study plans developed with their advi-  
 sors. 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 gradu-  
 ate-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 stu-  
 dents 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 convic-  
 tion of a felony or misdemeanor in  
 Massachusetts. A school district has the right to  
 refuse placement or employment of any appli-  
 cant 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

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## 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 Associate Dean of the College of Arts and Sciences 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*

J. Douglas Perry, Jr., *Associate Professor*

Suzanne Leonard, *Assistant Professor*

Rachel Lacasse, *Administrative Assistant*

\* *On sabbatical leave spring 2012 and fall 2012*

\*\**On sabbatical leave fall 2011*

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 critically, 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 artfulness 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 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 this department. Some 300-level classes may have additional prerequisites; see course descriptions below.

Students may choose either the writing or literature option for their English major. Described below are additional requirements for each option.

### The Writing Option

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
- One course covering literature from 1610–1800 (ENGL 231, 243, or 342)
- One course covering 19th-century 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, or HON 205)
- Two writing courses (ENGL 105, 107, 109, 305, or 350)
- One literature elective

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 231, 243, or 342)
- One course covering 19th-century English literature (ENGL 254, 304, 306, 307, 311, HON 304, or HON 305)
- One course in American literature before 1900 (ENGL 138, 161, 162, 312, 320, or 331)
- One course in multi-ethnic literature (ENGL 163, 176, 178, 220, 251, 275, 308, 316, 317, or HON 205)
- Three literature electives

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 by any student in the following ways: ENGL 350, 355, 370, or 380 or a special project in an appropriate 300-level course, elected after consultation with the instructor

regarding its suitability for this purpose. Alternatively, English majors may meet the requirement by taking appropriate courses or completing projects in an area other than English.

### ***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 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 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 200/300 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

Three Electives May Be Chosen from the Following:

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 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.

### ***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, S)**

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)**

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, Staff.

**ENGL 109 Creative Writing: Poetry (M1) (F)**

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)**

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)**

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)**

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)**

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**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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, Perry.

**ENGL 162 American Literature from 1865 to 1920 (M2) (S)**

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)**

4 sem. hrs. Not offered in 2011-2012.]

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

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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 American Fiction: Post-1945 (M2) (S)**

4 sem. hrs.

Discusses the novels of major American writers of the last 60 years, including William Faulkner, Toni Morrison, Philip Roth, William Styron, John Gardner, and Anne Tyler. George, Perry.

**[ENGL 176 African American Fiction (M2)**

4 sem. hrs. Not offered in 2011-2012.]

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)**

4 sem. hrs. Not offered in 2011-2012.]

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) (F)**

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. Social and political contexts of theater, performance practices, and writing about drama. Weaver.

**ENGL/WGST 193 Women in Literature (M2) (F, S)**

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. Hager, Bergland, Leonard.

**ENGL 195 Art of Film (M2) (F)**

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 theory. Films chosen from a number of different historical periods and national contexts, including classical Hollywood cinema. Leonard, Staff.

**ENGL 199 Approaches to Literature (F)**

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, Perry, Weaver, Wollman.

**ENGL 200 Introduction to Theory (S)**

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, Weaver, Wollman

**[ENGL 220 African American Autobiographies**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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 231 English Literature of the 17th Century (F)**

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 235 Identity and Race in the American Literary Imagination: 1820-1890]**

4 sem. hrs. Not offered in 2011-2012.] 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. George.

**ENGL 243 The English Novel through Austen (S)**

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)]**

4 sem. hrs. Not offered in 2011-2012.] Surveys major literary works in both poetry and prose ranging from the influential Classic of Poetry until the famous Qing Dynasty collection of supernatural tales, Strange Stories from a Chinese Studio. Inglis.

**[ENGL 254 The English Novel from Victorians to Moderns]**

4 sem. hrs. Not offered in 2011-2012.] 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)**

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)**

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)**

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)**

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.

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**[ENGL 307 Jane Austen and Virginia Woolf**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210 and junior standing. Not offered in 2011-2012.] Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates. Bromberg.

**ENGL 308 The Postcolonial Novel (F)**

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 post-colonial theory. Bromberg.

**ENGL 311 Victorian Children's Literature (F)**

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 nonsense 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)**

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. Perry.

**ENGL 313 Survey of Literature for Children and Young Adults (F, S)**

4 sem. hrs. Prereq.: ENGL 200 or ENGL 210 and 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. Staff.

**ENGL 314 The Invented Self in Modern American Fiction (F)**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

Looks at Americans as authors of themselves and creators of their own personae in the modern

American novel. Examines both the literary and societal implications of such self-fabrications in works by F. Scott Fitzgerald, William Faulkner, Philip Roth, James Baldwin, Ralph Ellison, and Toni Morrison. Perry.

**[ENGL 316 Native American Literature**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing. Not offered in 2011-2012.]

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslie Marmon Silko, Simon 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 (S)**

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 the 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 2011-2012.]

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 (F)**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

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**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and ENGL 121 or consent of the department. Not offered in 2011-2012.]

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 (S)**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

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**

4 sem. hrs. Prereq.: ENGL 200 or ENGL 210, and junior standing. Not offered in 2011-2012.]

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 2011-2012.]

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 (F)**

4 sem. hrs. Prereq.: ENGL 199 or ENGL 210, and junior standing.

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 or Jhumpa Lahiri. Bergland.

**[ENGL 342 Studies in 18th-Century Literature**

4 sem. hrs. Prereq.: ENGL 199 and junior standing. ENGL 200 or ENGL 210 recommended. Not offered in 2011-2012.]

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, S)**

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

**[ENGL 354 Studies in Film Genre: Melodrama**

4 sem. hrs. Prereq.: ENGL 195 and junior standing. ENGL 200, 210, or 221 recommended. Not offered in 2011-2012.]

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, S)**

4 sem. hrs. Prereq.: Consent of the department. Typically follows ENGL 350. Elected in the semester in which the thesis will be completed. Staff.

**ENGL 370 Internship (F, S)**

8 sem. hrs. Prereq.: Consent of the department. Offers English majors one semester of supervised on-the-job experience in such fields as publishing and broadcasting. In collaboration with the Career Education Center. Staff.

**ENGL 380 Fieldwork (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Staff.

**[ENGL 390 Seminar in Literary Scholarship**

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Not offered in 2011-2012.]

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.

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**ENGL 398 Feminist Media Studies (F)**

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.

## First-Year Experience and Multidisciplinary Core Course

Nanette Veilleux, *Director of the Core Curriculum*

### Curriculum

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 13.

### FYS 101 First Year Seminar (F)

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)

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)

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)

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 as 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.

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## Department of History

Laura Prieto, *Chair and Professor*  
 Laurie Crumpacker, *Professor*  
 \*Sarah Leonard, *Associate Professor*  
 Zhigang Liu, *Associate Professor*  
 Stephen Berry, *Assistant Professor*  
 Stephen Ortega, *Assistant Professor*  
 Trevor Coates, *Lecturer*  
 Kate Larson, *Lecturer*  
 Donna Curtin, *Lecturer*  
 \*On leave academic year 2011-2012.

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 ethnic and racial groups 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 Asian Studies, Race and Ethnicity Studies, or a new specialization Public History. History graduates are 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.

### 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. Most

of the courses numbered in the 100's and 200's may be taken without prerequisites; however, the department recommends a sequence that begins with relatively introductory courses and progresses toward more specialized courses. Whatever the particular combination, the net effect as determined by the department will be that students have breadth as well as depth in their course of study. While the particular combinations of courses are individualized, the department expects that students will be exposed to the study of the Americas, Europe, and other areas of the world.

### Requirements

**Category I: Introductory level.** Any three courses chosen from the 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 take only two introductory courses.

**Category II: Specialization.** Three courses with a specific geographical (such as Asia, Europe, or the U.S.), thematic (such as race or gender) or public history focus. One course in Category I may count in Category II.

The new specialization in public history includes five 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 335 Sites of History: Research Seminar in Public History

HIST 370 Internship in Public History Site

**Category III: Breadth.** Three courses covering required topics: 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), 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), 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 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.

Majors must declare how they plan to fulfill the independent learning requirement before the end of their junior year.

### ***Interdepartmental, Double Majors, Five Year Masters 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 such 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 initia-

tive, 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 110) along with those leading to the BA. Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement, 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 masters. A student interested in any of these majors 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 now available for students majoring in early childhood, elementary, or special education. Students should contact the chair of the education or 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, and HIST 252, HIST 253, and HIST 370.

### ***Departmental Honors in History***

Departmental honors in history is offered to qualified students (3.5 GPA in history courses) who are eligible according to the College requirements designated on page 23. An honors candidate is required to register in HIST 350 Independent Study in the first semester of her senior year. Upon satisfactory completion of that course, she is then required to satisfactorily complete HIST 355 Thesis. This course of study is especially recommended to the student intending to pursue the study of history or a related subject in graduate school.

### ***Graduate Programs in History***

The Department of History offers three master's degree programs.

One: An MA in history in conjunction with an MS from the Graduate School of Library and Information Science in Archives Management;

Two: An MA in history;

Three: An MAT in History and Education.

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)**

4 sem. hrs.

Studies the evolution of human societies to the rise of the West in the period of the Renaissance. Although the Mediterranean civilizations receive significant attention, substantial reading deals with China, India, Islam, and other well-documented cultures of the pre-modern world. Ortega, Coates.

### **HIST 101 World Civilizations II: Colonialism and Post-Colonialism (M5) (S)**

4 sem. hrs.

Studies from an explicitly multicultural and interdisciplinary perspective civilizations since the Renaissance, with sustained attention to 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)**

4 sem. hrs.

Examines the development of Europe from the French Revolution to the collapse of Communism in Europe in 1989. Focuses on the impact of democratic revolution, industrialization, imperialism, total war, 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)**

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: 1877–1975 (M5) (S)**

4 sem. hrs.

Surveys the South and West after Reconstruction, major economic issues in the new Industrial Age, the role of immigrants and minorities in shaping urban development, the changing nature of government, the rise of America to world power, and the problems faced by post-World War II American society. Larson.

### **[HIST 201 The Dynamics of Japanese History (M5)]**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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 History of East Asian and U.S. Foreign Relations (M5) (S)**

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)**

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) (F)**

4 sem. hrs.

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)**

4 sem. hrs. Not offered in 2011-2012.]

Provides a brief review of traditional Chinese civilization before 1800. Studies imperialist activities and China's struggle to transform itself to 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)**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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 post-slavery 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 and Black Power, and present-day battles for freedom and justice. Berry, Larson.

**HIST 213 Race and Ethnicity in U.S. History (M5) (S)**

4 sem. hrs.

Explores the following questions: How have ideas about race developed and changed? 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. Prieto.

**[HIST 215 Women and Gender in U.S. History before 1890 (M5)**

4 sem. hrs. Not offered in 2011-2012.]

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. Prieto, Crumpacker.

**[HIST 216 Women and Gender in U.S. History since 1890 (M5)**

4 sem. hrs. Not offered in 2011-2012.]

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. Prieto, Crumpacker.

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**[HIST 218 Topics in Latin American History**

4 sem. hrs. Not offered in 2011-2012.]

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-day economic relations, power structures, and social changes. Staff.

**HIST 219 History of Sexuality and the Family (M5) (F)**

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**

4 sem. hrs. Not offered in 2011-2012.]

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**

4 sem. hrs. Not offered in 2011-2012.]

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 Europe and the Renaissance**

4 sem. hrs. Not offered in 2011-2012.]

Provides a thematic exploration of the social, political, and cultural developments in Italy. Pays close attention to the cultural and intellectual developments of the period (ranging from civic humanism to painting, literature, and architecture). Makes use of the Boston-area museums. Ortega, Leonard, Coates.

**[HIST 230 Women and Gender in Europe**

4 sem. hrs. Not offered in 2011-2012.]

Surveys the impact of social, cultural, economic, and medical forces in modern Europe. Explores the advances of women in the face of persisting gender stereotypes and legal restrictions and the ways medicine, psychology, and literature defined gender roles. Leonard.

**[HIST 231 Understanding Islam in Historical Perspective (M5)**

4 sem. hrs. Not offered in 2011-2012.]

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, and familiarizes students with a wide range of topics and diverse chronological periods. Ortega.

**[HIST 237 Holocaust (M5)**

4 sem. hrs. Not offered in 2011-2012.]

Examines the rise of Nazism in the 1930s as well as the policies and mechanisms Hitler implemented in his plan to exterminate the Jews of Europe. Uses literature, memoirs, and film to examine the devastating conditions of life in the camps and its continuing legacy. Leonard.

**HIST 240 The Atlantic World, 1500–1800 (S)**

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)**

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. Covers the Scientific, American, French, and Russian Revolutions, as well as others. Staff.



**[HIST 248 U.S. Foreign Policy: 1898–1945 (M5)]**

4 sem. hrs. Not offered in 2011-2012.]  
 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]**

4 sem. hrs. Not offered in 2011-2012.]  
 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)]**

4 sem. hrs. Not offered in 2011-2012.]  
 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. Ortega.

**HIST 252 History and Material Culture (S)**

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]**

4 sem. hrs. Prereq.: A college-level history course or consent of the instructor is preferred. Not offered in 2011-2012.]  
 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)]**

4 sem. hrs. Not offered in 2011-2012.]  
 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. Ortega, Leonard, Coates.

**HIST 260 Interpreting the Past: The Craft of History (S)**

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]**

4 sem. hrs. Not offered in 2011-2012.]  
 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, non-fiction, 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, S)**

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.

**HIST 350 Independent Study (F, S)**

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.

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**HIST 355 Thesis (F, S)**

4 sem. hrs. Prereq.: HIST 350 and consent of the department.

Includes a thesis and a comprehensive examination upon completion. Required for honors candidates in history, who must register for HIST 350 Independent Study in the first semester of their senior year. Staff.

**HIST 360 Seminar in the History of Women and Gender (F)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. 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. 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. Prieto, Crumacker.

**HIST 361 Topics in World History; Cross Cultural Encounters: Contacts, Connections and Conflict (S)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. 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**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Not offered in 2011-2012.]

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)**

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**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Not offered in 2011-2012.]

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 it causes and subsequent decision-making. Ortega.

**[HIST 367 Memory and the Holocaust**

4 sem. hrs. Prereq.: Consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Not offered in 2011-2012.]

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 of interpreting memory, trauma, and the use of oral testimony. Leonard.

**HIST 368 Sites of History: Research Seminar in Public History (S)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. 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. Curtin.

**HIST 370 Internship (F, S)**

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)**

4 sem hrs. Prereq.: At least two history courses and consent of department. Enrollment normally open only to juniors, seniors, and graduate students.

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. Topics vary each year. Berry, Crumpacker.

### **HIST 373 Seminar in 19th-Century U.S. History (S)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open to juniors, seniors, and graduate students.

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. Prieto, Crumpacker.

### **HIST 374 Modern U.S. History Seminar (U)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students.

Focuses on topics in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for civil rights. Prieto, Larson.

### **[HIST 375 Cold War Culture**

4 sem. hrs. Prereq.: none for graduate students; at least 2 history courses and consent of the department for undergraduates. Not offered in 2011-2012.]

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)**

4 sem. hrs. Prereq.: At least two history courses and consent of the department. 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, and nineteenth century Europe. Staff.

### **HIST 380 Fieldwork (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Staff.

### **HIST 397 Historical Methods and Research (F)**

4 sem. hrs. Prereq.: At least three history courses and consent of the department. Enrollment normally open to seniors and graduate students. Studies history as an interpretive craft and explores various methods and models for researching, analyzing, and writing history in both academic and popular forms, from essays to public exhibits, monographs to films. Prieto.

### **Cross-Listed Courses**

#### **AST 240 African American Intellectual and Political History (F)**

4 sem. hrs. See page 45 for description.

#### **HIST 249/POLS 249 U.S. Foreign Policy: 1898–1989 (F)**

4 sem. hrs. See page 200 for description. Liu.

#### **[HIST 311/CHIN 310 (TC) Chinese Civilization: Past and Present (M5)**

4 sem. hrs. Not offered in 2011-2012.] See page 167 for description. Liu, Inglis.

#### **HIST 310/JAPN 310 (TC) Japanese Civilization (M5) (S)**

4 sem hrs. See page 169 for description. Liu.

#### **WGST 204 Roots of Feminism**

4 sem. hrs. See page 219 for description.

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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## Honors Program

\*Mary Jane Treacy, *Director and Professor of Modern Languages and Literatures*

Kirk Beattie, *Professor of Political Science and International Relations*

Bonita Betters-Reed, *Professor of Management*

Pamela Bromberg, *Professor of English and Director of the Graduate Program in English*

Gerald Koocher, *Associate Provost*

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*

Stephen Berry, *Assistant Professor of History*

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*

\*On sabbatical leave fall 2011.

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
- HON 203 Islam and the West
- HON 204 *Dialogues culturels*: France and the Francophone World
- HON 205 South Africa in Film and Literature
- HON 210 War and Memory in Latin America

### **Interdisciplinary Approaches to Knowledge**

Choose one seminar on interdisciplinary approaches to current intellectual and social debates. These courses fulfill mode of inquiry requirements.

- HON 302 Sexuality, Nature, and Power
- HON 303 HIV/AIDS Intersections of Science and Society
- HON 304/305 Specimens and Collections: Science in Victorian Literature
- HON 306 Covering War
- HON 308 Sustainability and Global Warming: Predicting the Future
- HON 312 Soul, Funk and Civil Rights
- HON 313 Paths to Principled Leadership
- HON 315 Public Policy, Behavioral Science and the Law

### **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
- HON 390 Transitions: Graduate School and Beyond

### **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 make 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, comprised 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

### Learning Community One: Reimagining Public and Private (F)

#### HON 101-01 Film, Literature, and Social Change

3 sem. hrs.

Explores how filmmakers have rethought many of the basic public and private institutions that define who we are. Considers depictions of family and private life, as well as representations of relations among larger groups, including groups based on nation, race, class, and gender, and emphasizes works that challenge dominant depictions of such relations. Suzanne Leonard.

#### HON 102-01 History and the Social Imagination (M5)

3 sem. hrs.

Investigates how categories of social existence such as family, self, race, love, and nation have histories, and explores why these categories take on radically different shapes and meanings in various times and places. Berry.

#### LCIS 101-01 Integrated Seminar

2 sem. hrs.

### Learning Community Two: Democracy and Difference (F)

#### HON 101-02 The One and the Many: Questions of Justice and the State

3 sem. hrs.

Depending on the context, human characteristics may serve to mark us as different or similar. When should those differences matter? What differences are morally relevant and when? Institutions — law, education, policy, for example — tend to group us by our similarities. When does that approach disadvantage us unfairly? When should differences make a difference? Explores these questions, using readings from philosophy, literature, legal theory, and the social sciences. Raymond.

#### HON 102-02 Democracy, Education and Economics

3 sem. hrs.

Examines John Dewey's theory of democracy and education, outlines major economic theories, and explores whether education-economy interactions

promote "separate but equal" development or democracy. Explores the value of multiculturalism as an approach to understanding the self as individual and writer, society as inspiration for an audience of writing, and one's role in reshaping society. Students receive intensive writing instruction. Aoki.

#### LCIS 101-02 Integrated Seminar

2 sem. hrs.

#### HON 190 Critical Thinking, Public Speaking (S)

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. 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.

#### HON 201 Conflict and Identity in Sudan (M5) (S)

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

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)**

4 sem. hrs. Prereq: Membership in the honors program. Not offered in 2011-2012.]  
 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 culturelles: France and the Francophone World (M2) (S)**

4 sem. hrs. Prereq: Membership in the honors program. Not offered in 2011-2012.]  
 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)**

4 sem. hrs. Prereq: Membership in the honors program. Not offered in 2011-2012.]  
 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)**

4 sem. hrs. Not offered in 2011-2012.]  
 Explores the rise of revolutionary groups in Latin America during the 1950's -1970's, the violence of state terror, and the ways in which nations are addressing their conflicted histories. Emphasis on Nicaragua, Argentina, and Chile. Treacy.

**HON 302 Sexuality, Nature, and Power (M6) (S)**

4 sem. hrs. Prereq.: Membership in the honors program.  
 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 struc-

ture both the meaning and practices of sexuality. Trigilio.

**HON 303 HIV/AIDS Intersections of Science (M4) (F)**

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)**

4 sem. hrs. Prereq.: Membership in the honors program. Not offered in 2011-2012.]  
 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)**

4 sem. hrs. Prereq: Membership in the honors program. Not offered in 2011-2012.]  
 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 308 Sustainability and Global Warming: Predicting the Future (M3)**

4 sem. hrs. Prereqs: Membership in the honors program. Not offered in 2011-2012.]  
 Explores the topic of global warming and climate

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F = Fall  
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 \* = Schedule  
 t.b.a.

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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) (F)**

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) (S)**

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) (F)**

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 sem. hr. Prereq.: Membership in the honors program.

A one-credit seminar for juniors. In 2010, seniors are also welcome to join HON 390. Students who are on leave or on study abroad during the junior year would take HON 390 in the fall of the senior year. 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**

Interdisciplinary seminars are generally taught by two instructors from differing departments in order to provide a multidisciplinary perspective to the subject under consideration. Each seminar focuses on a specific topic but responds to broad issues of contemporary importance.

**IDS 227 Seminar for Dix Scholars (S)**

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 34.*

**[IDS 228 (TC) Service Learning in Nicaragua (M5)**

4 sem. hrs. Not offered in 2011-2012.]

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*  
 Bruce Warren, *Professor Emeritus*  
 Bonita Betters-Reed, *Professor*  
 Susan Hass, *Professor*  
 Sylvia Maxfield, *Professor and Director, Principled Leadership Initiative*  
 Lynda Moore, *Professor and Senior Scholar for Global Gender and Inclusive Leadership*  
 Stacy Blake-Beard, *Associate Professor*  
 J. Barry Lin, *Associate Professor*  
 Jane Mooney, *Associate Professor*  
 Teresa Nelson, *Associate Professor, Elizabeth J. McCandless Chair in Entrepreneurship*  
 Susan D. Sampson, *Associate Professor and Director of Prince Program in Retail Management*  
 Jill Avery, *Assistant Professor*  
 Shuili Du, *Assistant Professor*  
 Susan Duffy, *Assistant Professor*  
 Mindell Reiss Nitkin, *Assistant Professor*  
 Spela Trefalt, *Assistant Professor*  
 Nataliya Zaiats, *Assistant Professor*  
 Patricia Deyton, *Professor of Practice and Director of the Center for Gender in Organizations*  
 Mary Shapiro, *Professor of Practice*  
 Indra Guertler, *Senior Lecturer and Director, Financial Literacy Initiative*  
 Cynthia Ingols, *Senior Lecturer and Director, MBA Internship Program*  
 Cathy Minehan, *Dean*  
 Deborah Marfino, *Associate Dean, Faculty and Curriculum and Professor*  
 Mary Dutkiewicz, *Associate Dean, Administration and Academic Programs*  
 Darla Pires-DeGrace, *Associate Director, SOM Academic Programs and Admissions*  
 Paula Bent, *Manager, SOM Academic Program Operations*  
 Katlyn Cavanaugh, *Coordinator, SOM Academic Program Operations*

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 5 year joint B.A. 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 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,

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Finance, Marketing, Organizational Studies, Retail Management, Entrepreneurship, Emerging Global Markets, and 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 23.

### 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.

#### 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). 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 Associate Dean.

## 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 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 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:

- ECON 101 Principles of Macroeconomics
- 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 information, think critically, and solve marketing problems.

#### **Required 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 Beyond Advertising: 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  
MGTM 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 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 Beyond Advertising: 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

## 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 of 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  
 ART/ COMM 138 Introduction to Photography and the Traditional Lab  
 ART/ COMM 139 Introduction to 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 Consumer Behavior  
 MGMT 231 Creating Brand Value  
 MGMT 232 Beyond Advertising: 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  
 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 Consumer Behavior  
 MGMT 231 Creating Brand Value  
 MGMT 232 Beyond Advertising: 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 (for example, entrepreneurship or emerging global markets) 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.

### **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  
 finance electives.

#### **Minor in Organizational Studies**

- MGMT 100 Introduction to Management and  
 Principled Leadership  
 MGMT 234 Organizational Communication  
 and Behavior  
 MGMT 391 Cross Cultural Management  
 Two additional electives should be chosen from  
 the list of management program core courses.

**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: Emerging Global Markets, Entrepreneurship and Leadership****Minor in Emerging Global Markets**

Consists of five courses.

MGMT 247 Introduction to Emerging Markets  
 MGMT 347 Sustainable Business in Emerging Markets  
 One breadth course  
 Two regional track courses (both courses must be in the same regional track)

Students may petition the minor advisor to approve any course not listed below for either the breadth or regional track requirements.

**Breadth Courses:** (choose one)

ECON 220 International Monetary Systems  
 HIST 101 World Civilizations II: Colonialism and Post-Colonialism  
 PHIL 119 World Religions  
 POLS 229 Comparative Foreign Policy  
 SOCI 267 Globalization  
 SOCI 348 Re-envisioning the Third World

**Regional Tracks:** At least four credits should be experiential learning. Options include emerging markets focused study abroad course, internship, field experience course, or service learning project focused on the region selected by the student.

**Latin America & Caribbean Region Track:**

(choose two)  
 IDS 228 Service-Learning in Nicaragua  
 MGMT 245 Cross-Cultural Studies of Women Leaders (when relevant)  
 POLS 241 Latin America Politics  
 SOCI 277 Introduction to Latin American Studies  
 SPAN 312 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity  
 SPAN 314 Hispanic Culture as Seen Through Film

**Central & Eastern Europe Region Track:**

MGMT 245 Cross-Cultural Studies of Women Leaders (when relevant)  
 POLS 202 Special Topics: Politics of Russia and the Former Soviet Union

**Africa & Middle East Region Track:**

(choose two)  
 ART 251 African Art: 3000 BC to the Present  
 HIST 231 Understanding Islam in the Historical Perspective  
 HON 201 Conflict and Identity in Sudan  
 HON 203 Islam and the West  
 INRL 202 Special Topics: Leadership and Transition in Africa  
 MGMT 245 Cross-Cultural Studies of Women Leaders (when relevant)  
 POLS 221 Arab/Israeli Conflict  
 POLS 242 African Politics  
 POLS 243 Middle Eastern Politics

**East Asia & Pacific Region Track:** (choose two)

ART 252 Arts of China and Japan  
 CHIN 310 Chinese Civilization: Past and Present  
 ECON 222 Comparative Economies of East Asia  
 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 362 Reforms and Revolutions in Asia  
 JAPN 310 Japanese Civilization  
 MGMT 245 Cross-Cultural Studies of Women Leaders (when relevant)  
 PHIL 133 Asian Philosophy  
 POLS 225 International Politics of East Asia

**South & Southeast Asia Region Track: (choose two)**

- MGMT 245 Comparative Studies of Women Leaders (TC) (when relevant)  
 PHIL 133 Asian Philosophy  
 POLS 245 Politics of Newly Industrializing Countries  
 SOCI 270 South Asia: Power and People

**Trans Regional Track: (choose two)**

- ECON 214 Women in the World Economy  
 ECON 220 International Monetary Systems  
 HIST 102 World Civilizations II: Colonialism and Post-Colonialism  
 MGMT 245 Comparative Studies of Women Leaders (TC)  
 PHIL 119 World Religions  
 POLS 102 Introduction to International Politics  
 POLS 104 Introduction to Comparative Politics  
 POLS 220 International Organization and Law  
 POLS 229 Comparative Foreign Policy  
 SOCI 222 Transnational Studies  
 SOCI 267 Globalization  
 SOCI 348 Re-envisioning the Third World  
 WGST 200 Women, Nation, Culture

**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 Consumer Behavior  
 MGMT 231 Creating Brand Value  
 MGMT 232 Beyond Advertising: 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 Leadership**

- MGMT 100 Introduction to Management and Principled Leadership  
 MGMT 234 Organizational Communication and Behavior  
 MGMT 391 Cross-Cultural Management  
 One depth elective  
 One breadth elective

**Depth electives: (choose one)**

- MGMT 237 Introduction to Entrepreneurship  
 MGMT 245 Comparative Studies of Women Leaders (TC)  
 MGMT 320 Negotiations and Change Management



**Breadth electives:** (choose one)

ECON 214	Women in the World Economy
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

**The BA/MBA Combined Degree Program**

The School of Management offers an accelerated BA/MBA degree program for qualified students with appropriate work experience. This accelerated program allows students to double count 4 courses. Students typically take 2 MBA classes during their senior year and count those classes towards both their undergraduate and MBA course requirements. Additionally students count 2 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, S)**

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. Betters-Reed, Deyton, Staff.

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**MGMT 110 Principles of Financial Accounting (M3) (F, S)**

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.

**MGMT 112 Personal Finance (M3) (F, S)**

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)**

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 (F)**

4 sem. hrs. Examines project management tools and techniques, as laid out in the Project Management Body of Knowledge (PMBOK). A project is unique set of activities meant to produce a defined outcome within an established time frame using a specific allocation of resources. Project management comprises planning, directing, and controlling resources (e.g., people, equipment, material) to meet the technical, budget, and time constraints of the project. Upon completion of the course, students will be able to apply these skills and knowledge in any industry or field. In addition, students will qualify for the CAPM (Certified Associate in Project Management) certi-

fication exam offered by the Project Management Institute, the world's leading organization for project managers. Case analysis and experiential exercises are used to supplement the coursework. Boardman Liu, Staff.

**MGMT 224 Socially-Minded Leadership (M6) (S)**

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, Deyton.

**MGMT 225 The Manager and the Legal Environment (F)**

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)**

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 Consumer Behavior (F)**

4 sem. hrs. Prereq.: MGMT 250. Examines the question of "why we buy." The answer to this question serves as the foundation for the multiplicity of decisions we make in marketing, from the new product development process, to the creation of brands, to how we manage our customer relationships. This course explores the science of consumer behavior, bring-

ing 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 which allows 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)**

4 sem. hrs. Prereq.: MGMT 250. 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 consumer-brand relationships, open source branding, branding in Web 2.0, managing brand communities, and consumer generated advertising. Avery, Du, Sampson, Staff.

### **[MGMT 232 Beyond Advertising: Marketing Communications in the Age of Social Media**

4 sem. hrs. Prereq.: MGMT 250. Not offered in 2011-2012.] 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, Staff.

### **MGMT 233 Developing Customer Relationships (F)**

4 sem. hrs. Prereq.: MGMT 250. 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, S)**

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 communication through group projects, presentations, and individual reflection. Duffy, Shapiro.

### **[MGMT 236 Retail Management**

4 sem. hrs. Prereq.: MGMT 100. Not offered in 2011-2012.] 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)**

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. Duffy, Nelson.

### **MGMT 238 Managing Your Venture's Financial Bottom Line (M3) (F)**

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)**

4 sem. hrs. Prereq.: MGMT 100 recommended.

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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 inter-cultural competence through exercises, cases, meetings with local women leaders, and cultural orientation. Moore, Staff.

#### **MGMT 247 Introduction to Emerging Markets (M5) (F)**

4 sem. hrs.

Studies the emerging global markets which encompass Latin America, Eastern Europe, South Asia, and 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. Maxfield, Staff.

#### **MGMT 250 Principles of Marketing (F, S)**

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, S)**

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, S)**

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)**

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.

#### **MGMT 311 Investments (F)**

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)**

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)**

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, video-taped negotiation sessions, and other experiential activities to apply course concepts. Betters-Reed, Dayton, Staff.

### **MGMT 325 Operations Management and Decision Making (F, S)**

4 sem. hrs. Prereq.: MATH 118, MGMT 110, and MGMT 234.

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. Boardman Liu, Staff.

### **[MGMT 335 Marketing Research**

4 sem. hrs. Prereq.: MGMT 250 and MATH 118. Not offered in 2011-2012.]

Introduces the concepts and applications of marketing research through the marketing management approach. Emphasizes basic methodology and how the special techniques used in research procedures apply to marketing, advertising and sales, questionnaire design, product design, and survey techniques. Includes lectures, cases, field trips, and a research project. Du, Sampson.

### **[MGMT 337 Leading Your Entrepreneurial Venture**

4 sem. hrs. Prereq.: MGMT 237, MGMT 250, and MGMT 238 or MGMT 260. Not offered in 2011-2012.]

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. Duffy, Staff.

### **MGMT 340 Strategy (F, S)**

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.

### **MGMT 347 Sustainable Business in Emerging Markets (S)**

4 sem. hrs.

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. Maxfield, Staff.

### **MGMT 348 The Sustainable Supply Chain (F)**

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, S, U)**

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, S)**

4 sem. hrs. Prereq.: Consent of the program leader.

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

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identify a faculty member of the School of Management faculty who is willing to work with them on the topic. Staff.

### **MGMT 370 Internship (F, S)**

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, S)**

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)**

4 sem. hrs. Prereq: Junior standing, MGMT 221, MGMT 225, 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)**

4 sem. hrs. Prereq: Junior standing, MGMT 230, MGMT 325, and MGMT 340. Capstone course for majors in Marketing. 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 functions 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)**

4 sem. hrs. Prereq: Junior standing, ECON 101, MGMT 325, MGMT 340, MGMT 310, MGMT 311, and MGMT 315(coreq. 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, Lin, Zaiats.

### **MGMT 394 Comparative Retail Strategies (S)**

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. 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.

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## 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*

Joanne Saro, *Administrative Assistant*

\**On sabbatical leave fall 2011.*

The Department of Mathematics, Statistics, and Computer Science offers majors in mathematics, biostatistics, computer science, information technology, health informatics 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 and information technology see pages 93.

### **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, 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 foundation in quantitative methods that can form the basis for a career in numerous fields.

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F = Fall  
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A biostatistics major can usefully be combined with a major in any health science or indeed with a major in any field which makes extensive use of quantitative methods.

**Requirements:** The required courses for the biostatistics major are MATH 118, MATH 120, MATH 121, MATH 220, MATH 121, 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 103.

### ***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 SOC 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 110. 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 14 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, S)**

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)**

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)**

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)**

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)**

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, S)**

4 sem. hrs. Prereq.: High school algebra and completion of the competency in basic mathematics requirement.

Intended primarily for students in the health, behavioral, or 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)**

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)**

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.

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**MATH 210 Discrete Mathematics (M<sub>3</sub>) (F)**

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 (M<sub>3</sub>) (S)**

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 (M<sub>3</sub>) (F)**

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)**

4 sem. hrs. Prereq.: MATH 118 or consent of the instructor.

Covers modern statistical techniques, including simple and multiple regression, analysis of variance, contingency tables, and experimental and quasiexperimental designs. Includes sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of the mathematics major. Goldman.

**MATH 229 Regression Models (S)**

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)**

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**

4 sem. hrs. Prereq.: MATH 118 and MGMT 311 or ECON 231; or consent of the instructor. Not offered in 2011-2012.]

Covers Bayesian statistics, methods of examining risk, models for financial decision-making, complex present value computations, risk management, behavioral economics, 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**

4 sem. hrs. Prereq.: MATH 220 and MATH 211. Not offered in 2011-2012.]

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**

4 sem. hrs. Prereq.: MATH 320. Not offered in 2011-2012.]

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)**

4 sem. hrs. Prereq.: MATH 118, 121, or 220; or consent of the instructor.

Covers assigning probabilities, random variables, moment generating functions, probability distributions, addition theorems. Brown.

**MATH 339 Probability and Mathematical Statistics (S)**

4 sem. hrs. Prereq.: MATH 338.

Covers point and interval estimates, methods for estimation, properties of estimators, hypothesis

testing, p-values, likelihood ratio tests, linear statistical models, analysis of variance methods, Chi-Square tests, and Bayesian methods. Makes use of Statistical software. Brown.

**[MATH 343 Mathematical Modeling**

4 sem. hrs. Prereq.: MATH 220 and either MATH 210, 118, or 319. Not offered in 2011-2012.] Covers topics chosen from the following: graphs (traffic control, social groups, transportation), simulation, stochastic models, game theory, differential equation models, linear programming, input/output models, queues, epidemics, and population growth. Staff.

**MATH 349 Directed Study (F, S)**

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, S)**

4 sem. hrs. Staff.

**MATH 370 Internship (F, S)**

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

**MATH 390 Senior Seminar (S)**

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\***

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.

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## Department of Modern Languages and Literatures

Eduardo Febles, *Chair and Associate Professor*  
 \*Mary Jane Treacy, *Professor, Director of the Honors Program*

Louise Cohen, *Associate Professor*

\*\*Alister Inglis, *Associate Professor*

Zhigang Liu, *Associate Professor*

María Dolores Peláez-Benítez, *Associate Professor*

Dánisa Bonacic, *Assistant Professor*

Florence Ciret-Strecker, *Assistant Professor*

Lylían Bourgois, *Senior Lecturer*

Tulio Campos, *Senior Lecturer*

Ruihua Sun, *Senior Lecturer*

Pía Cúneo-Ruiz, *Lecturer*

Melissa Poehnert, *Administrative Assistant*

\* *On sabbatical leave fall 2011.*

\*\* *On sabbatical leave spring 2012.*

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

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combined with a major in the humanities, social sciences, communications, 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 23. 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

Students are encouraged to study abroad but are expected to take a minimum of 12 semester hours at Simmons, including at least four semester hours upon return from study abroad.

### **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 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity

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 Imagination, Freedom, and Repression 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 23. 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, including at least four semester hours upon return from study abroad.

### 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 11.

## COURSES

### *Offered in English*

SPAN 380 Migrant in the City: Field Work Seminar on Puerto Rican Culture (See page 172)

### *Chinese*

#### **CHIN 101 Elementary Chinese I (F)**

4 sem. hrs.

Emphasizes communication. Intended for nonheritage 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)**

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)**

4 sem. hrs. Prereq.: CHIN 102 or placement by the department.

Continuation of CHIN 102. Emphasizes communi-

cation. 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)**

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)**

4 sem. hrs. Prereq.: CHIN 202 or placement by the department. Not offered in 2011-2012.]

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)**

4 sem. hrs. Prereq.: CHIN 245 or placement by the department. Not offered in 2011-2012.]

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)**

4 sem. hrs. Not offered in 2011-2012.]

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.

#### **[CHIN 250 Masterpieces of Traditional Chinese Literature (M2)**

4 sem. hrs. Not offered in 2011-2012.]

Surveys major literary works in both poetry and prose ranging from the influential *Classic of Poetry* until the famous Qing Dynasty collection of supernatural tales, *Strange Stories from a Chinese Studio*. Inglis.

**CHIN 260 Chinese Calligraphy: Alternate Body-Building (M1) (F)**

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 2011-2012.]

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.

**French****Language Sequence****FREN 101 Elementary French I (F)**

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)**

4 sem. hrs. Prereq.: FREN 101 or placement by the department.

Continuation of FREN 101. Staff.

**FREN 201 Intermediate French I (F)**

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)**

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)**

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)**

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)]**

4 sem. hrs. Prereq.: FREN 245, FREN 246 or consent of the instructor. Not offered until 2012-2013.]

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) (S)**

4 sem. hrs. Prereq: FREN 245, FREN 246, or consent of the instructor.

Exposes students to a wide variety of contemporary 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 (M5)]**

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2011-2012.]

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.

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**FREN 316 Outside France: Perspectives from the French-Speaking World (M5) (F)**

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor.

Provides a multimedia study of selected Frenchspeaking 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 sociohistorical texts, to approach an understanding of these other French cultures. Ciret-Strecker.

**Literature Courses****[FREN 266 The Quest for Identity: The Self and the Other in the French Literary Tradition (M2)**

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2011-2012.]

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 (M2)**

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered until 2012-2013.]

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. Ciret-Strecker.

**[FREN 326 The City as Text: Paris and Its Literary Representations (M2)**

4 sem. hrs. Prereq.: FREN 245, FREN 246, or consent of the instructor. Not offered in 2011-2012.]

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, S)**

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, S)**

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

**FREN 355 Thesis (F, S)**

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

**FREN 370 Internship (F, S)**

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 (M2)\***

4 sem. hrs. Prereq.: FREN 266 or an upper-level course in French literature, or consent of the instructor.

Topic changes from year to year. Staff.

**Italian****ITAL 101 Elementary Italian I (F)**

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)**

4 sem. hrs. Prereq.: ITAL 101 or placement by the department.

Continuation of ITAL 101. Staff.

**ITAL 201 Intermediate Italian I (F)**

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)**

4 sem. hrs. Prereq.: ITAL 201 or placement by the department.  
Continuation of ITAL 201. Staff.

## **Japanese**

### **JAPN 101 Elementary Japanese I (F)**

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)**

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)**

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)**

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)**

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 310 (TC) Japanese Civilization (M5) (S)**

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 2011-2012.]  
Aims to increase proficiency and literacy in reading and writing kanji. Emphasizes newspaper vocabulary and kanji in political and socio-economic 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 2011-2012.]  
Offers Japanese fables in their original forms and fables from other countries rewritten in Japanese. Analyzes Japanese people's sensitivities to the 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, S)**

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.

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**SPAN 102 Elementary Spanish II (F, S)**

4 sem. hrs. Prereq.: SPAN 101 or placement by the department.

Continuation of SPAN 101. Staff.

**SPAN 201 Intermediate Spanish I (F, S)**

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, S)**

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)**

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, S)**

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-Benítez.

**Civilization Courses****SPAN 253 (TC) Social and Political Issues in Modern Spain (S)**

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.

**[SPAN 310 The Making of Spain: Studies in Spanish Culture (M5)**

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2011-2012.]

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 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity (M5) (F)**

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 (M2) (S)**

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 (M2) (S)**

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)**

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 Imagination, Freedom, and Repression in Latin American Literature (M2)]**

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2011-2012.] 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)]**

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2011-2012.] 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 (M2)]**

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2011-2012.] 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 (M2)]**

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2011-2012.]

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 (M2) (F)**

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 (M2)]**

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2011-2012.]

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 (M2)]**

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered until 2012-2013.]

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, S)**

4 sem. hrs. Prereq.: Consent of the instructor. Addresses coursework required for the major or

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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, S)**

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

**SPAN 355 Thesis (F, S)**

4 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff.

**SPAN 370 Internship (F, S)**

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)]**

4 sem. hrs. Prereq.: Consent of the instructor. Not offered in 2011-2012.]

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.

Topics change from year to year. Staff.

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## Department of Nursing

Judy Beal, *Dean, School for Nursing and Health Sciences, and Professor*

Arlene Lowenstein, *Professor*

Anne-Marie Barron, *Associate Professor and Associate Chair of Undergraduate Nursing*

Sarah Volkman Cooke, *Professor*

Rebecca Koeniger-Donohue, *Clinical Associate Professor*

Susan Neary, *Clinical Associate Professor*

Patricia Rissmiller, *Associate Professor and Associate Chair of Graduate Nursing*

Josephine Atinaja-Faller, *Assistant Professor*

Charlene Berube, *Assistant Professor*

Terry Mahan Buttarro, *Assistant Professor*

LaDonna Christian, *Assistant Professor and Director, Dotson Mentoring Program*

Jean Christofferson, *Assistant Professor*

Margaret Costello, *Assistant Professor*

Terry Davies, *Assistant Professor*

Sarah Desmond, *Assistant Professor*

Colette Dieujuste, *Assistant Professor*

Susan Duty, *Assistant Professor*

Priscilla Gazarian, *Assistant Professor*

Donna Glynn, *Assistant Professor*

Clara Gona, *Assistant Professor*

Jocelyn Loftus, *Assistant Professor*

Marla Lynch, *Assistant Professor*

Linda Moniz, *Assistant Professor*

Eileen McGee, *Assistant Professor*

Janet Rico, *Assistant Professor*

Nathan Samuels, *Assistant Professor*

Julie Steller, *Assistant Professor*

Karen Teely, *Assistant Professor*

Victor Tsveybel, *Assistant Professor*

Patricia White, *Assistant Professor*

Makeda Kamara, *Instructor*

Olga Sullivan, *Instructor*

Annette Coscia, *Administrative Coordinator*

Elena Cotto, *Nursing Lab Coordinator*

Jodi DeLibertis, *Director, Clinical Education*

Hind Kdhor, *Clinical Coordinator*

Shana Jarvis, *Pre-Nursing Advisor*

Ninetta Torra, *Assistant to the Chairperson 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 are 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 opt 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 175). 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. Psychosocial 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. Nursing students must take the science prerequisite courses (see Science prerequisite section page 174.) 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:

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- NURS 100 Professional Issues
- 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 2 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 ie. 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 and  
 BIOI 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-MS nursing students must maintain a GPA of 3.3 in all nursing courses 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.

### **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.

### **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). NURS 292 and NURS 235 are co-prerequisites at pre-registration.

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.

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**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, Davis, 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-psycho-social-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 diagnosis 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. Barron, Christoffersen, McGee.

**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 235, NURS 247, NURS 249, NURS 292, and prior to or concurrent with NURS 238 or NURS 348.

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 (Final offering of course is Fall 2011, NURS 100 and 102 will replace this course)**

4 sem. hrs. Prereq.: NURS 225, NURS 226. (NURS 100 and NURS 102, together, may be taken instead of NURS 390).

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.

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## 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*

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 <http://www.simmons.edu/shs/academics/nutrition/degrees/dpd.shtml>. 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/shs/academics/nutrition/curriculum.shtml](http://www.simmons.edu/shs/academics/nutrition/curriculum.shtml).

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
CHEM 112	Introductory Chemistry: Organic
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 Commission on Accreditation for Dietetics Education of the American Dietetic Association, 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 guaran-

tees 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 web site: <http://www.eatright.org/CADE/content.aspx?id=186>. Over the past few years about half of all those applying nationally were accepted into dietetic internships. 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 which 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 Senior Seminar 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  
 Two electives (Mode 1,2,5,6) or elective  
 SPRING  
 NUTR 334 Medical Nutrition Therapy  
 NUTR 381 Advanced Practice in Community Nutrition  
 NUTR 390 Senior Seminar in Nutrition\*  
 Elective (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 238 Managing Your Venture's Financial  
 Bottom Line  
 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.

**Simmons/Ryerson Exchange Program**

Simmons College's program in nutrition has instituted an exchange program with the Department of Nutrition at Ryerson Polytechnic University, Toronto, Canada. Students interested in this exchange program should contact the department chair.

**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 <http://www.simmons.edu/shs/academics/nutrition/degrees/dietetic.shtml> for further details.

### ***Didactic Program in Dietetics (DPD)***

The Didactic Program in Dietetics 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. 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 Nutrition Department is dedicated to quality teaching and learning. The following are the goals of Simmons College Didactic Program in Dietetics. 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 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:

- 80 % of DPD students will demonstrate academic preparation in cultural factors affecting both nutrition and counseling via their DPD coursework.

- 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 Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE) 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 which 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 <http://www.simmons.edu>.

edu/shs/academics/nutrition/degrees/dpd.shtml for further details.

The Simmons College Nutrition Program's Didactic Program in Dietetics is currently granted Accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, telephone:1800-877-1600 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 <http://www.simmons.edu/shs/academics/catalog/nutrition/> and view the *Nutrition Catalog 2011 – 2012* 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 are 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 aca-

demic 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 SHS 410 Research Methods and SHS 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 SHS 410 Research Methods and SHS 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, SHS 410 Research Methods and SHS 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/shs/academics/nutrition/degrees/msn.shtml](http://www.simmons.edu/shs/academics/nutrition/degrees/msn.shtml).

### ***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/shs/academics/nutrition/degrees/csn.shtml](http://www.simmons.edu/shs/academics/nutrition/degrees/csn.shtml).

## **COURSES**

### **NUTR 101 Food Science (M4) (S)**

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)**

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 popula-

tions; 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, S, U)**

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, Fung, Brown.

### **NUTR 112 Introduction to Nutrition Science (F, S, U)**

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, Fung, Brown.

### **NUTR 150 International Nutrition Issues (M5) (F, S)**

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)**

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)**

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.

### **NUTR 231 The Practice of Clinical Dietetics (S)**

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, S)**

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)**

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)**

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, foodservice software systems and quality and productivity management. Edelstein.

### **NUTR 311 Nutrient Metabolism (F)**

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 nutrient function and interdependence. Includes three-hour lecture plus two-hour laboratory. Fung.

### **NUTR 334 Medical Nutrition Therapy (S)**

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, S)**

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 require-

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F = Fall  
S = Spring  
U = Summer  
TC = Travel  
Course  
M = Mode  
\* = Schedule  
t.b.a.

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ment. Herbold.

### **NUTR 350 Independent Study (F, S)**

4 sem. hrs. Prereq.: Consent of the instructor. Provides an opportunity for independent study in one of the areas of nutrition. Herbold.

### **NUTR 370 Internship (F, S)**

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, S)**

4 sem. hrs. Prereq.: Consent of the instructor. Individual field experience in one of the areas of nutrition. Herbold.

### **NUTR 381 Advanced Practice in Community Nutrition (S)**

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). Herbold.

### **NUTR 390 Seminar: Selected Topics in Nutrition (S\*)**

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*  
 Sue Stafford, *Professor Emerita*  
 Shirong Luo, *Assistant Professor*  
 Jo Trigilio, *Senior Lecturer*  
 Lee McIntyre, *Lecturer*  
 Rachel Lacasse, *Administrative Assistant*

\* *On sabbatical leave 2011-2012.*

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 230, 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)

4 sem. hrs.

Explores the fundamental belief systems of Hinduism, Buddhism, Confucianism, Taoism, Judaism, Islam, and Christianity. Luo.

### PHIL 120 Introduction to Philosophy: The Big Questions (M6) (F)

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)

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)

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)

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 131 Biomedical Ethics (M6) (F, S)

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) (F)

4 sem. hrs.

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)

4 sem. hrs. Not offered in 2011-2012.]

Studies Hinduism, Taoism, 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-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)

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) (S)

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.

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t.b.a.

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**PHIL 225 Ethical, Legal, and Social Issues in Information Technology (M6) (F)**

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 230 Ethical Theory (M6) (S)**

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.

**PHIL/POLS 232 Theories of Justice (M6) (S)**

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. Staff.

**[PHIL 236 Philosophy of Language**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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, S)**

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) (S)**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

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)**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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)**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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 including Hegel, Marx, Mill, Nietzsche, and Dostoevsky. Torres Gregory.

**[PHIL 244 Contemporary Philosophy**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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, existentialism, 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)**

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? Torres Gregory.

### **[PHIL 246 American Pragmatism**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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 2011-2012.]

Offers an in-depth examination of an issue or theme of philosophical importance. Topic to be announced. Staff.

### **[PHIL 332 Law and Philosophy**

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2011-2012.]

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.

### **PHIL 350 Independent Study (F, S)**

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

### **PHIL 355 Thesis (F, S)**

4 or 8 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff.

### **PHIL 370 Internship (F, S)**

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/WGST 380 Gender and Queer Theory**

4 sem. hrs. Prereq.: One course in philosophy or women's and gender studies or junior or senior standing or consent of the instructor. Not offered in 2011-2012.]

Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay marriage, transgender theory, and intersexuality studies. Staff.

### **PHIL 390 Seminar (S)**

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 towards the philosophy major: WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (see page 219); and WGST 354 Feminist Theories (see page 220).

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F = Fall  
S = Spring  
U = Summer  
TC = Travel  
Course  
M = Mode  
\* = Schedule  
t.b.a.

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## 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*

Quinn Eureka, *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 graduate program at the School for Nursing and Health Sciences and take courses in the professional curriculum. At the end of four years, a student receives a BS degree in Exercise Science. After two more years in the graduate program, at the end of six years, a clinical doctoral degree is awarded (DPT). The completion of the doctoral degree is required to be eligible to take the 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. They demonstrate excellent clinical skills, leadership, and confidence and are 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 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/shs/academics/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 9 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 Major

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)
BIOL 246	Foundations in Exercise and Health
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
MATH 118	Introductory Statistics
PSYC 101	Introduction to Psychological Science
NUTR 112	Introduction to Nutrition Science

#### Junior Year\*

SHS 361	Exercise Assessment & Prescription (Spring 2011)
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)
SHS 361	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

Thirty hours of work or volunteer experience in physical therapy are required. 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.

**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



Chose 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)

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)

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)

### PHYS 111 Introductory Physics II (S)

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)

### PHYS 113 Fundamentals of Physics II (S)

4 or 8 sem. hrs. (PHYS 112 is prereq. to PHYS 113.)

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

2 sem. hrs. Not offered in 2011-2012.]

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

2 sem. hrs. Not offered in 2011-2012.]

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)

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

2 sem. hrs. Not offered in 2011-2012.]

Provides a hands-on introduction to the use of computer methods for discovery and assessment

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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 2011-2012.]

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)**

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 and central force motion; and the dynamics of a system of particles. Includes laboratory work. Staff.

**[PHYS 305 Electricity and Magnetism**

4 sem. hrs. Prereq.: PHYS 201 and MATH 220. Not offered in 2011-2012.]

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 2011-2012.]

Offers a clear understanding of and experience with particular instruments or techniques (such as high-vacuum systems, thin-film deposition, spin-coating, 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 2011-2012.]

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 on-going 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)**

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)**

4 sem. hrs. Prereq.: CHEM 226 and PHYS 113 See description under the Department of Chemistry.

**PHYS 350 Independent Learning (F, S)**

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, S)**

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, S)**

No Credit.

Required of all physics majors; other students are invited to attend.

## Department of Political Science and International Relations

### POLITICAL SCIENCE

Catharin Dalpino, *Joan M. and James P. Warburg Professor of International Relations*  
 Leanne Doherty, *Chair and Associate Professor*  
 \*Zachary Abuza, *Professor*  
 Kirk Beattie, *Professor*  
 Cheryl Welch, *Professor Emerita*  
 Catherine Paden, *Assistant Professor*  
 Mischa Beckett, *Senior Lecturer*  
 Dan Connell, *Professor of Practice in Communications*

\* On leave academic year 2011-2012.

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 level or above.

F = Fall  
 S = Spring  
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**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, S)**

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, S)**

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)**

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). Beckett.

**POLS 104 Introduction to Comparative Politics (M5) (S)**

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)**

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**

4 sem. hrs. Not offered in 2011-2012.]

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**

4 sem. hrs. Prereq.: POLS 101. Not offered in 2011-2012.]

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)**

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)**

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 policy-makers. 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)**

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)**

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 (S)**

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.

### **[POLS 216 The American Judiciary and Legal Issues**

4 sem. hrs. Not offered in 2011-2012.]

Examines the American court system as an institution of the US government, and the relationships among law, politics, and society. Examines the meaning of law in the US context; the institutions of law in the US – 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.

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**POLS 217 American Public Policy (M5) (S)**

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)]**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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)**

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)]**

4 sem. hrs. Not offered in 2011-2012.]

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)**

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. Beckett, Staff.

**[POLS 224 Human (In)Security: Transnational Security Issues in a Global World]**

4 sem. hrs. Not offered in 2011-2012.]

Examines global security issues involving sub-actors, such as trans-national 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)]**

4 sem. hrs. Not offered in 2011-2012.]

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]**

4 sem. hrs. Not offered in 2011-2012.]

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 policymaking. Staff.

**POLS/PHIL 232 Theories of Justice (M6) (S)**

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. Beckett.

### **POLS 236 Political Novels (M2) (S)**

4 sem. hrs.

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. Beckett.

### **POLS 240 Islam and the West (M5)\***

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)**

4 sem. hrs.

Examines political, economic and social development 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)**

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)**

4 sem. hrs.

Explores how South Africa, Rwanda and Eritrea, nations traumatized by racial domination, geno-

cide, 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 (S)**

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 2011-2012.]

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.

### **POLS 246 Politics of Western Europe (S)**

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) (S)**

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.

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F = Fall  
S = Spring  
U = Summer  
TC = Travel Course  
M = Mode  
\* = Schedule  
t.b.a.

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**[POLS 248 Terrorism**

4 sem. hrs. Not offered in 2011-2012.] 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**

4 sem. hrs. Not offered in 2011-2012.] 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 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 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\***

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.

**POLS 350 Independent Study (F, S)**

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, S)**

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, S)**

8 sem. hrs. Prereq.: Consent of the department. Doherty.

**POLS 380 Field Work (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Doherty, Staff.

**POLS 390 Seminar (F)**

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***

Catharin Dalpino, *Joan M. and James P. Warburg Professor in International Relations*  
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, *Assistant 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.

### Requirements for the Major

Core Courses (six total):

ECON/	Women in the World Economy
WGST 214	
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.

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F = Fall  
 S = Spring  
 U = Summer  
 TC = Travel Course  
 M = Mode  
 \* = Schedule t.b.a.

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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
- 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
- POLS 202\* Special Topics in Political Science
- POLS 240 Islam and the West
- POLS 247 The Politics of Religious Extremism
- SOCI 267 Globalization
- SOCI 270 South Asia: People and Power
- SOCI 348 Re-envisioning the Third World
- SPAN 314 Hispanic Culture as Seen Through Film
- 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° 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  
 HIST 207 Gender, Family, and Society in Modern China  
 HIST 362 Reforms and Revolutions in Asia.  
 HIST 364 The Rape of Nanjing  
 JAPAN 310 Japanese Civilization  
 POLS 225 International Politics of East Asia  
 POLS 245 Politics of Newly Industrializing Countries  
 POLS 245M Politics of Newly Industrializing Countries - Thailand Short-Term Course  
 SOCI 270 South Asia: People and Power

### 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 Imagination, Freedom, and Repression in Latin American Literature  
 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**

### **INLR 202 Special Topics in International Relations (S)**

4 sem. hrs.

Reflects the interests and experiences of the current Warburg Professor of International Relations.

### **INLR 350 Independent Study (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Staff.

### **INLR 355 Thesis (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Staff.

Includes an oral defense with members of the International Relations Steering Committee.

### **INLR 370 Internship (F, S)**

8 sem. hrs. Prereq.: Consent of the department. Doherty.

### **INLR 380 Fieldwork (F, S)**

4 sem. hrs. Prereq.: Consent of the department. Doherty, Staff.

### **INLR 390 Senior Seminar (F)**

4 sem. hrs.

Addresses a different topic each year.

## **Department of Psychology**

\*Rachel Galli, *Chair, Associate Professor and Coordinator of the Psychobiology Program*

John Reeder, *Associate Professor*

\*\*Geoffrey Turner, *Associate Professor*

Kristin Dukes, *Assistant Professor*

Gregory Feldman, *Assistant Professor*

Sarah Martin, *Assistant Professor*

Ellen Birchander, *Lecturer*

\*On leave spring 2012.

\*\*On leave fall 2011.

Psychology offers students an opportunity to explore human behavior from a scientific perspective. Our curriculum looks at the biological, cognitive, developmental, personal, and interpersonal aspects of the human experience. The challenge of psychology lies in the opportunity it presents to grow as a person, to better understand oneself and others, and to gain systematic knowledge about the human experience.

Both the breadth and depth of our psychology offerings and also the opportunity for majors to apply and extend their knowledge in the senior fieldwork course prepare psychology majors for jobs opportunities and for graduate study. Students majoring in psychology find employment in a wide variety of positions after graduation. There are opportunities for graduates as researchers or practitioners in such areas as child development, biological psychology, human resources, survey research, clinical psychology, and social services.

Because many career paths in psychology require graduate experience at either the masters or the doctoral level, graduates often elect to attend graduate school immediately or within a few years of graduation. An undergraduate major in psychology provides excellent preparation for graduate study in areas such as social work, hospital administration, educational counseling, human factors, research, law, and public health. Combining a major in psychology with a major or minor in another discipline may open the way to other interesting career possibilities.

An interdisciplinary major in psychobiology is available for students with interests in both biology and psychology. See page 63.

## 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 that students receive sufficient breadth across substantive areas, as well as some 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 232	Health Psychology
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

#### 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

**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 during their first year and MATH 118 Introductory Statistics in the fall semester of their sophomore year. 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 two four-credit PSYC 350 (Independent Study) courses; PSYC 350 followed by PSYC 355; PSYC 380 (Fieldwork in a Psychological Setting), a one-year eight-credit course; or PSYC 380 followed by PSYC 381. 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 23 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 (PSYC 232 Health Psychology, PSYC 243 Cognitive Psychology, PSYC 244 Drugs and Behavior, PSYC 245 Learning and Conditioning or PSYC 247 Perception), and three electives in psychology.

### ***Joint Major in Psychobiology***

Students interested in both biology and psychology may wish to choose the interdisciplinary major in psychobiology. Psychobiology 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 or psychology, or for medical, dental, or veterinary school.

For further information about the program in psychobiology, 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 232 Health 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 Psychobiology
- 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 Psychobiology

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 psychobiology advisor before the end of the junior year.

## COURSES

### PSYC 101 Introduction to Psychological Science (M6) (F, S)

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, S)

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, S)

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 evaluation of scientific research. Reeder, Staff.

### PSYC 220 The Psychology of Women (F)

4 sem. hrs. Prereq.: PSYC 101 or WGST 100.

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F = Fall  
S = Spring  
U = Summer  
TC= Travel Course  
M = Mode  
\* = Schedule t.b.a.

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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. Staff.

### **PSYC 230 Theories of Personality (S)**

4 sem. hrs. Prereq.: PSYC 101.

Surveys various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Considers selected empirical work and assessment techniques. Feldman.

### **PSYC 231 Abnormal Psychology (F, S)**

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, Staff.

### **PSYC 232 Health Psychology (F, S)**

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 life-style choices, stress, addictions, and coping mechanisms; and social factors related to compliance and health care delivery. Staff.

### **PSYC 235 Developmental Psychology (F, S)**

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)**

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.

### **PSYC 237N Life Span Development (F, S)**

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 from one stage of life to another. Staff.

### **PSYC 239 Psychology of Aging (S)**

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)**

[Previously Memory, Thought, and Language]

4 sem. hrs. Prereq.: PSYC 101.

Examines some of the central aspects of cognition: perceiving, remembering, forgetting, solving problems, making decisions, and communicating. Combines experimental data, everyday experience, and psychological theory. Reeder.

### **PSYC 244 Drugs and Behavior (S)**

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 (S)**

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.

### **PSYC 247 Perception (S)**

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)**

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)**

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.

### **PSYC 303 Research in Cognitive Processes (S)**

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.

### **PSYC 304 Research in Personality (F)**

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)**

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 (S)**

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)**

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)**

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 2011-2012.]

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, S)**

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Normally open only to seniors.

Examines classical theoretical positions in psy-

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\* = Schedule t.b.a.

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chology, including the relationship of psychology to philosophy and medicine. Considers the history of psychology as a systematic discipline in the context of modern scientific and cultural developments. Reeder.

### **PSYC 349 Directed Study (F, S)**

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, S)**

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Staff.

### **PSYC 355 Thesis (F, S)**

4 sem. hrs. Prereq.: PSYC 350 and consent of the department. Staff.

### **PSYC 380 Fieldwork in a Psychological Setting (F, S)**

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)**

4 sem. hrs.

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.

## **Psychobiology**

### **PB 347 Seminar in Psychobiology (S)**

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

Normally open only to senior psychobiology majors.

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

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## **Department of Sociology**

Valerie Leiter, *Chair and Associate Professor*

Stephen London, *Professor*

Jyoti Puri, *Professor*

Becky Thompson, *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
SOC 275	Birth and Death
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 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

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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 SOCI350 (Independent Study) in the first semester of their senior year and SOCI355 (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 completed 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 challeng-

ing 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. 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/ WGST 232 Race, Women and Health  
 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 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 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, S)**

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)**

4 sem. hrs.

Examines issues related to body, sex, sexual orientation, and gender. Topics may range from the social and cultural meanings of the commodification of the body, reproductive health and technology, men's lives, parenting, gay and lesbian sexualities, transgender identities, and heterosexuality. Puri.

### **SOCI 222 Transnational Studies (S)**

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**

4 sem. hrs. Not offered in 2011-2012.]

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. Staff.

### **[SOCI 230 Family and Society**

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2011-2012.]

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)**

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)**

4 sem. hrs.

Examines the unique perspective of healthcare from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in healthcare are analyzed. Students will develop cultural competency tools for more effective healthcare delivery with individuals and families of color. Thomas.

**SOCI 239 Introduction to Social Research (F)**

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.

**SOCI 241 Health, Illness and Society (M5) (F, S)**

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)**

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**

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2011-2012.] 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**

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2011-2012.] 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)**

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**

4 sem. hrs. Prereq.: SOCI 101. Education majors are exempt from the prerequisite. Not offered in 2011-2012.] 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)**

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)**

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. International relations majors are exempt from the prerequisite. Topics include the history and emergence of global markets; the politics of development and industrialization; environmental and population issues; women, culture, and development; and

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resistance to cultural and economic globalization. Puri.

**SOCI 268 Applications of Sociological Theory (S)**

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**

4 sem. hrs. Not offered in 2011-2012.]

Examines the history, culture, and politics of contemporary South Asia. Analyses 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 is represented, partition and nationalisms, the rise of authoritarian and democratic regimes, and women's activism are emphasized. Puri.

**[SOCI 275 Birth and Death**

4 sem. hrs. Prereq.: SOCI 101. Not offered in 2011-2012.]

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 277 Introduction to Latin American Studies (M5)**

4 sem. hrs. Not offered in 2011-2012.]

Examines the history, culture, and politics in Latin America. Takes a thematic focus to highlight racial relations, environmental issues, and social movements. Analyzes the role and impact that colonial powers and the United States have played in the region. Includes a variety of materials to provide an interdisciplinary perspective of the region. Staff.

**[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 2011-2012.]

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.

**[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 2011-2012.]

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 2011-2012.]

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)**

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)**

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.

department.

**SOCI 370 Internship (S)**

4 or 8 sem. hrs. Prereq.: Consent of the department. Includes weekly seminar.

**SOCI 345 Health Systems and Policy (S)**

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**

4 sem. hrs. Not offered in 2011-2012.]  
 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.  
 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, S)**

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

**SOCI 355 Thesis (F, S)**

4 sem. hrs. Prereq.: SOCI 350 and consent of the

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## 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*

Diane Hammer, *Director of Simmons Institute for Leadership and Change*

Melissa Kappotis, *Administrative Assistant*

\* *On sabbatical leave 2011-2012.*

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.

### Major in Women's and Gender Studies

**Requirements:** 36 semester hours (9 courses):

1. Four credits 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. 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/ Race, Gender and Health
  - SOCI 232
  - SJ 220 Working for Social Justice
  - SOCI 249 Inequality: Race, Class, and Gender
  - WGST/AST Sisters of the African Diaspora 210
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 only count one of the required Social Justice core courses as an elective in Women's and Gender Studies.
5. WGST 354 Feminist Theories, and four additional semester hours of 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 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.

## **COURSES**

### **WGST 100 Introduction to Multicultural Women's and Gender Studies (M6) (S)**

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)**

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. Trigilio.

### **[WGST/ECON 125 Women and Work (M5)**

4 sem hrs. Not offered in 2011-2012.]

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, S)**

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. Hager, Bergland, Leonard.

### **WGST 204 Roots of Feminism (S)**

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)**

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)**

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,

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F = Fall  
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Course  
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\* = Schedule  
t.b.a.

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queer theory, hybridities, and political possibilities. Trigilio.

**WGST/ECON 214 Women in the World Economy (F)**

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 (F)**

4 sem. hrs.

Examines the unique perspective of healthcare from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in healthcare are analyzed. Students will develop cultural competency tools for more effective healthcare 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 2011-2012.]

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)**

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, S)**

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 2011-2012.]

Intensively examines a significant issue in Women's and Gender Studies. Staff.

**[WGST 354 Feminist Theories**

4 sem. hrs. Prereq.: WGST 204 and junior standing, or consent of the instructor. Not offered in 2011-2012.]

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, S)**

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, S)**

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 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.

**[WGST/PHIL 380 Gender and Queer Theory**

4 sem. hrs. Not offered in 2011-2012.]

Prereq.: Junior standing and one course in philosophy, or women's and gender studies, or consent.

Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay

marriage, transgender theory, and intersexuality studies. Triglio.

## 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 aca-

ademic 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 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:

#### Three required core 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)**

4 sem. hrs. Prereq.: Sophomore standing. Combines study of the psychosocial, moral and ethical issues of social justice and social activism

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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)**

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)**

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 intergroup collaboration projects. Biewener and Simmons.

**SJ 380 Integrative Capstone Project (F, S)**

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/  
POL 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 American Studies
- SOCI 347 Antiracism and Justice Work
- WGST/  
ECON 125 Women and Work
- WGST/  
ECON 214 Women in the World Economy
- WGST 204 Roots of Feminism
- WGST/AST/  
SOCI 340 Intimate Family Violence

## 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.

**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.

**Mischa Beckett, Senior Lecturer in Political Science and International Relations**  
BA, Marquette University; PhD, Boston College.

Appointed 2008.

**Donna Beers, Professor of Mathematics**  
BA, MS, PhD, University of Connecticut. Appointed 1986.

**Michael Berger, Assistant 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.

**Lylian Bourgois, Senior Lecturer in Modern Languages and Literatures**  
BA, MA, University of Haute-Bretagne II; PhD Candidate, University of Massachusetts, Amherst. Appointed 2008.

**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 Catolica del Peru. Appointed 2006.

**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.

**Florence Ciret-Strecker, Assistant Professor of Modern Languages and Literatures**  
MA, PhD, Tulane University. Appointed 2005.

**Louise G. Cohen, Associate Professor of Modern Languages and Literatures**  
BS, Simmons College; AM, PhD, Harvard University. Appointed 1967.

**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.

**Catharin Dalpino, Joan M. and James P. Warburg Professor of International Relations**  
BA, Bard College; MA, San Francisco State University. Appointed 2010.

**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, Assistant 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, Assistant 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.

**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.

**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 Professor and  
Chair of Political Science and International  
Relations**  
BA, Clark University; MA, PhD, Northeastern  
University. Appointed 2000.

**Lee McIntyre, Lecturer in Philosophy**  
BA, Wesleyan University; MA, PhD, University of  
Michigan. Appointed 2011.

**Margaret Menzin, Professor of Mathematics**  
BA, Swarthmore College; MA, PhD, Brandeis  
University. Appointed 1969.

**Cathryn M. Mercier, Associate Dean, 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, Assistant 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, Assistant 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, Associate Professor**  
Licenciatura, PhD, Universidad Complutense de  
Madrid. Appointed 1992.

**J. Douglas Perry, Jr., Associate Professor of English**  
BA, Yale College; MA, PhD, Temple University.  
Appointed 1968.

**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.

**Vonda Powell, Assistant Professor of  
Communications**  
BA, Spellman College; PhD, University of Illinois.  
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 Roecklein-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.

**Elizabeth Scott, Assistant 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.

**Ruihua Sun, Senior Lecturer in Modern Languages and Literatures**  
 BA, Nanjing University; MA, Tsukuba University. Appointed 2008.

**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.

**Janie Ward, Professor and Chair of Africana 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.

**Richard Wollman, Professor of English**  
BA, Brandeis University; MA, MPhil, PhD,  
Columbia University. Appointed 1993.

## **FACULTY AND STAFF, SCHOOL FOR 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, Chair, Baccalaureate Nursing and 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, Associate Professor of Practice, Nursing**  
BSN, Saint Anselm College; MSN, Boston University. Appointed 1994.

**Lisa Sciacca Brown, Assistant Professor of Nutrition**  
BS, Clark University; MS, Simmons College; PhD, Boston University. Appointed 2008.

**Teresa Brown, Associate Professor of Practice, Physical Therapy and Assistant Director, Clinical Education**  
BS, Simmons College; DPT, Simmons College. Appointed 2008.

**Terry Mahan Buttarò, Associate Professor of Practice, Nursing**  
MSN, PhD, Simmons College. Appointed 2003.

**LaDonna Christian, Associate Professor of Practice, Nursing and 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 and 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 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, Associate Professor of Practice, 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 and Program Administrator, Health Professions Education**

BSN, Fairleigh Dickinson University; MA, New York University; PhD, University of Pittsburg. 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**

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 and 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 and Director, Family Nurse Practitioner Program**

BSN, St. Anselm College; MSN, University of North Carolina; MBA, Boston University. Appointed 2000.

**Patricia Rissmiller, Chair, Graduate Nursing and 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.

**Nathan Samuels, Associate Professor of Practice, Nursing**

BS, Brandeis University; MSN, DNP, Simmons College. Appointed 2007.

**Shelley Strowman, Associate Professor of Practice, Nursing, Statistics**

BA, Bates College; MA, University of New Hampshire; PhD, University of New Hampshire. Appointed 2009.

**Olga Sullivan, Associate Professor of Practice, Nursing**

MS, University of Massachusetts, Boston. Appointed 2010.

**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.

**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.

**Susan Duffy, Assistant Professor**  
BS, Pennsylvania State University; MS, John  
Hopkins University; PhD, George Washington  
University. Appointed 2008.

**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.

**Deborah M. Kolb, Professor Emerita**  
BA, Vassar College; MBA, University of Colorado; PhD, Massachusetts Institute of Technology. Appointed 1977.

**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.

**Sylvia Maxfield, Professor, CGO Faculty Affiliate and Director, Principled Leadership Initiative**  
BA, Cornell University; MA, PhD, Harvard University. Appointed 2001.

**Cathy 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, Assistant 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*

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. Waldfoegel, 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*

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## 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.

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**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**

Allen Douglas Bliss Memorial Award  
American Institute of Chemists Award in Chemistry  
American Institute of Chemists Award in Biochemistry  
Leonard J. Soltzberg Department of Chemistry and Physics Departmental Service Award

**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 Computer Science & Informatics**

Computer Science Award  
Information Technology 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**

Mathematics Award  
Financial Mathematics Award  
Marion Walter Future Teacher of  
Mathematics 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 Shaghnassy Award

**Program in Physics**

- The Physics of Materials Award
- The Robert Vernon Award in Physics

**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
- 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  
 Home Economics Scholarship  
 Elizabeth Cassell (Dill) Horvath '39, '41SW  
 Scholarship  
 Hoyt Scholarship  
 Theodora Kimball Hubbard Scholarship  
 George and Maria Jelatis Scholarship  
 Homer Jenks Award  
 Sarah Orne Jewett Scholarship  
 Ann DeBerry Johnson Endowed Scholarship  
 Ethel M. Johnson Scholarship  
 Eloise M. Jordan Scholarship  
 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  
 Helen R. Norton Scholarship  
 James and Ella Norton Scholarship

- Charlotte Mintz Novick '29 and Shepard S. Novick Scholarship  
 Marie Arsenault Nowak '62 Endowed Scholarship  
 Rebecca Cohen Ober Scholarship  
 E. Marilyn Oberle '49 Scholarship Fund  
 Kristin Olson Trust and Mark Lieberman Scholarship  
 Anna R. Pandiscio Scholarship  
 Denise Doherty Pappas '71 Scholarship  
 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  
 John C. and Harriet Phillips Scholarship  
 Emily Pitkin Scholarship  
 George Arlon Polsey Memorial Scholarship  
 Caroline Hurd Pooler '53 Scholarship for Dix Scholars  
 Portland Simmons Club Scholarship  
 Emily Scott Pottruck Endowed Scholarship  
 Pottruck Family Foundation Scholarship  
 Alice Resch Powers Scholarship  
 Lucia Luce Quinn '75 Scholarship  
 Rebecca B. Rankin '16 Scholarship  
 Elizabeth B. Rawlins '67GS Scholarship  
 Carol Rennie Scholarship  
 Faith M. Richardson '84 Scholarship  
 Christine Ricker Scholarship Fund for Institutional Studies  
 Annis M. Rideout Scholarship  
 Agnes Spencer Roach Scholarship  
 Florence R. Robertson Scholarship  
 Rochester Simmons Club Scholarship  
 Rayna Rosenweig Rodvien '67 Scholarship  
 Pauline Rogers Scholarship  
 Dr. Barbara J. Rosen Scholarship  
 Harriet L. Rourke '29 Scholarship  
 Phyllis Dawson Rowe Memorial Scholarship  
 Sachs Family School of Social Work Scholarship  
 Sue Sadow Scholarship  
 Ruth Leavitt Saklad '30 and Joseph Saklad Scholarship  
 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 Memroy  
 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  
 Ph.D. 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, ED.D.  
*Doctor of Science*

Brewster Kahle  
*Doctor of Computer Science*

Frances Moor 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 Ogunshye  
*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*

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