

SIMMONS COLLEGE

Undergraduate Program Course Catalog

2008—2010

Addendum Available in Spring 2009

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ACADEMIC CALENDAR 2008–2009

FALL 2008

AUGUST

- 1 Undergraduate tuition payment due for fall
- 15 Graduate tuition payment due for fall
- 27 Residence halls open for new international students
- 29 Residence halls open for graduate students and Dix Scholars
- 30 Residence halls open for new undergraduate students
- Fall Orientation begins for new undergraduate students
- 31 Residence halls open for returning undergraduate students

SEPTEMBER

- 1-3 Fall Orientation continues
- 1 Most administrative offices closed for Labor Day holiday
- 3 Returning undergraduates and graduate students check-in. Mandatory for students with financial obligations.
- 3 First faculty meeting, College of Arts and Sciences
- 4 Classes begin for the fall 2008 term
- 10 Honors Convocation begins at 2:30 p.m.
- 12 Final day to drop a course and receive a full refund
- Final day to add a course without the instructor's signature
- 26 Final day to add a course with the instructor's signature
- Final day to drop a course without the instructor's signature
- Final day for undergraduate students to change a pass/fail grading option
- Final day to drop a course with no "W" designation

OCTOBER

- 13 College closed for Columbus Day holiday
- 14 Academic holiday for students; administrative offices open.
- 17-19 Family weekend
- 22 Senior Faculty Toast
- 24 Final day to drop a course with the instructor's signature; a grade of "W" will be assigned after September 26

NOVEMBER

- 11 College closed for Veterans' Day holiday
- 20 Final day to sign up for Thanksgiving break housing
- 26-27 No classes; Thanksgiving holiday begins after the final class on Tuesday, November 25
- 26 Undergraduate residence halls close at noon for Thanksgiving break

DECEMBER

- 1 College reopens after Thanksgiving holiday
- Last day to withdraw from residence for Spring 2009
- Final day to register for Winter Break housing
- 8 Final day of classes
- 9-10 Reading and review
- 11-17 Final examinations
- 12 Curricular Retreat for CAS faculty
- 15 Tuition payment due for spring
- 18 Residence halls close at noon
- 24-31 College closed for Winter Break

SPRING 2009

JANUARY

- 1 New Year's holiday
- 5 College opens after Winter Break
Fall grades posted to the AARC Web site by 10:00 a.m.
Residence halls open for residents who have academic obligations and have registered for Winter Break
- 19 College closed for Martin Luther King, Jr. holiday
- 20 Residence halls open
Registration and new student orientation
- 22 Classes begin for the Spring 2009 term
- 30 Final day to drop a course and receive a full refund
Final day to add a course without the instructor's signature

FEBRUARY

- 13 Final day to add a course with the instructor's signature
Final day to drop a course without the instructor's signature
Final day for undergraduate students to choose a pass/fail grading option
Final day to drop a course with no "W" designation
- 16 College closed for Presidents' Day holiday
- 27 Final day to register for Spring Break housing

MARCH

- 9-13 Spring Break; no classes; administrative offices open
- 16 Classes resume after spring break
- 20 Final day to drop a course with the instructor's signature; a grade of "W" will be assigned beginning February 13
Professional development day for CAS faculty
- 31 Final day to withdraw from residence for fall 2009

APRIL

- 18 College closed for Patriots' Day holiday
- 27 Senior faculty banquet

MAY

- 1 May Day celebration
Undergraduate Conference Day
- 4 Final day of classes
- 5 Reading and review
- 6-11 Final examinations
- 11 Residence halls close for all students except graduating students at noon
Grades for students graduating in May posted to the AARC website by 10 a.m.
- 16 Commencement
- 17 Residence halls close to graduating seniors at noon
- 18 Grades for all students posted to AARC by 10 a.m.
Summer session begins
Residence halls close for Dix Scholar and graduate students at noon
Summer housing begins
- 25 College closed for Memorial Day holiday

THE COLLEGE

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.

Boston and Beyond

Boston, the largest of New England's many cities, is rich in history, tradition, and cultural diversity. A preeminent business center and a mecca for research, medicine, and education, Boston attracts more than 250,000 undergraduate and graduate students from around the world every year, making it the nation's largest "college town." The historic, tree-lined Simmons campus is located on the borders of Boston's lively Fenway neighborhood and the Longwood Medical Area, a world-renowned hub for research and health care.

As an urban institution deeply involved in and committed to the city, Simmons offers programs that support and encourage partnerships between the College and the city of Boston. Many of the undergraduate departments and graduate schools and programs have long included internships and field-based work at neighborhood institutions as part of their regular courses of study and professional preparation.

Boston offers a variety of cultural, historical, sporting, and social activities. An excellent public transportation system makes traveling throughout the city convenient and inexpensive. Local attractions include the Museum of Science, with its state-of-the-art Omni Theater; the Museum of Fine Arts; the Isabella Stewart Gardner Museum; and the New England Aquarium.

Boston boasts several sports teams, including the Boston Red Sox, the Boston Celtics, the New England Patriots, the Boston Bruins, and the New England Revolution. Each spring, the Boston Marathon draws thousands of world-class runners to the city, and in the fall, Boston hosts the nation's top crew teams at the Head of the Charles Regatta.

Musical events are abundant in Boston. They range from the Boston Pops to rock, blues, and country music to jazz concerts at Berklee College of Music to classical performances at the New England Conservatory of Music and

Symphony Hall. Boston's charming Old World atmosphere and diverse ethnic neighborhoods offer choices from the past and present.

Historical landmarks — including the Bunker Hill Monument, the Old North Church, the U.S.S. Constitution ("Old Ironsides"), and the Paul Revere House — are easily visited by foot along the Freedom Trail.

Colleges of the Fenway (COF) is a collaboration of six Fenway-area colleges — Simmons College, Emmanuel College, Massachusetts College of Pharmacy and Health Sciences, Wentworth Institute of Technology, Wheelock College, and Massachusetts College of Art and Design. COF's goal is to expand and enrich the undergraduate academic offerings and extracurricular opportunities for students at the participating institutions. In addition to shared academic resources and collaborative student services, open cross-registration in undergraduate courses is available for students who meet the required conditions. For more information about the Colleges of the Fenway, visit the website at www.colleges-fenway.org or contact the Office of the Registrar at 617-521-2111.

Studying Off Campus is another option available to Simmons students. Simmons participates in an exchange program with three other colleges in the United States — Spelman College in Atlanta, Ga.; Fisk University in Nashville, Tenn.; and Mills College in Oakland, Calif. In addition, the College has affiliation agreements with Ritsumeikan University in Japan, and the Granada Institute of International Studies in Spain. Double-degree programs are offered in cooperation with Hebrew College and Massachusetts College of Pharmacy and Health Sciences in Boston. The Washington Semester at American University in Washington, D.C., is available to qualified undergraduates, usually juniors, for study in political science, economics, public affairs, and international relations. Simmons also partners with the Sea Education Association, whose SEA program allows students to spend a semester or a summer session at sea studying marine

policy, history, literature, and the scientific technology used to understand navigation and oceanography.

Study Abroad Overview: Simmons students can study abroad for a semester, year, or summer, for two to four weeks, in almost any country in the world, and choose from hundreds of course offerings. Exchanges and faculty-led travel courses organized by Simmons are designed to provide creative options for academic study. For more information contact the Study Abroad Office at 617-521-2128, email studyabroad@simmons.edu or visit the website www.simmons.edu/studyabroad.

Semester or Year Study Abroad and Exchange: During the past two years, more than 135 Simmons students have studied for a semester or year in Senegal, Costa Rica, Australia, and many other destinations. Simmons has a semester exchange agreements with Ritsumeikan University in Kyoto, Japan. While all study-abroad semester programs involve standard academic classroom experiences, special field study options also include opportunities to learn from locals about contemporary issues such as Masai environmental management systems (Kenya), public health (China), and social justice (Switzerland). In addition, multicountry programs such as the Scholar Ship provide a unique opportunity to be on a moving college campus. All students who want to study abroad must go through the Study Abroad Office and have their programs and courses pre-approved.

Faculty-led Travel Courses offer students the opportunity to travel with a professor and a group of students for two to four weeks while earning academic credits. Travel courses are uniquely designed and led by Simmons faculty according to their academic and regional specialties. Recent courses include physics in Pisa and Paris, management in India, and journalism in South Africa. Some include a service learning component, for example working on a water filtration project or in a health clinic in Nicaragua. Coursework and class sessions during the

semester before departure prepare students for travel. Many of the travel courses are designed to fulfill a mode of inquiry requirement. The travel course typically counts as the fifth course in a student's semester program. A travel course enables a student to be immersed in a culture other than her own and to broaden her perspective and knowledge of a language or subject through an intensive learning experience. Courses in the catalog marked TC are travel courses.

The Army Reserve Officers' Training Corps (ROTC) Program is a study option offered to full-time Simmons students by the Department of Military Science at Northeastern University. Students are eligible to apply for two- and three-year ROTC scholarship-assistance programs. Academic credit for courses taken in the ROTC Program may not be transferred for use toward the Simmons degree. The Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.

Through a cross-enrolled program with Boston University, interested students may participate in the Air Force Reserve Officer Training Corps Program. Requirements include yearly aerospace studies classes, leadership laboratory classes, and physical fitness training. Mandatory weekly time commitments range from five–seven hours. Once students complete their degree's, the Air Force offers a wide variety of career fields from which to choose including flying opportunities as a pilot, navigator, or weapons controller. The Air Force has opportunities for students of any major. First-year's and sophomores in college can compete for two-, three-, and three-and-a-half year scholarships, some of which cover full tuition; others, \$15,000 per academic year. All scholarship winners receive a \$250–\$400 stipend per month, a \$600

book allowance, and uniforms. Meeting physical fitness standards, medical qualifications, and the Air Force Officer Qualifying Test standards are the necessary requirements to join ROTC. For more information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road; Boston, MA 02215, 617-353-6316 or visit the website at: www.bu.edu/af-rotc.

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 citizenship and global awareness.

ACADEMIC ADVISING

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

Students are assigned academic advisors prior to the beginning of the semester in which they enter the College. Members of the faculty

from all departments serve as first-year student advisors. In general, advising assignments are based on the student's expressed area of interest. 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, 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. (See the student services section on pages 35-

42). 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 10 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
- Chemistry
- Chemistry-management
- Communications
- Computer science
- Dietetics
- 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
- English
- Environmental science
- Finance
- Financial mathematics
- French
- History
- Information technology
- International relations
- Management
- Marketing
- Mathematics
- Music

Nursing
 Nutrition and dietetics
 Nutrition and food science
 Philosophy
 Physical therapy
 Physics
 Political science
 Psychobiology
 Psychology
 Public health
 Retail management
 Sociology
 Spanish
 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 metrics
 Cinema and media studies
 Gender history
 Leadership and women
 Photography
 Physics of materials
 Performing arts
 Public history
 Public policy studies
 Social justice
 Statistics

Other Academic Programs

Pre-law

Website: 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 prelaw 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/

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
 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

Table of Undergraduate Course Equivalencies for the MHA Degree Program

<i>Course</i>	<i>Title</i>	<i>Credits</i>
HCA 501	Principles and Foundations of Health Care Administration	3
HCA 502	Quantitative Analysis <i>or</i>	2
MATH 218	Biostatistics	4
HCA 504	Market Principles in Health Care <i>or either</i>	2
ECON 200	Intermediate Microeconomics <i>or</i>	4
ECON 239	Government Regulation of Industry	4
HCA 505	Managing People in Health Care Organizations <i>or either</i>	2
MGMT 234	Organizational Communication & Behavior <i>or</i>	4
MGMT 321	Managing the Diverse Work Force	4
SHS 450	The Health Care System: Interdisciplinary Perspectives <i>or</i>	3
SOCI 345	Health Systems and Policy	4

a member of Biological Honor Society Beta Beta.

Accelerated Master's Degrees

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, communications management, general education, special education, English, gender/cultural studies, history and archives management, and Spanish. 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 for Health Studies offers an accelerated Master of Health Administration (MHA) degree with the 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 dead-

line 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, please contact your academic advisor and/or John Lowe, director of Health Care Administration in the School for Health Studies, at john.lowe@simmons.edu or 617-521-2375.

BS/MS Biology/Nutrition

See pages 77-78.

BA/MBA Management

See pages 156-157.

BA, BS/SSW

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).

Integrated Undergraduate/Graduate Programs

In addition to the accelerated undergraduate/graduate programs listed above, the College offers integrated undergraduate/graduate programs in the following areas:

- chemistry and pharmacy (see page 86)
- children's literature (see *Graduate Course Catalog*)
- English (see *Graduate Course Catalog*)
- gender/cultural studies (see *Graduate Course Catalog*)
- history and archives management (see *Graduate Course Catalog*)
- education (see page 117)
- information services (an integrated program between the Graduate School of Library and Information Science and either chemistry, computer science, or mathematics; see page 102)
- nursing (see page 179)
- nutrition (see page 183)
- open major (see page 22)
- physical therapy (see page 192)

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

Website: www.simmons.edu/academics/undergraduate/study_abroad/travel-programs/index.html

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. In 2008–2010, program offerings will likely include courses in Austria, Nicaragua, Spain, Japan, and South Africa. The travel course website (see above) provides pictures and text accounts of students' overseas experiences, as well as current information on offerings.

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

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

Credit for Prior Learning

The Credit for Prior Learning program offers Dix Scholars an opportunity to receive academic credit for knowledge gained through life experience. For more information, please see page 48 or contact the Office of Undergraduate Admission.

Partnerships

The College partners with a number of cultural and academic institutions that enrich its academic offerings and offer increased opportunities to students, faculty, and staff. These partnerships include:

American University, Washington, D.C. – Offers qualified students, usually juniors, an opportunity to study political science, economics, public affairs, and international relations through the Washington Semester program.

Association of New American Colleges (ANAC) – Partners with more than 20 comparable colleges to share resources, data, and some programming as well as faculty

development opportunities.

Butler University, Indianapolis, Indiana – Partners with Simmons on study-abroad programs.

Colleges of the Fenway, Boston – Offers cross-registration and other academic and extracurricular opportunities at five other Fenway-area colleges. See page 9.

Community Service Learning – Offers students opportunities to participate in diverse projects and programs throughout the Boston community, such as Mission Safe, the Farragut School, the Timilty School, Hale House, and Best Buddies.

Cornell University, Ithaca, N.Y. – Collaborates with Simmons on a Women in Materials program, sponsored by the National Science Foundation, to enhance the participation of women in materials-related study and research. Includes opportunities for summer study at the Cornell Center for Materials Research.

The Domestic Exchange Program – Allows Simmons students an opportunity to spend one or two semesters of the sophomore or junior year at one of the following institutions:

- Fisk University, Nashville, Tenn.
- Mills College, Oakland, Calif.
- Spelman College, Atlanta, Ga.

Student can also do a domestic exchange at any ANAC school. Additional information is available through the Office of Student Life.

The English Institute of Harvard University, Cambridge, Mass. – Offers graduate students and faculty teaching in graduate programs the opportunity to attend an annual conference of renowned literary scholars.

The Fenway Alliance – Provides members of the Simmons community access to the many programs and events offered through this Fenway-area consortium of academic, cultural, and arts organizations.

The Girls Get Connected Collaborative – Provides Simmons students the opportunity to work with middle-school girls on technology projects.

Granada Institute of International Studies, Granada, Spain – Offers qualified Simmons students the opportunity to participate in an immersion program at the University of Granada studying Spanish language and culture.

Hebrew College, Newton, Mass. – Offers students the opportunity to take courses, including language courses, that transfer to Simmons.

The Isabella Stewart Gardner Museum, Boston – Enables members of the Simmons community to visit the museum at no charge.

The Museum of Fine Arts, Boston – Enables Simmons students to visit the museum, excluding special exhibits, at no charge.

The New England Conservatory of Music, Boston – Provides qualified Simmons students with opportunities to earn credit in performance studies and theoretical subjects. See page 69.

The New England Philharmonic Orchestra, Boston, MA – Allows members of the Simmons community free concert tickets and open admission to all rehearsals. Also offers internship opportunities and class lectures.

92nd Street YWCA, New York City – Hosts the Arts Administration Institute, offered every two years through the program in arts administration. See page 67.

Ritsumeikan University, Kyoto, Japan – Allows students and/or faculty from both schools the opportunity to participate in an exchange.

Ryerson University, Toronto, Canada – Participates in an exchange program for nutrition students.

Centers and Publications

Center for Gender in Organizations

Director: Patricia Deyton

Website: www.simmons.edu/som/cgo

The Center for Gender in Organizations (CGO), an international resource for innovative ideas and practice in the field of gender, work, and organizations, is part of the School of Management. For more information, visit the website (see above).

Gustavus Myers Center for the Study of Bigotry and Human Rights in North America

Director: Loretta J. Williams

Website: www.myerscenter.org

The Gustavus Myers Center for the Study of Bigotry and Human Rights in North America discovers, assesses, promotes, and distributes information that increases understanding of intolerance and bigotry and, most importantly, strategies that can lead to greater equity in a diverse society. The center annually awards the Myers Outstanding Book Awards to 10 U.S. and Canadian authors whose books advance human rights. For copies of the newsletter and more information, visit the website (see above).

The Scott/Ross Center for Community Service

Director: Stephen London

Website: www.simmons.edu/communityservice

The Scott/Ross Center for Community Service facilitates and promotes community service and service learning for Simmons College students, faculty, and staff. The Center provides a wide range of opportunities to serve the larger community through volunteer, federal work study, and service learning positions. More than 30 undergraduate and graduate courses incorporate service learning, which is a teaching method that engages students in organized community service while developing their academic skills, sense of civic responsibility, and commitment to the community. For more information visit the website (see above).

Simmons Institute for Leadership and Change

Director: Diane Hammer

Website: www.simmons.edu/silc

Fulfilling John Simmons's original mission for the College, to improve the status of women in the Boston community, the Simmons Institute for Leadership and Change (SILC) is committed to projects that initiate social change for women, raise women's issues to the state and national political levels, and ultimately trans-

form the lives of women and girls for the better. SILC is one of the few Massachusetts-based organizations that offer public events addressing women's issues from both local and global perspectives. It is committed to helping people act individually and collectively to transform their personal, work, and community lives by creating partnerships between academic, business, and community organizations. These partnerships create innovative strategies, promote activism, and work toward social justice.

Summer Institute in Children's Literature

Program Director: Cathryn Mercier

Website: www.simmons.edu/graduate/childrens_literature

Offered every other year through the graduate program in children's literature, the Summer Institute brings together authors, illustrators, editors, and critics for discussion of a literary theme. For further information, see the *Graduate Course Catalog* or contact the children's literature program at 617-521-2540.

The Zora Neale Hurston Literary Center

Director: Afaa M. Weaver

The mission of the Zora Neale Hurston Literary Center is to help cultivate literary awareness and cultural diversity on the campus. Taking as its inspiration the work of the African American novelist, playwright, and folklorist Zora Neale Hurston, the Center seeks to present an inclusive forum for contemporary poets, playwrights, and fiction and prose writers issuing from a foundation in the experience of the African diaspora. It further seeks to strengthen the College's relationships with the various communities in the Boston area. For more information, contact the Zora Neale Hurston Literary Center at znh@simmons.edu or Erin Nichols, the ZNH administrator, at 617-521-2220.

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 mathematics and language departments. 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.

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 com-

pletes 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 for this 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:

Multidisciplinary Core Course

MCC 101/102 Culture Matters and

MCC 103 Culture Matters for Dix Scholars

See description on page 175.

All first-year students take MCC 101 and 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 MCC 101 and 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 who have completed a two-semester writing requirement at another college have generally completed the MCC requirement following a transcript evaluation by the registrar's office. For this purpose, transfer students are students with at least 32 credits brought from another institution. Transfers with 32 or more credits who have taken one semester of writing elsewhere are expected to take MCC 102 in their first year at Simmons. Transfers with fewer than 64 credits and no previous writing experience must take MCC 101 and 102.

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. That course must be determined in consultation with the director of MCC.

Competency in Basic Mathematics

Every Simmons graduate must have demonstrated competency in basic mathematics and it may be demonstrated 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.

Beginning in fall 2006, 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. More information is available via eLearning.

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. 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	MUS 125	The Symphony and Symphonic Music
ART 112	Introduction to Studio Art: Color	MUS 130	Music in Austria: The Imperial Legacy
ART 117	Introduction to Studio Art: Printmaking	MUS 141	Mozart: The Man and His Music
ART 119	Introduction to Studio Art: Sculpture	MUS 165	Music in Film
ART/	Introduction to Photography	MUS 222	Music in America
COMM 138	and the Traditional Lab	MUS 232	Bach to Beethoven: Music in the 18th Century
ART 139	Introduction to Photography and the Digital Lab	MUS 234	Music of the Romantic Tradition
ART 141	Introduction to Art History: Egypt to Mannerism	MUS 239	Paris in the Modern Age
ART 142	Introduction to Art History: Baroque to the 20th Century	PHIL 132	Philosophy and the Arts
ART 154	Contemporary Art		
ART 157	The Impact of Chinese Art: Antiquity to Today		
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 216	Screen Printing and Propaganda		
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	CHIN 202	Intermediate Chinese II
ART 255	African American Art	CHIN 214	Contemporary Chinese Cinema
CHIN/	Chinese Calligraphy:	CHIN 250	Masterpieces of Traditional Chinese Literature
ART 260	Alternate Body-Building	CHIN/	Fiction from China's
COMM 120	Communications Media	ENGL 251	Imperial Past
COMM 121	Visual Communication	ENGL 110	Introduction to Literature
COMM 210	Introduction to Graphic Design: Principles and Practice	ENGL 111	Greek Mythology and Religion
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
MUS 110	Music Fundamentals	ENGL 162	American Literature from 1865 to 1920
MUS 120	Introduction to Music: The Middle Ages to Early Romanticism	ENGL 172	Modern American Fiction
MUS 121	Introduction to Music: Early Romanticism to the Present	ENGL 176	African American Fiction
		ENGL 178	Multicultural Themes in Modern American Literature

Mode 2 – Language, Literature, and Culture

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

ENGL 184	Modern World Drama
ENGL/	Women in Literature
WGST 193	
ENGL 195	Art of Film
FREN 202	Intermediate French II
FREN 240	Spoken French
FREN 245	Conversation and Composition
FREN 246	Translation and Linguistics
FREN 266	The Quest for Identity: The Self and Other in the French Literary Tradition
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
HIST 117	History Through Novels and Film
HON 204	<i>Dialogues culturels</i> : France and the Francophone World
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
SPAN 202	Intermediate Spanish II
SPAN 240	Spoken Spanish
SPAN 245	Conversation and Composition
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 19th- and 20th-Century Latin American Literature
SPAN 269	The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel
SPAN 314	Hispanic Culture As Seen Through Film
SPAN 318	Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain
SPAN 320	The World of Don Quixote

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

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 20-21) 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 101	www.computing.you
CS 112	Introduction to Programming in Java
CS 226	Computer Organization and Architecture
HON 308	Modeling Global Warming and Climate Change
IT 101	Living in a Digital Society
IT 125	Health Informatics
MATH 103	Real-Life Math
MATH 106	Precalculus
MATH 115	Number Systems and Algebra for Elementary School Teachers
MATH 116	Geometry and Data Analysis for Elementary Schools Teachers
MATH 118	Introductory Statistics
MATH 120	Calculus I
MATH 121	Calculus II
MATH 210	Discrete Mathematics
MATH 211	Linear Algebra
MATH 220	Multivariable Calculus
MATH 238	Applied Statistical Models
MGMT 110	Principles of Financial Accounting

MGMT 112	Your Money and Your Life: Personal Finance
PHIL 123	Symbolic Logic

Mode 4 – Scientific Inquiry

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

BIOL 102	Biology of Human Development
BIOL/ PHYS 103	Great Discoveries in Science
BIOL 105	Environment and Public Health in Costa Rica
BIOL 107	Plants and Society
BIOL 109	Biology of Women
BIOL 113	General Biology
CHEM 107	Chemistry of Drugs and Drug Action
CHEM 109	Chemistry and Consumption: Applying Chemistry to Society
CHEM 111	Introductory Chemistry: Inorganic
CHEM 113	Principles of Chemistry
HON 303	HIV/AIDS: Intersection of Science
HON 305	Specimens and Collections: Science in Victorian Literature
NUTR 101	Food Science
NUTR 111	Fundamentals of Nutrition Science
PHYS 105	Science and Technology in the Everyday World: The Way Things Work
PHYS 110	Introductory Physics I
PHYS 112	Fundamentals of Physics I
PSYC 201	Biological Psychology

Mode 5 – Social and Historical Perspectives

Courses in this category focus on the historical, economic, political, or social factors that influence individuals, groups, and/or institu-

tions. Through such an examination, students will be able to describe and analyze historical and/or contemporary patterns and structures of social institutions.

AST 101	Introduction to Africana Studies
AST 102	Social and Psychological Development of Blacks in America
AST 240	African American Intellectual and Political History
CHIN 310	Chinese Civilization: Past and Present
COMM 124	Media, Messages, and Society
COMM 260	Journalism
ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
ECON/ WGST 125	Women and Work
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
HIST 100	World Civilizations I: Pre-Modern Societies
HIST 101	World Civilizations II: Colonialism and Post-Colonialism
HIST 128	Modern European History 1789–1989
HIST 140	History of American Civilization I: 1607–1877
HIST 141	History of American Civilization II: 1877–1975
HIST 201	The Dynamics of Japanese History
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	African American History from Colonial Times to Reconstruction	SPAN 310	The Making of Spain: Studies in Spanish Culture
HIST 213	Race and Ethnicity in U.S. History	SPAN 312	Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity
HIST 215	Women and Gender in U.S. History before 1890	SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture
HIST 216	Women and Gender in U.S. History since 1890	WGST 200	Women, Nation, Culture
HIST 219	History of Sexuality and the Family		
HIST 235	French Revolutionary Era: Politics and Culture		
HIST 237	Holocaust		
HIST 248	United States Foreign Policy: 1898–1945		
HIST 271	History of Muslim Societies		
HON 201	Conflict and Identity in Sudan		
HON 202	Political Upheaval and Its Expression in 20th-Century Latin America		
HON 203	Islam and the West		
HON 301	Explosive Mix: When Ethnicity, Religion, and Nationalism Collide		
IDS 228	Service Learning in Nicaragua		
JAPN 310	Japanese Civilization	HON 302	Sexuality, Nature, and Power
MGMT 131	Cross-Cultural Management	HON 306	Covering War
MGMT 245	Cross-Cultural Studies of Women Leadership	MGMT 224	Socially-Minded Leadership
NUTR 110	Sociocultural Implications of Nutrition	PHIL 120	Introduction to Philosophy: The Big Questions
NUTR 150	International Nutrition Issues	PHIL 121	Philosophy of Religion
PHIL 241	The Beginnings of Philosophy: Plato and Aristotle	PHIL 131	Biomedical Ethics
PHIL 242	Making of the Modern Mind	PHIL 133	Asian Philosophy
PHIL 243	Mind, Politics, and Society: 19th-Century Philosophy	PHIL 136	Philosophy of Human Nature
POLS 101	Introduction to American Politics	PHIL 139	Environmental Ethics
POLS 102	Introduction to International Politics	PHIL 223	Philosophy of Race and Gender
POLS 104	Introduction to Comparative Politics	PHIL 225	Ethical, Legal, and Social Issues in Information Technology
POLS 217	American Public Policy	PHIL 230	Ethical Theory
POLS 221	The Arab-Israeli Conflict	PHIL/	Theories of Justice
POLS 225	International Politics of East Asia	POLS 232	
PSYC 248	Social Psychology	PHIL 237	Philosophy of Mind
SOCI 101	Principles of Sociology	PHIL 238	Ways of Knowing
SOCI 277	Introduction to Latin American Studies	POLS 103	The Nature of Politics
SJ 222	Organizing for Social Change	PSYC 101	Introduction to Psychology
		SJ 220	Working for Social Justice
		WGST 100	Introduction to Multicultural Women's and Gender Studies

WGST 111 Introduction to Gay, Lesbian,
Bisexual, and Transgender
Studies

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:

- Multidisciplinary Core Course: MCC 101, 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

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 147–150). 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 47.

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

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

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

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

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

Latin Honors: Summa cum laude (3.90–4.00), magna cum laude (3.75–3.89), and cum laude (3.55–3.74) are granted to graduating seniors who achieve grade point averages at a distinguished level, have earned at least 48 semester hours of letter grades, and are not in violation of the Honor Code of Responsibility.

Principles and Policies

Simmons has committed itself to the following principles and policies:

Student Principles

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

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

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

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

reasonable expectation.

Attendance and punctuality are expected at all classes. While there are no established College-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts state law, no student will be penalized for absence due to religious observances.

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

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

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

Student Policies

The College's practice in regard to student record-keeping is based on the provisions of the Educational Privacy Act of 1974 and is intended to be a safeguard against the unauthorized release of information. Information on the Family Educational Rights and Privacy Act and students' rights under the law are available in the *Student Handbook*.

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

An undergraduate student who wishes to withdraw from the College must notify the registrar in writing in advance of her withdrawal. Students are urged to consult with their 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, Todd Herriott.

Religious Observance

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

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

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

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

Other Policies

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

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

Administration

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

The Board of Trustees is entrusted with the management of the business, property, and

affairs of the College, including setting overall policy for the College, appointing the president and officers of the College, approving the granting of degrees and other academic functions, and ensuring the responsible use of its assets for the long-term health of the institution.

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

The Provost, reporting to the president, is the Chief Academic Officer and the second-highest ranking officer at Simmons. All Deans, the Office of Sponsored Research, the Library, the Registrar, the Career Education Center, and the Study Abroad Office shall report to the provost. In the president's absence, the provost shall serve as the chief executive officer for the university. The provost provides leadership and advocacy for Simmons's academic programs. The provost coordinates and manages the promotion and tenure process, advises the president and Board of Trustees on academic matters, and plays a major role in developing the annual budget and in recommending allocation of resources, particularly within academic units.

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.

Student Services

In keeping with its philosophy of individual study, personal development, and career preparation, the College offers a variety of programs and services for its students.

The Office of Alumnae/i Relations

Executive Director: Lorita B. Williams

Website: alumnet.simmons.edu

The Office of Alumnae/i Relations serves approximately 40,500 addressable alumnae/i across the nation and abroad. The office develops and administers programs and services to benefit all alumnae/i while supporting the mission of the College. They are relationship agents who foster and enhance connections between alumnae/i, students, and Simmons. Their purpose is to establish, maintain, and nurture these relationships so as to encourage volunteerism and philanthropic giving. They collaborate with internal partners and create

life-long educational, social, and professional opportunities through which their constituents play an active role in carrying out the mission of the College. Partnerships have been established with all Alumnae/i Associations, the Development Office, faculty, staff, administrators, area colleges and universities, nonprofit organizations, and businesses.

Alumnae/i involvement and support are vital to the College. They provide important support to the College through their leadership and volunteerism and with generous contributions to annual, capital, and planned gifts. There are more than 1,150 alumnae/i volunteer leaders, creating a worldwide network to recruit and assist students in their educational pursuits and in their leadership and career development through scholarships, mentoring, and internship programs. The alumnae/i network includes more than 25 alumnae/i clubs and designated contacts in the United States and in Europe. Graduate alumnae/i represent half of the College's graduates.

Graduates of the College are invited to join more than 6,300 registered alumnae/i worldwide through Alumnet, the comprehensive online community for Simmons alumnae/i. The community allows alumnae/i to maintain close ties with the College or College friends in the U.S. and abroad. Simmons graduates can easily register to participate in the online community. To register, log on to alumnet.simmons.edu and click on "Join Today." For more information, please contact alumnet@simmons.edu or call the Office of Alumnae/i Relations at 800-246-0573.

The Career Education Center

Director: Andrea Wolf

Website: my.simmons.edu/services/cec/

The Career Education Center (CEC) assists students and alumnae/i at all stages of their career development by providing comprehensive services and resources. Professional career counselors advise and guide clients to make informed and meaningful career decisions. They prepare students to make the transition

from school to their professional future with employment, graduate school, or fellowship opportunities. Alumnae/i who seek career coaching are evaluating their career choices and making changes. Career counselors utilize a five-step career development model of assessment, exploration, preparation, implementation, and decision-making.

The CEC provides an important link between academic and professional preparation by partnering with faculty and administration to prepare students for experiential learning opportunities, internships, employment, graduate school, fellowships, and advanced study opportunities. They integrate into the academic programs by doing classroom presentations and teaching workshops on relevant career topics. The CEC works closely with the Office of Alumnae/i Relations to develop programming such as large symposiums and networking events. The CEC seeks ways to strengthen alumnae/i ties and the value of our career services for lifelong career management.

The CEC's employer relations program has a focus on increasing job and internship opportunities through active outreach with targeted employers, recruiters, and agencies. It develops and manages recruiting events and employer information programs. Annually the CEC posts approximately 2,700 domestic and international internship and employment listings on Career Link from business, health, education, government, public affairs, human services and international organizations, at careerlink.simmons.edu.

CASH is another online database that provides descriptions of on- and off-campus job opportunities, at cash.simmons.edu. Every spring the CEC hosts a Career and Internship Fair and "Interview Bonanza" for graduating seniors. The CEC also promotes other Job Fairs sponsored through the consortium of local career centers.

The CEC works in partnership with the Career Resource Library, which has a vast collection of current career resources. It provides one-on-one reference support for career exploration,

industry/company research, graduate school, fellowship, and funding resources.

The CEC's website is a rich source of information about its services and resources. Contact the office at careers@simmons.edu or 617-521-2488.

Center for Academic Achievement

Director: Todd K. Herriott

Website: my.simmons.edu/services/caa/

The Center for Academic Achievement (CAA) supports the educational goals of Simmons students by providing academic services, assistance, and access to success. The CAA supports Simmons faculty in advising students and providing them with an excellent education. Students receive peer tutorial services in a variety of different courses in many of the major concentrations, including the sciences, language, and social sciences. The study skills advisor helps students with development of learning strategies, time management, test preparation, and academic motivation. CAA staff members meet with students to assist them with assessing their academic strengths and opportunities for growth through individual counseling on issues that influence their academic performance. As a special service to first-year students and faculty advisors, the CAA distributes First Year Mid-Semester Progress Reports issued by the course instructor. The progress report gives the student and the academic advisor positive and constructive criticism of the student's performance and guides them in their intellectual pursuits.

College of Arts and Sciences, The Office of the Dean

Dean: Diane Raymond

The Office of the Dean of the College of Arts and Sciences (CAS) provides leadership in the areas of graduate and undergraduate curriculum, admission, faculty development, and student academic progress and awards. The dean is responsible for CAS's academic departments, graduate studies programs, full and adjunct faculty, budgets, strategic planning, and

curriculum development. The dean also oversees the Office of Undergraduate Admission, the Office of Graduate Studies Admission, the Simmons Institute for Leadership and Change, and the writing program. For further information, contact cas@simmons.edu or 617-521-2091.

The J. Garton Needham Counseling Center

Director: Dr. Jonathan Ehrenworth

Website: www.simmons.edu/students/counselingcenter

The J. Garton Needham Counseling Center's staff offers personal counseling services to students who wish to discuss confidentially their concerns and questions with a staff psychologist or intern in psychology, social work, or counseling. Following an initial evaluation, the counselor will recommend appropriate ways of helping the student cope with these concerns. Consultation services are available to any member of the Simmons community who is concerned about a colleague, fellow student, or friend. These services are available at no cost and are confidential, as provided by state law.

Disability Services

Director: Timothy Rogers

Website: <http://my.simmons.edu/services/disability>

Simmons is committed to providing access to education for all students. Students with a documented physical, health, sensory, learning, or mental health disability may be eligible for reasonable academic accommodations through Disability Services. Students who wish to receive academic accommodations must first provide documentation of their disability to the Disability Services office, part of the Center for Academic Achievement, for review and evaluation. Once the submitted documentation has been approved, students should make an appointment to discuss reasonable accommodations and to register with Disability Services. Reasonable accommodations are determined on a case-by-case basis in consultation with the coordinator, the student, and, if appropriate,

with the faculty. Services such as extra time on exams, note takers, readers, use of adaptive technology, and academic coaching are some of the possible accommodations available.

Disability Services also sponsors workshops for students on specific themes and works closely with faculty to promote education relating to those issues.

The Office of Student Financial Services

Director: Diane Hallisey

Website: my.simmons.edu/services/sfs/

The Office of Student Financial Services consists of the financial aid, student accounts, and cashing functions. The office administers a comprehensive financial aid program, which includes institutional, federal, and state grants and loans. This funding may make a Simmons education available to students who are unable to finance costs entirely on their own. This office is also responsible for the collection of student account charges, processing of student loan funds, and servicing students on financial issues.

The Simmons College Health Center

Administrative Director: Susan Glazer

Website: my.simmons.edu/services/health/

The Simmons College Health Center is located on the residence campus. The staff includes the medical director, administrative director, several staff physicians, registered nurses, and nurse practitioners. The Center is open daily, including weekends, for treatment of illness and injury, immunizations, primary care including gynecological care, and sports and nursing clearance. Call in the morning for a same day appointment 617-521-1002. A staff member is also on call for consultation when the Health Center is closed. More information about Health Center services can be found on the web at the above address.

Immunization and Insurance Requirements

State law requires that full-time undergraduate and graduate students and full and

part-time health science students have a copy of their immunization record on file at the Health Center prior to starting classes. Undergraduates are required to submit a Health Certificate as well. The College provides the necessary forms through the undergraduate and graduate admission offices. The forms are also available online at our web address on page 37. Payment of an annual health fee, currently \$660 annually (\$330/semester), is required of all full-time undergraduates and those graduate students living on the residence campus. The health fee allows these students to use the Health Center during the academic year free of most additional charges. Other graduate students are welcome to use the Health Center on a fee-for-service basis. If you are covered by the College insurance plan (Consolidated), the plan can be billed for your visit. Additionally, state law requires all students to carry health insurance to cover those services that cannot be provided at the Health Center or a physician's office, such as prescription medications, emergency room visits, X-rays, and laboratory tests. Students not covered by a family or individual plan may purchase health insurance through the College. Additional information about fees and insurance can be found on the Health Center website; or call the Health Center at 617-521-1002 with any questions.

The Health Education Program

Director: Elise Tofias Phillips, Med
Website: my.simmons.edu/services/health-education

The health education program at Simmons College is part of the Office of the Dean for Student Life and is located in the health center. The department specializes in health education programs; health awareness campaigns; College wide events, interactive workshops; health-related lectures; peer education; and individual and group health, wellness, and nutrition counseling. The department assesses students' awareness, knowledge, behaviors, and perceptions of preventive health strategies and works to create programming for positive

lifelong learning. Health education includes peer education programs in the areas of time and stress management, smoking cessation, nutrition, healthy eating, disordered eating, body image, drug and alcohol use, safe sex, HIV and AIDS, self-esteem, healthy relationships, and the prevention of relationship violence and sexual assault. Health education programs are facilitated by professional health educators, nutritionists, student health educators, and health and counseling staff. For more information, please contact healtheducation@simmons.edu or call Elise Tofias Phillips, director of health education, at 617-521-1001. For nutrition counseling contact kathianne.williams@simmons.edu or 617-521-1298.

The College Library

Director: Daphne Harrington

Website: my.simmons.edu/library

The Library supports and enhances the academic, instructional, and intellectual programs of Simmons College. The Library achieves this goal by acquiring and making readily accessible a wide variety of print, media, and electronic materials, and by offering a full range of research and information services.

The Beatley Library, the main College library, recently completed a major renovation and expansion, increasing library space by 43 percent to 45,000 square feet. The new Library offers over 550 individual and collaborative study seats of many types, including private study carrels, large cherry wood tables, and soft lounge seating with foot stools and end tables. Student groups can work together in 14 high-tech group study rooms. The Information Commons in the Library provides a technology help desk for students, 132 PC and Mac workstations, more than 40 wireless laptops for checkout for use throughout the building, high-speed printers, and free WiFi throughout the building. Also contained in the Library are a Library Instruction Classroom for specialized research workshops, a Media Viewing and Listening room, and a self-checkout station.

The Library has a print collection of more

than 240,000 volumes, including 1,700 periodical subscriptions and an extensive reference collection, and provides online access to an additional 42,000 books, 34,000 journals, and 140 databases. Collections support the curricula of the College of Arts and Sciences and every graduate school. The online catalog allows students to locate resources owned by the Library, access course readings through an e-reserves service, renew books online, and reserve group study rooms. Materials not available in the Library or online can be ordered electronically free of charge through the Interlibrary Loan service. Reference librarians are available to assist patrons with research and with learning how to most effectively utilize the Library's services and collections. Library training and instruction are designed collaboratively with faculty, and are offered in the Library and in many classes, as well as over the phone or electronically through email, chat, and digital reference.

The College's Colonel Miriam E. Perry Goll Archives houses a collection of historical materials relating to Simmons and to the history of professional education for women. The Miller/Knopf Career Resource Library, located at One Palace Road, is a reference center where students can explore and research various academic programs and career opportunities. The Simmons Library belongs to the Fenway Library Consortium, which provides current members of the Simmons College community with library privileges at 14 nearby libraries: the Brookline Public Library; libraries at Emerson, Emmanuel, Hebrew and Wheelock Colleges; Roxbury Community College; Massachusetts College of Art; Massachusetts College of Pharmacy and Health Sciences; Suffolk and Lesley Universities; University of Massachusetts at Boston; Wentworth Institute of Technology; the New England Conservatory of Music; and the Museum of Fine Arts, including the School of the Museum of Fine Arts.

The Office of the Dean for Student Life

Dean: Sheila Murphy

Website: www.simmons.edu/student-life/

The Office of the Dean for Student Life coordinates a comprehensive set of programs and services designed to enhance Simmons College undergraduate and graduate students' educational experience. It includes the following departments: athletics, the counseling center, the health center, health education, residence life, leadership and first-year programs, student activities, the Upward Bound program, and religious life. Staff members in the student life office provide specialized services for ALANA (African American, Latina, Asian, and Native American) students, Dix Scholars, international students, and commuting students.

Information on Simmons College policies, procedures, and academic and social programs is available through the Office of the Dean for Student Life. The staff in the dean's office administer the following programs: undergraduate orientations, international student advising, domestic exchange, ALANA, retention programs, assessment programs, advice on leaves of absence and change of status, and other issues of interest and concern to students.

Students are welcome to schedule appointments to discuss specific issues of interest. Evening appointments are available for the convenience of students who may be unavailable during business hours.

The Office of Leadership and Activities

Director: Erin O'Conner

Website: my.simmons.edu/life/leadership/

The Office of Student Leadership and Activities provides opportunities for leadership development, helps undergraduate students transition to Simmons through orientation, and coordinates the first-year experience seminar (FYE) for all traditional first-year students. Training and development for student organizations is provided through scheduled workshops and tailored programs designed for and/or requested by students. The office also oversees

the annual student leadership selection process, which places student leaders in the following positions: first-year experience seminar facilitators, orientation leaders, student advisors on multiculturalism, and student health Educators.

In addition, the Office of Student Leadership and Activities provides support to commuter students, coordinates commuter student mailboxes in the main college building; and to the student box office, which sells postage stamps, discounted tickets to local attractions and movie theaters, and special-event tickets.

Physical Education, Intercollegiate Athletics, Recreation, and Intramurals

Director: Alice Kantor

Website: my.simmons.edu/campuslife/athletics/

At Simmons, opportunities for intercollegiate, intramural, and recreation participation are offered to all students of the College. Students of many athletic backgrounds and skill levels can find a way to enjoy exercise at Simmons, whether they are on their way to a conference championship with their varsity team or unwinding after a difficult exam. Opportunities are available to compete as a varsity athlete against other athletes from around New England; to play on an intramural team against residence hall friends, faculty, and staff; to learn new skills or further develop existing ones through fitness instructional courses; and to enjoy the outdoors on a recreational outing.

The intercollegiate athletic program emphasizes the pursuit of athletic excellence and enjoyment of competition against New England colleges. As a NCAA Division III institution, Simmons houses sports teams with a tradition of high-caliber student athlete participation and is a competitive member of the Great Northeast Athletic Conference. In recent years, Simmons's varsity teams have finished third or higher during regular season and tournament competitions, and have captured many championship titles. For example: Simmons's soccer team won the 1996, 1998, and 2004

Conference Soccer Championships.

Furthermore, many athletes have achieved All-American, All-New England, All-Conference, and All-Tournament honors.

Being a member of a varsity athletic team is a serious commitment. Most student athletes manage a rigorous academic schedule along with 10 to 12 hours per week at a job. Teams are invited back to campus early for preseason training, and once the athletic seasons are under way, most teams practice and compete late on weekday afternoons and early on Saturday mornings. Nine sports teams are sponsored: basketball, crew, field hockey, novice crew, soccer, softball, swimming and diving, tennis, and volleyball.

The Lifelong Exercise and Activities Program (LEAP) is designed to provide non-credit instructional classes, workshops, field trips, professional development training, recreational activities, and intramurals. The intramural program is for those students who want to participate in recreation that can be either competitive or social. Students may form teams with their student organizations, residence halls, or academic departments, or participate as individuals. Members of the Colleges of the Fenway have joined Simmons to compete in selected intramural leagues, ending with a championship tournament. Leagues and championships offered from time to time include basketball, coed volleyball, coed flag football, inner-tube water polo, indoor soccer, softball, tennis, and coed ultimate Frisbee. LEAP also offers instructional classes, workshops, and clinics to those individuals eager to learn or develop physical skills and fitness. Taught by trained professionals recognized regionally and nationally, instructional offerings include aerobics, aquatics, cardio-boxing, dance, fitness and conditioning, outdoor adventure, professional leadership development, safety, and wellness.

Opportunities for recreation activities throughout New England are available through LEAP. Sponsored by the Department of Athletics, these outings are mostly day trips,

but several weekend events are planned as well. Whether it's hiking in the White Mountains of New Hampshire, skiing at Sunday River in Maine, or Rollerblading on the Esplanade, recreation trips provide, along with guided instruction, outdoor enjoyment of physical activity.

Athletic Facilities

The William J. Holmes Sports Center features a competitive eight-lane swimming pool; an on deck spa and sauna; a gymnasium consisting of one regulation wood-floor basketball court, two regulation volleyball courts, and three regulation badminton courts; one racquetball and two squash courts; an indoor suspended running area; a maple-floor dance studio; two rowing tanks; and three fitness rooms including Eagle weight equipment, free weights, a spinning room, and cardiovascular training equipment such as treadmills, rowing ergometers, stationary bicycles, and Stairmasters.

Office of Public Safety

Director: Gerald Chaulk

Website: my.simmons.edu/services/business/public-safety/index.shtml

All members of the Simmons community should take an active role in their own safety and security both on and off campus. On campus, the College's Office of Public Safety coordinates security and safety measures for the College, and uniformed public safety officers are on duty at various locations on the campus. Supervisors in the Office of Public Safety are licensed by the Commonwealth of Massachusetts as special police officers and have authority to make arrests and enforce the laws of the Commonwealth on College property.

The administrative offices of the Office of Public Safety are located on the ground floor of the east wing of the Main College Building, Room E008. The dispatch center is located in Simmons Hall on the residence campus. They can be contacted any time day, or night, at ext. 1111 in an emergency and at ext. 1112 for non-

emergency situations.

Members of the Simmons community should always be prepared to show their College ID cards to College public safety personnel. The Office of Public Safety distributes the Annual Report of Safety and Security, which contains useful and important information for all members of the Simmons community and can be obtained from the Public Safety Department at any time.

The Office of the Registrar

Registrar: Donna Dolan

Website: my.simmons.edu/services/registrar/

The general functions of the Office of the Registrar are to maintain student records and to report data based on this information to the Simmons community and to specific outside agencies. Services to students include registration, reporting of grades and transcripts, evaluating transfer credit and fulfillment of all-College degree requirements, and coordination of information for planned educational leaves of absence. In addition, the Office of the Registrar is responsible for coordinating cross-registration within the Colleges of the Fenway and other consortium institutions. The Office of the Registrar staff works with the academic deans to schedule class times and room assignments, and distributes class lists, grade rosters, and records for student advising purposes. The Office of the Registrar also provides supportive services to many of the College's administrative committees.

The Office of Residence Life

Director: Jeanais Brodie

Website: my.simmons.edu/services/residence-life/

The Office of Residence Life coordinates all aspects of the residential living experience, contributing to cocurricular education by providing a wide variety of services, leadership opportunities, and educational activities for all residential students. Special housing options create a

living/learning environment that fosters personal growth and development. The residential halls and affiliated off-site housing facilities are staffed by a combination of full- and part-time professionals and paraprofessionals. Residence Life staff members work with students to create an environment that encourages mutual respect and supports the diversity and individuality of community members.

Most undergraduate residence halls are corridor-style with double, triple, and quadruple rooms. First-year students typically reside on the residence campus in designated first-year spaces with programs targeted to their needs as first year students. Sophomores, juniors, and seniors may also select living options in the local area such as two brownstones on Beacon Street or apartment sharing at Back Bay Manor Apartments. On-campus single and suite-style living are also generally available for seniors. Graduate students and Dix Scholars are housed on campus in single and double rooms. Special-interest housing options, including wellness, and extended quiet-hour areas are available to undergraduate students. Assignments are based on deposit dates, availability, and students' preferences as stated in their application for housing.

Technology

Executive Director: Robert Kuhn

Website: hmy.simmons.edu/technology/

Technology at Simmons College is dedicated to making the technological experience at Simmons go smoothly. Simmons provides students with an email account and other network resources. Many students choose to buy a computer before coming to school. For technical recommendations and access to substantial savings through Simmons online stores, visit my.simmons.edu/purchasing. Students should be sure to protect their computers with anti-virus and other software technology, available for free at my.simmons.edu/disinfect-protect.

Conveniently located throughout campus there are computers with software students need to complete their coursework. For more

information about general access and lab locations, including hours of operation, see hmy.simmons.edu/technology/labs. There are two technology support desks. At the Information Commons Technology Desk, on the first floor of the library, students can get technical assistance with software on the computers in the area, and borrow wireless laptops. And the Help Desk is the College's email and phone technology support resource; call 617-521-2222 or email helpdesk@simmons.edu.

The Help Desk also offers self-help clinics where students can learn how to troubleshoot problems with their own computers.

Technology Media Services, located in P108, lends audio-video equipment (e.g. digital, SLR, and mini-DV cameras). For information about borrowing and for locations of viewing stations on campus, please see my.simmons.edu/technology/media/. Through the Pottruck Technology Resource Center, current students can enroll, free of charge, in workshops on such topics as Microsoft Excel, PowerPoint, and Word; web design tools; and video editing: my.simmons.edu/technology/ptrc.

Writing Center

Director: Terry Muller

Website: my.simmons.edu/academics/writing-center/index.shtml

The mission of the Writing Center at Simmons College is to foster academic excellence by providing resources and support that meet the needs of graduate and undergraduate students. The Writing Center offers one-on-one tutoring, workshops, and presentations designed to strengthen students' academic reading, writing, critical thinking, and research skills. Writing tutors work with students in courses from all disciplines. Writing tutors help students develop ideas, revise drafts, and improve editing and proofreading strategies. Tutors are trained to coach students to better organize and structure their writing, to refine generalities, and to learn new self-editing habits. The Center supports faculty by providing writing assistants for courses in the undergraduate programs, and by working with faculty to

address students' academic and discipline-specific writing needs.

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 members of 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 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

1. **Application Form:** The Simmons application and a nonrefundable \$35 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 51 for application details.
3. **Tests:** Every applicant must take either the SAT I: Reasoning Test or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students (page 47). All tests should be taken no later than the January testing date of the applicant's senior year. Scores should be reported to Simmons by the College Board. (The CEEB code for Simmons is 3761; the ACT code for Simmons is 1892.) For information concerning these tests, visit the College Board website at www.collegeboard.com or the American College Testing Assessment website at www.act.org.
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 Admission office prior to the expected enrollment date. Students who defer their acceptance to the fall semester must do so prior to February 1 to guarantee their space in the class. Requests made after this date will be reviewed on a case-by-case basis. A student may only defer her acceptance for one year. After one year, she must reapply to the College.

Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed advanced placement (AP) courses in secondary school. Achievement in the AP tests 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. AP credit may not be used to replace the required first-year course (MCC).

Merit Scholarship Programs

Simmons College offers several academic scholarships for incoming undergraduate students. These awards are determined by the Office of 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 Dean's Scholarship

The Dean's Scholarship, a \$12,000 or \$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 \$10,000 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.

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 147. Applications are available in the Office of Admission and on the College's website. For more information, please write to honors@simmons.edu.

TRANSFER STUDENTS

Students with advanced standing are also admitted to the College as transfers. A transfer student is anyone enrolling in Simmons for the first time who has attempted at least nine college-level credits 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 and students seeking a second bachelor's degree should apply to Simmons using the Dorothea Lynde Dix Scholars admission application. Please see page 48 for details.

Application Procedure for Transfers

1. **Application Form:** The Simmons Transfer application and a nonrefundable \$35 feeA 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 March 1.

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 51 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. Students who have already earned an associate's degree are exempt from this requirement.
4. **Tests:** Standardized test results are required of each applicant. This requirement may be met by taking either the SAT I: Reasoning Test or the American College Testing (ACT) Assessment. Students who have completed a full year of undergraduate work are generally exempt from this requirement. However, all applicants for nursing and physical therapy must submit standardized test scores. For information concerning these tests, visit the College Board website at www.collegeboard.com or the American College Testing Assessment website at www.act.org.

International students whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT I 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 Admission. Applicants who have not taken any tests should contact the Office of

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 admission office. A form is provided in the transfer application.
7. **College Recommendations:** A recommendation from a faculty member and a letter of good standing from the academic dean or academic advisor at the applicant's most recent college are required. Forms for this purpose are included with the application materials. As directed on the form, the dean or advisor must also indicate the current academic status of the applicant. The Simmons Office of 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 Examination 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 44.

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 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.

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 Achievement Scholarship

The Committee on Admission grants the Achievement Scholarship to a select group of transfer students to acknowledge their academic achievement in both high school and college, as well as their contributions to these communities. Academics achievement, leadership, service, and cocurricular achievements distinguish candidates for this annual scholarship of \$5,000. The Achievement Scholarship is renewable for a maximum of four years with satisfactory academic progress. A separate

application is not required.

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 institutions or have sophomore standing at the start of their enrollment at Simmons. Applications are available in the admission office. For more information, please write to 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) or the International English Language Testing System (IELTS). A minimum score of 560 on the paper exam, a 220 on the computer-based exam or a 83 on the Internet-based TOEFL is required. For the IELTS, the minimum required score is 6.5. First-year students are also required to take the SAT Reasoning Test 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 accompany 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.

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 Admission provides a highly individualized admission process designed to help students transition from work or family life into college. Students are able to complete or supplement their educations on a flexible basis, either full- or part-time. However, only management students are able to earn their degrees exclusively in the evening.

Readiness and ability to handle coursework at Simmons are important factors in the admission process. Applications are accepted year-round, and the process may be initiated at any time for fall, spring, or summer semester. During an initial interview, a counselor in the Office of Admission will guide applicants through the application process. Upon admission, designated advisors in undergraduate departments and programs provide academic advising to Dix Scholars.

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 151), facilitated by the faculty CPL advisor, Associate Dean Cathie Mercier. Please contact the admission office for more information.

Dix Scholars must complete all College requirements (see pages 19–28), 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. If a student wishes to have her previous coursework considered for transfer credit, she must submit her official transcripts to the admission office.

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.

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.

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 52 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 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 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, 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. Applications are available in the Office of Admission. For more information, please write to 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. Ineligibility for the Pell Grant does not indicate that a student will not be eligible for other federal programs such as the Federal Stafford Loan program.

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 are the states that currently offer funding to students attending schools in Massachusetts. Each state has its own application procedure and deadline to be followed for consideration.

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 banks and other federally approved lending agencies. Eligibility is determined in the same manner as other federal need-based aid. 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 in school. Repayment begins six months after a student ceases to be enrolled at least half-time. Depending on the amount borrowed, the repayment term can extend up to 10 years.

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 the same. Independent undergraduates may borrow an additional \$4,000 (first-year students/sophomores) or \$5,000 (juniors/seniors) annually. Annual interest is the same. Payment 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 and Family Loan Programs and Payment Plans

The College is committed to assisting

families in pursuing additional financing options. The Federal PLUS Loan for parents and the Massachusetts Educational Financing Authority (MEFA) Loan are two excellent financing alternatives that may be used to extend the period of payment for the borrower's convenience. For more information about monthly payment plans, see page 53. 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 administered by the College but funded by the federal government. 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. Average wages range from \$6.75 to \$10.00 per hour. 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). Forms are available from the high school guidance office and can be completed via the Internet. Detailed application instructions and deadline dates are contained in the Simmons undergraduate application for admission.

Continuing Undergraduates

Current undergraduate students should submit the FAFSA by March 1 to assume timely notification of awards. Students will be notified beginning at the end of May.

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. These forms may be obtained at any college financial aid office. Detailed application instructions and deadline dates are contained 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 \$3,000. 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 Supplemental Information Form and the FAFSA. 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. They are due March 1 for students beginning in the fall semester and December 1 for students starting in the spring semester. Notice of awards will begin in March and December.

Registration and Financial Information

Note: All tuition and fees are subject to revision by the Board of Trustees. For 2009–2010 figures, consult the catalog addendum, available in spring 2009.

Expenses: 2008–2009

Tuition for full-time undergraduates (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2008–2009 academic year is \$14,560 (\$15,960 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 \$910 charge per semester 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 fee (\$330 per semester). The health 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 \$5,750 per semester (\$6,440 for Dix Scholars). All full-time undergraduates and full-time Dix Scholars pay a \$100 per semester student activity fee, which supports a number of student-run activities and events.

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

Full-Year Budget (2008–2009)

	<i>Resident</i>	<i>Commuter</i>
Tuition (Non-Nursing)	\$29,120	\$29,120
Tuition (Nursing)	31,920	31,920

Residence	11,500	N/A
Health Fee	660	660
Student Activity Fee	220	220
Non-Nursing Total	\$41,500	\$30,000
Nursing Total	\$44,300	\$32,800

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, 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 \$100 late payment fee (\$50 is assessed at the due date; an additional \$50 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 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, cannot recommend any particular plan, 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>
Fall Semester 2008	
September 12	100 percent
September 19	80 percent
September 26	60 percent
October 3	40 percent
October 10	20 percent
Spring Semester 2009	
January 30	100 percent
February 6	80 percent
February 13	60 percent
February 20	40 percent
February 27	20 percent

The Tuition Refund Plan, A.W.G. Dewar, Inc.

Many parents and students have requested an option to protect their educational investment

mental health disorder. Simmons is pleased to offer such a program through A.W.G. Dewar, Inc. For more information on this plan, please write directly to A.W.G. Dewar, Inc., 50 Braintree Hill Office Park, Braintree, MA, 01284. Please note applications must be made prior to opening day at the College.

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) 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. 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 finan-

cially 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 prorated 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 or March 30 that the student will not be returning to Simmons College the following semester. A student who withdraws from residence in mid-semester 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 first semester and November 22 for the second 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 fewer 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 pages 6–7 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.

READING A 2008 2010 CATALOG COURSE DESCRIPTION

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 19.

TC: If a course number is followed by TC, that course is a travel course (for example, MUS 130 (TC) on page 71). 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 10.

Course Prefix and Number

SPAN 310 Spanish Civilization (M5) (F-1)

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 22-26.

Semester Offered

This code indicates which semester(s) the course will be offered in 2008-2010:

F = Fall

S = Spring

U = Summer

1 = Academic Year 2008-2009

2 = Academic Year 2009-2010

Thus SPAN 310, designated (F-1), will be offered in fall of the 2008-2009 academic year (fall 2008).

A course designated (F-1,2; S-1,2) will be offered in the fall and spring semesters of both years, etc.

Course Instructor

The instructor of the course is listed at the end of the course description. Information about the educational background of the faculty can be found on pages 227-237. 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, *Assistant Professor*

Kristin Washington-Carroll, *Administrative Assistant*

* On leave academic year 2008–2009.

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. Africanness 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 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 Developments 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 210 | African American Women |
| AST/ | Inequality: Race, Class, and |
| SOCI 249 | 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 | Intimate Family Violence: A |
| WGST 340 | Multicultural Perspective |
| ENGL 163 | African American Literature Survey |
| ENGL 176 | African American Fiction |
| ENGL 275 | Modernism and the Harlem Renaissance |

MGMT 131 Cross-Cultural Management

PHIL 223 Philosophy of Race and Gender

POLS 215 The Politics of Race and Ethnicity

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 211 The African American Experience Since Reconstruction

HIST 212 Topics in African History

HIST 213 Race and Ethnicity in U.S. History

HIST 217 History of Latinos and Latinas in the U.S.

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 on page 224.

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-1,2)

4 sem. hrs.

Introduces the study of peoples of African descent using analytical tools derived from and/or applicable to those experiences. Provides a critical examination of those concepts, theories, methodologies, and models of inquiry of the traditional disciplines that have suffered from Eurocentric biases in their treatment of the African world experience. Ward.

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

4 sem. hrs.

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

AST 210 African American Women (S-1,2)

4 sem. hrs.

Emphasizes a sociological perspective that explores the intersection of biography, history, and the social structure in the lives of African American women of various geographic and class backgrounds. Topics include economic status and work, artistic creativity, family roles and sexuality, and social activism. Thomas, Ward.

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

4 sem. hrs.

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

AST 240 African American Intellectual and Political History (M5) (F-1,2)

4 sem. hrs.

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

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

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

Presents concepts of race (including ethnicity and sectarianism), class, and gender. Covers emergence, functions, and consequences of class stratification, racism, and sexism in American and other societies. Develops analytical frameworks for understanding unequal status regarding race, class, and gender within national and international dimensions. Thompson.

AST 269 African Survivals and the Study of the Garifuna People of Belize (TC) (F-2)

4 sem. hrs.

Studies the history, culture, and language diversity of Belize with focus on the Garifuna people, descendants 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 (S-1,2)

4 sem. hrs.

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

AST/SOCI 311 Critical Race Legal Theory (F-1)

4 sem. hrs. Prereq.: AST 101, PHIL 226, AST/SOCI 249, or consent of the instructor.

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 (S-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

Examines historical, theoretical and empirical studies to understand, explain, predict and intervene in the school performance of students of color in the United States. Studies variables affecting the school performance of African Americans, West Indian Immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans, and Mexican Americans. Examines 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 (S-1,2)

4 sem. hrs.

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

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = Academic Year
2008–2009
2 = Academic Year
2009–2010
M = Mode
* = Schedule t.b.a.

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

4 sem. hrs. Prereq: One of the four 100-level WGST courses, or AST 101, or SOCI 101, and junior standing; or consent of the instructor. Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include's: violence against women, children, intimate partners, and elderly family members. Thomas.

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

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

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

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

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

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

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

4–8 sem. hrs. Prereq.: Consent of the AST chair. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 10 to 15 hours per week (for four credits) in workplace sites connected to their major. Staff.

Departmental Honors

Departmental honors is offered to eligible students according to the College requirements on page 30. Majors with a minimum 3.30 cumulative grade point average and a 3.67 grade point average within the Department of Africana Studies are eligible for the departmental honors.

Department of Art and Music

Vaughn Sills, *Chair and Associate Professor*
 Robert Oppenheim, *Professor*
 Gregory Slowik, *Professor*
 Margaret Hanni, *Associate Professor*
 Joyce Cohen, *Assistant Professor*
 Colleen Kiely, *Assistant Professor*
 Barbara O'Brien, *Assistant Professor*
 Edie Bresler, *Instructor*
 Bridget Lynch, *Instructor*
 Jean Borgatti, *Lecturer*
 Jaclyn Kain, *Lecturer*
 Huajing Maske, *Lecturer*
 Timothy Orwig, *Lecturer*
 Helen Popinchalk, *Lecturer*
 Danica Buckley, *Director of Simmons Concert Choir*
 Marcia Lomedico, *Administrative Assistant*

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 and 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.

Most arts administration courses count

toward the emphasis in art history, except AADM 390. Because AADM 253 is a special topics course, the content of the course changes each term; therefore students will need to consult with the department chair about whether a specific AADM special topics course counts towards the art major.

The required courses are:

- Five courses in art history
- 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
- Two art history courses including ART 154

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 three 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 or photography.

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 68.

F = Fall
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Minor in Photography

A minor in photography requires the following:

- ART/COMM 138 or 139
- Three from the following: ART/COMM 231, 232, 237, 256, 230, 391.
- Either ART 249 or ART 154.

ART 391 is strongly recommended.

COURSES

Art Studio Courses

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

4 sem. hrs.

Introduces basic pictorial concepts and techniques while investigating or interpreting sources such as portraits, landscapes, still life, and interior and architectural space. Uses slides, critique, and homework assignments to expand on skills developed in class and provide insight into the cultural and historical context in which stylistic development takes place. Requires no previous studio experience. Lynch, Oppenheim, Kiely.

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

4 sem. hrs.

Investigates the role of color in perception and in pictorial structure through studio work in painting. Also 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. Oppenheim, Kiely, Lynch.

ART 117 Introduction to Studio Art: Printmaking (M1) (F-2)

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 Introduction to Studio Art: Sculpture (M1) (F-1,2; F-1)

4 sem. hrs.

Introduces students to hands-on experience with

the design and creation of small abstract sculpture. Explores a broad range of natural and manufactured materials (such as found and neglected objects, wood, metal, and plastics) to create mobiles, wall hangings, reliefs, and freestanding sculptures. Requires no previous studio experience. Lynch.

ART 121 Artist's Books (S-2)

4 sem. hrs.

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

ART/COMM 138 Introduction to Photography and the Traditional Lab (M1) (F-1,2; S-1,2)

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 will learn to create images that are visually powerful and significant to the photographer and her audience. Bresler, Kain, Sills.

ART 139 Introduction to Photography and the Digital Lab (F-1,2; S-1)

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 182 Pictorial Language (M1)

4 sem. hrs. Not offered in 2008–2008.]

Introduces pictorial language and basic design elements to express ideas and develop creative thinking. Explores spatial techniques, color, and texture in representational and abstract imagery. Uses a variety of materials. Emphasizes process over product. Includes group critiques and presentations on contemporary and historical artists. Staff.

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

4 sem. hrs.

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

ART 211 Drawing II: Process and Materials (S-2)

4 sem. hrs.

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.

ART 213 Painting I (M1) (S-2)

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

Teaches basic techniques of painting. Work includes still life, figure, and abstract painting. Emphasizes color as it relates to both individual expressive needs and pictorial structure. Lynch, Oppenheim, Kiely.

ART 215 Screen Printing (F-1)

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

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

ART 216 Screen Printing and Propaganda (M1) (S-2)

4 sem hrs.

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

ART 220 Photo Screen Printing (S-1)

4 sem. hrs.

Introduces a variety of photo screen printing techniques and encourages translation of photographic imagery into expressive and personal statements. Designed for students without prior experience in photography or screen-printing. Popinchalk.

ART 222 Alternative Visions in Painting: A Contemporary Approach (S-1)

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. Oppenheim.

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/COMM 231 Alternative Processes in Photography

4 sem. hrs. Prereq.: ART/COMM 138 or consent of the instructor. Not offered in 2008–2010.]

Offers experimentation with non-traditional techniques and equipment to make photographic images using hand-made and “toy” cameras (as well as 35mm cameras), found pictures, and Xerography to make negatives. Printmaking includes toning, hand coloring, Polaroid transfers, cyanotypes, and Van Dyke processes. Class time is divided among lab work, discussion of historical and contemporary alternative photography, and critiques of student work. Sills.

ART 232 Photography in the Digital Lab II (S-2)

Prereq: ART 139.

Offers advanced instruction in photography and Photoshop in the digital lab. Students will create color and/or black-and-white photographs based on exercises and student interest. Through slides and publications and visits to galleries and museums, students will study the work of photographers. Manually adjustable traditional or digital cameras will be used. Bresler.

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ART/COMM 237 Advanced Photography Workshop (S-1)

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

ART/COMM 239 Documentary Photography (F-2)

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

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

4 sem. hrs. Prereq.: ART/COMM 138 or 139.
Expands explorations in 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 (S-1)

4 sem. hrs. Prereq.: ART 111, 112, or 119 or consent of the instructor.
Offers an intense study in a particular area of studio art. Staff.

ART 391 Seminar on Photography (S-2)

4 sem. hrs. Prereq.: One 200-level course in photography or consent of the instructor.
Offers students the experience of 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-1,2; S-1,2)

4 sem. hrs.
Introduces the history of art based on the world-class museum collections in the Boston area. Includes slide lectures and weekly field trips to Boston-area museums and galleries, including the Museum of Fine Arts, Harvard Art Museums, the Institute of Contemporary Art, the Gardner Museum, and others. Not to be counted towards the art major. Cohen, Hanni, Lynch.

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

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-1,2)

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

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

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

ART 157 (TC) The Impact of Chinese Art: Antiquity to Today (M1) (S-2)

4 sem. hrs.

Studies Chinese art with travel to architectural and archeological sites, museums, and artist's studio in Beijing and Xi'an. Through lecture and discussion, students will gain an understanding of the visual meaning of artworks in their cultural context and consider the impact of socially and historically distant cultures on people in the 21st century. Maske.

ART 174 (TC) Collecting Culture: Perspectives on Art Collections in Britain (M1) (S-1)

4 sem. hrs.

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

ART 210 Architecture of Boston (F-1)

4 sem. hrs.

Uses Boston and Cambridge to explore the history and theory of modern and premodern 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. Staff.

ART 243 Art in Europe: 1750–1900 (F-1)

4 sem. hrs.

Focuses on artists such as Vigee-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.

ART 245 American Art (M1) (S-2)

4 sem. hrs.

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) (F-1)

4 sem. hrs.

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

ART 247 Art in the Age of Leonardo da Vinci and Michelangelo (F-2)

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 249 History of Photography (M1) (S-1)

4 sem. hrs.

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

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ART 251 African Art: 3000 BC to the Present (M1) (F-2)

4 sem. hrs.

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

ART 252 Arts of China and Japan (M1) (S-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

ART/CHIN 260 Chinese Calligraphy: Alternate Body Building (M1) (F-1,2)

4 sem. hrs.

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of a brush through studio work from simple exercises to exhibition pieces. No previous experience necessary. Inglis.

ART 343 Special Topics in Art History (S-2)

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 344 20th-Century Art (F-2)

4 sem. hrs. Prereq.: ART 141 or 142; or any 200-level art history course; or consent of the instructor.

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 347 Art of the Gardner Museum (S-2)

4 sem. hrs.

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

ART 348 Women and Art (S-1)

4 sem. hrs. Prereq.: ART 141 or 142; or any 200-level art history course; or consent of the instructor.

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. Cohen.

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

4 sem. hrs.

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

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

4 sem. hrs.

Staff.

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

4 or 8 sem. hrs.

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

Interdisciplinary Major in Arts Administration

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

Requirements: Students are required to take 52 semester hours including 32 in the art or music department and 20 in either management or communications as listed below.

Art

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

Management/Finance Track

MGMT 100	Introduction to Management
MGMT 110	Principles of Financial Accounting
MGMT 260	Principles of Finance
and two of the following courses:	
MGMT 111	Principles of Managerial Accounting
MGMT 125	The Manager and the Law
MGMT 234	Organizational Communication and Behavior
MGMT 321	Managing the Diverse Workforce (requires junior standing)

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Recommended:

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

Management/Marketing Track

MGMT 100 Introduction to Management
MGMT 110 Principles of Financial Accounting
MGMT 250 Principles of Marketing
and two of the following courses:
MGMT 230 Consumer Behavior
MGMT 231 Integrated Promotional and
Brand Strategy
MGMT 233 Sales/Sales Management
MGMT 234 Organizational Communication
and Behavior
MGMT 236 Retail Management
MGMT 237 Introduction to Entrepreneurship
MGMT 321 Managing the Diverse Workforce
(requires junior standing)

Recommended:

ECON 100 Principles of Microeconomics
ECON 101 Principles of Macroeconomics
MATH 118M Introductory Statistics
MGMT 228 Services Marketing and
Management

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-1,2)

4 sem. hrs.

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

performing arts institutions. O’Brien.

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

4 sem. hrs.

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

AADM 236 Arts Administration Institute/New York City (S-2)

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

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

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

8 sem. hrs.

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. O’Brien.

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 specialized offerings.

There is no strict sequence in which music courses must be taken; however, the introductory courses (MUS 120 or 121) are normally taken first.

Students who take MUS 349 Directed Study at the New England Conservatory are required to take MUS 110, 111, 120, or 121 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 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 67. A minor in arts administration is also offered. See page 68.

Minor in Music

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

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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, 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) (F-1)

4 sem. hrs.

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 (S-1)

4 sem. hrs.

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-1,2)

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) (S-1,2)

4 sem. hrs.

Surveys multicultural trends and innovations that occurred in international music from early Romanticism to contemporary music. Emphasizes listening to and understanding a wide variety of music. Topics include the influence of non-Western cultures, such as African and Asiatic, on international music; works of women composers; and ragtime, jazz, and musical theater. Slowik.

[MUS 125 The Symphony and Symphonic Music (M1)

4 sem. hrs. Not offered in 2008–2010.]

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) (S-1)

4 sem. hrs.

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

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

4 sem. hrs. Not offered in 2008-2010.]

Focuses on Mozart's life and music primarily by studying his compositions. Develops an understanding of the structure of the music as well as Mozart's relationship with 18th century Vienna. Discusses the effect of the Enlightenment upon the aristocracy, the church, and the musician. Requires no previous background in music. Slowik.

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

4 sem. hrs.

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

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

4 sem. hrs.

Introduces America's multicultural musical tradition, including Native American, African American, and Hispanic contributions, with consideration of related material such as painting, sculpture, architecture, dance, and literature. Gives special attention to work songs, jazz, blues,

ragtime, concert repertoire, and musical theater and their influence upon European cultures. Slowik.

MUS 232 Bach to Beethoven: Music in the 18th Century (M1) (F-2)

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) (U-2)

4 sem. hrs.

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

MUS 239 Paris in the Modern Age (M1) (F-1)

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-1,2; S-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

Individualized projects at an advanced level. Slowik.

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

4 sem. hrs.

See description on page 67.

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Department of Biology

Mary Owen, *Chair and Associate Professor*

*D. Bruce Gray, *Associate Professor*

Jane Lopilato, *Associate Professor*

**Vladimir Douhovnikoff, *Assistant Professor*

Akiko Okusu, *Assistant Professor*

Charlotte Russell, *Clinical Assistant Professor*

Elizabeth Scott, *Assistant Professor*

Randi Lite, *Senior Instructor*

Jyl Richards, *Laboratory Manager*

Tracy Machcinski, *Laboratory Supervisor*

Victoria Galloway, *Administrative Assistant*

*On leave spring semester 2009.

**On leave academic year 2008–2009.

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, 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 in biochemistry, psychobiology, public health, and environmental science. Certification for teaching biology at the middle school and secondary school levels is also possible by enrollment in the education department. An accelerated five-

year BS Biology/MS Nutrition program is jointly offered by the biology department in the College of Arts and Sciences and the nutrition department in the School for Health Studies.

Major in Biology

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
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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 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 medi-

cine, and the allied health professions should consult the health professions advisor, Mary Owen, associate professor of biology.

Education Track

This track is for students preparing to teach at the elementary level who want a strong preparation in the sciences with an emphasis in biology. It does not fulfill the requirement for a biology major and is not recommended for students planning on graduate school or research careers in biology. Students wishing to teach on the secondary level must complete the courses detailed above in the major in biology.

Requirements: Students taking the education track should enroll in BIOL 113 General Biology and CHEM 111 Introductory Chemistry: Inorganic in their first year. In subsequent years, students should enroll in four biology courses numbered above 200, one of which should be either BIOL 245 Principles of Ecology or BIOL 333 Marine Biology. Students must also take PHYS/BIOL 103 Great Discoveries in Science and any two of the following:

CHEM 112	Introductory Chemistry: Organic
NUTR 110	Sociocultural Implications of Nutrition
PHYS 110	Introductory Physics

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 designed for students with a strong interest in both chemistry and biology. The rapidly growing field of biochemistry involves the application of chemical concepts and techniques to the understanding of life processes 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 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). 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. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area. Environmental careers fall into three broad categories: environmental protection, natural resource management, and planning/communication. The Simmons environmental science major is most closely associated with the environmental protection area. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad outlook that characterizes environmentally responsible development projects.

The environmental science major incorporates strong preparation in basic sciences (biology, chemistry, physics, statistics); four science courses with specific emphasis on environmental problems (BIOL 245, BIOL 333, CHEM 327, CHEM 550); two economics courses, which explore the relationships between market forces and industrial behavior; and the option of an internship in an environmental science laboratory. A formal presentation is required and can

be fulfilled by CHEM 390 Chemistry Seminar or an equivalent experience in a 300-level biology course. Additional opportunities for specialization in environmental science are available through the Colleges of the Fenway (Simmons participates in the Inter-institutional COF Environmental Science Program).

Requirements:**First Year**

BIOL 113 General Biology
 BIOL 218 Principles of Zoology
 CHEM 111 Introductory Chemistry: Inorganic
 or CHEM 113 Principles of Chemistry
 CHEM 112 Introductory Chemistry: Organic
 ENV 201 Environmental Forum I

Sophomore Year

BIOL 104 Introduction to Environmental Science
 BIOL 245 Principles of Ecology
 CHEM 226 Quantitative Analysis
 or BIOL 225 Cell Biology
 MATH 118 Introductory Statistics
 or MATH 238 Applied Statistical Models
 PHYS 110 Introductory Physics I
 PHYS 111 Introductory Physics II
 ENV 202 Environmental Forum II

Junior Year

CHEM 327 Advanced Applications in Environmental Science
 CHEM 550 Environmental Chemistry (taught at Wentworth Institute of Technology)
 BIOL 340 Plant Biology
 ECON 100 Principles of Microeconomics
 ENV 203 Environmental Forum III
 BIOL 343 Evolutionary Biology
 BIOL 107 Plants and Society
 BIOL 360 Field Travel course – to be selected from elective list

Senior Year

BIOL 333 Marine Biology
 ECON 247 Environmental Economics

or ECON 239 Government Regulation of Industry

PHIL 129 Environmental Ethics

Independent learning/internship

Some electives are offered in alternate years to afford student flexibility in scheduling.

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, psychology, or for medical, dental, or veterinary school.

Requirements: A core sequence of courses equally balanced between biology and psychology and electives designed to tailor the major to the student's particular interest are required for completion of the psychobiology major. Bruce Gray, associate professor of biology, and Rachel Galli, associate professor of psychology, are co-advisors for the program. 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 Psychology

BIOL 113 General Biology

CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry

Sophomore Year

MATH 118 Introductory Statistics

or MATH 238 Applied Statistical Models

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

MATH 218	Biostatistics
CS 112	Introduction to Programming in Java
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
SOCI 241	Sociology of Health

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* (Offered Fall 2009)
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*
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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
BIOL 344	Environmental and Public Health in Costa Rica (TC)*
NUTR 115	Nutrition and Health of the Mediterranean Diet (TC)*
IDS 228	Service Learning in Nicaragua (TC)

(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
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics
MATH 218	Biostatistics
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, 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 or SOCI 345	International Health 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.

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.

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

BIOL 113 General Biology
 CHEM 111 Introductory Chemistry: Inorganic
 or CHEM 113 Principles of Chemistry
 MCC 101 Culture Matters
 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 347 Advanced Topics in Biochemistry

NUTR 237 The Practice of Community Nutrition

Mode 2 Elective

BIOL 232 Anatomy and Physiology II

BIOL 300-level elective

MATH 118 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 and view the *Nutrition Catalog* 2008–2009 for graduate requirements.

COURSES

BIOL 102 Biology of Human Development (M4) (F-1)

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

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

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

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

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the

origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Includes lecture and laboratory sessions. Staff.

BIOL 105 (TC) Environmental and Public Health in Costa Rica (M4) (S-1)

4 sem. hrs.

Provides an ecological perspective on environmental health. Introduces cycles of life, the impact of mans 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) (S-2)

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

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. Douhovnikoff.

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

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

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

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

4 sem. hrs.

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

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

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

See description for BIOL 113 General Biology. Okusu.

BIOL 113N General Biology (M4) (F-1,2) [For nursing majors]

4 sem. hrs.

See description for BIOL 113 General Biology. Staff, Scott.

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

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

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

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

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

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

BIOL 222 Animal Physiology (F-1,2)

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

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

BIOL 225 Cell Biology (S-1,2)

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

Presents a thorough study of the cell, including structure, function, cell diversity, and methods of analysis. Examines major biochemical pathways of the cell in relation to particular organelles.

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Laboratory exercises introduce a wide range of techniques used by cell biologists. Owen, Lopilato.

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

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; CHEM 111 or 113; and CHEM 112 or 114. Presents an integrated approach to the fundamental facts and concepts of human anatomy and physiology. Emphasizes the cellular basis of membrane excitability and hormone action, neurobiology, and musculoskeletal system and motor control. Laboratory includes histology, gross anatomy, and physiological experiments. Lite.

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

4 sem. hrs. Prereq.: BIOL 113; CHEM 111 or 113; concurrent enrollment in CHEM 112 or 114. See description for BIOL 231 Anatomy and Physiology I. Gray, Staff.

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

4 sem. hrs. Prereq.: BIOL 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 reproductive, respiratory, renal, gastrointestinal, cardiovascular, and defense systems. Laboratory includes histology, gross anatomy, and physiological experiments. Lite, Staff.

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

4 sem. hrs. Prereq.: BIOL 113; BIOL 231; CHEM 111 or 113; and CHEM 112 or 114. See description for BIOL 232 Anatomy and Physiology II. Gray, Staff.

BIOL 245 Principles of Ecology (F-1)

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; or consent of the instructor. Examines interrelations of plants and animals and the environment. Covers biological adaptations and biogeochemical cycles. Analyzes geographical, chemical, and biological aspects of the environment and their application to conservation, with an emphasis on New England. Includes fieldwork in mountain, marsh, bog, and rocky-shore ecosystems. Douhovnikoff, Staff.

BIOL 331 Immunobiology (S-1)

4 sem. hrs. Prereq.: BIOL 225 and CHEM 225, or consent of the instructor. Considers the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution. Canfield.

BIOL 332 Exercise Physiology (S-1,2)

4 sem. hrs. Prereq.: BIOL 222 or BIOL 231. Studies the physiological and adaptive responses of the human body to acute and chronic exercise stress. Examines how exercise affects major organ systems across the spectrum of healthy and unhealthy populations. Laboratory uses a variety of exercise equipment to apply physiological concepts to exercise testing, prescription, and training. Lite.

BIOL 333 Marine Biology (S-1)

4 sem. hrs. Prereq.: BIOL 218; CHEM 111 or 113, and CHEM 112 or 114. Introduces the marine environment and its diverse communities, focusing on the classification and adaptations of marine organisms. Studies geological, physical, and chemical aspects of the environment. Includes laboratory sessions and field trips. Staff.

BIOL 334 Neurobiology (F-2)

4 sem. hrs. Prereq.: BIOL 225 or BIOL 231 or consent of the instructor. Introduces human brain function using comparative and evolutionary concepts with emphasis on molecular, cellular, and neurophysiological techniques. Uses neuropathologies and disorders to illustrate basic concepts. Laboratory introduces students to neuroanatomy and basic techniques in neuroscience research. Gray.

BIOL 335 Developmental Biology (S-2)

4 sem. hrs. Prereq.: BIOL 225, BIOL 336, and CHEM 225 or consent of instructor. 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-1,2)

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

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

BIOL 337 Molecular Biology (S-1)

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

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

BIOL 338 Microbial Pathogenesis (S-1)

4 sem. hrs. Prereq.: BIOL 225 and CHEM 225.

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

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

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

An intensive study of a specific topic in biology. Topics vary from year to year in response to faculty expertise, student interest, and current developments in biology. Staff.

BIOL 340 Plant Biology (F-2)

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

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

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

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

Applies the principles of microbiology to food and beverage production, and to understanding the challenges of producing safe food and drinking

water in developed and developing countries. The use of microbes in waste bioremediation is also considered. Laboratory sessions provide opportunities for research on selected topics. Lectures, labs, field trips. Scott.

BIOL 342 Topics in Behavioral Biology (F-1)

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

Studies invertebrate and nonhuman vertebrate behavior, including such topics as anatomical and physiological bases of behavior, effects of stress on behavior, genetics and ontogeny of behavior, courtship and aggression, communication, and migration. Lecture and laboratory sessions provide opportunities for extended experiments. Gray.

BIOL 345 Tropical Marine Biology (S-2)

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

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

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

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

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

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

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

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

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = Academic Year
2008—2009
2 = Academic Year
2009—2010
M = Mode
* = Schedule t.b.a.

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

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

Provides a supervised professional experience off campus. Potential sites include clinical settings, government agencies, conservation groups, and zoos. Placement is the student's responsibility, with the support of the Career Education Center and the approval of the department. Arrangements for satisfying this independent learning requirement should be made with the student's advisor or BIOL 370 coordinator before the end of the junior year. Staff.

Department of Chemistry

Leonard J. Soltzberg, *Chair and Hazel Dick Leonard Professor*

Michael D. Kaplan, *Professor*

Nancy E. Lee, *Associate Professor*

Michael J. Berger, *Assistant Professor*

Jennifer A. Canfield, *Assistant Professor*

Richard W. Gurney, *Assistant Professor*

Changqing Chen, *Clinical Assistant Professor*

Cheryl L. Nowak, *Instructor of Laboratories*

Nora Friel, *Stockroom Supervisor*

Joanne Saro, *Administrative Assistant*

Chemistry occupies a central place in the study of matter and life. Chemistry careers span the entire range of contemporary technologies. BS graduates in chemistry work in laboratories developing pharmaceuticals, cosmetics, energy resources, advanced materials for specific applications, 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 MS or PhD in chemistry, a scientist can take responsibility for planning research and supervising laboratories. Excellent career opportunities are found in private industry, in government laboratories, and in college and university chemistry and biochemistry departments.

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
- 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.

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 343	Advanced Topics in Modern Chemistry
CHEM 345	Biochemistry
CHEM 346	Advanced Instrumental Laboratory
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) suggests a set of standards that it believes will prepare 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,

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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.

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
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CHEM 331	Thermodynamics and Kinetics
CHEM 345	Biochemistry
300-level elective in biology or chemistry	

Senior Year

300-level elective in chemistry or biology	
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Biochemistry majors do their independent study research either in chemistry (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. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities in this area. Environmental careers fall into three broad categories: environmental protection, natural resource management, and planning/communication. The Simmons environmental science major is most closely associated with the environmental protection area. This field depends particularly on the application of science to problems such as air quality, water quality, solid waste, hazardous waste, and habitat destruction. Persons pursuing careers in environmental protection need strong preparation in the basic sciences combined with the broad outlook that characterizes environmentally responsible development projects.

The environmental science major incorporates strong preparation in basic sciences (biology, chemistry, physics, statistics); four science courses with specific emphasis on environmental problems (BIOL 245, BIOL 333, CHEM 327, CHEM 550); two economics courses, which explore the relationships between market forces and industrial behavior; and the option of an internship in an environmental science laboratory. A formal presentation is required and can be fulfilled by CHEM 390 Chemistry Seminar or an equivalent experience in a 300-level biology course. Additional opportunities for specializa-

tion in environmental science are available through the Colleges of the Fenway.

Requirements:

First Year

BIOL 113	General Biology
BIOL 218	Principles of Zoology
CHEM 111	Introductory Chemistry: Inorganic
or CHEM 113	Principles of Chemistry
CHEM 112	Introductory Chemistry: Organic
ENV 201	Environmental Forum I

Sophomore Year

BIOL 245	Principles of Ecology
CHEM 226	Quantitative Analysis
MATH 118	Introductory Statistics
or MATH 238	Applied Statistical Models
PHYS 110	Introductory Physics I
PHYS 111	Introductory Physics II
ENV 202	Environmental Forum II

Junior Year

CHEM 327	Advanced Applications in Environmental Science
CHEM 550	Environmental Chemistry (taught at Wentworth Institute of Technology)
BIOL 340	Plant Biology
ECON 100	Principles of Microeconomics
ENV 203	Environmental Forum III
BIOL 343	Evolutionary Biology
BIOL 107	Plants and Society
BIOL 360	Field Travel course – to be selected from elective list

Senior Year

BIOL 333	Marine Biology
ECON 247	Environmental Economics
or ECON 239	Government Regulation of Industry
PHIL 129	Environmental Ethics
Independent learning/internship	
Some electives are offered in alternate years to afford student flexibility in scheduling.	

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

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.

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 Psychology

Year Three

CHEM 331	Thermodynamics and Kinetics
CHEM 332	Quantum Mechanics and Molecular Structure
CHEM 345	Biochemistry
ECON 101	Principles of Macroeconomics
MATH 238	Applied Statistical Models
or 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, 327, and 550 (WIT) 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 offer-

ings 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

This minor is offered jointly by the Departments of Physics and Chemistry. Please see the description under The Department of Physics.

Integrated BS/MAT or MS Programs

Integrated programs permit students to obtain bachelors 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 116, 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 organizations 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, CHEM 327, or CHEM 550 (WIT) 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 107 Chemistry of Drugs and Drug Action (M4) (F-2)

4 sem. hrs.

Focuses on chemistry and biochemistry of drugs, including a historical perspective and modern methods of drug design. Introduces chemical principles using a topical approach. Topics may include over-the-counter drugs such as diet pills, non-drugs such as tobacco and alcohol, and legal and illegal drugs. Six hours per week, variable lecture/laboratory. For non-science students. Canfield.

CHEM 109 Chemistry and Consumption: Applying Chemistry to Society (M4) (S-1)

4 sem. hrs.

Introduces chemical principles on a need-to-know basis in the framework of social, political, economic, and ethical issues. Students develop critical thinking skills and learn the chemistry needed to assess risks and benefits in making informed decisions about technology-based issues in contemporary life. For non-science students. Lecture and laboratory. Gurney.

CHEM 111 Introductory Chemistry: Inorganic (M4) (F-1,2; U-1,2)

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

Designed for students majoring in nursing, physical therapy, or nutrition. This course is a Learning Community with BIOL 113 and includes special emphasis on clinical applications of chemistry and biology. 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. Gurney.

CHEM 112 Introductory Chemistry: Organic (S-1,2; U-1,2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113.

Covers nature of the covalent bond, structure of organic compounds, and their reactions and reaction mechanisms. Introduces structure and biochemical functions of compounds important to life. Three lectures, one discussion period, and one laboratory per week. For concentrators in paramedical or science-related fields. Lee.

CHEM 113 Principles of Chemistry (M4) (F-1,2)

4 sem. hrs. Prereq.: A satisfactory score on the Simmons chemistry placement examination.

Provides a quantitative development of a few fundamental topics: connections between chemical behavior and molecular structure, with special reference to molecular modeling; dynamic chemical processes; and energy, entropy, and chemical equilibrium. Emphasizes applications of chemistry to real-world problems. Laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three lectures, one discussion period, and one laboratory per week. Berger.

CHEM 114 Organic Chemistry I (S-1,2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113.

Covers fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Surveys functional groups, classes of organic compounds, and their reactions. Provides in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three lectures, two discussion periods, and one laboratory per week. Gurney.

CHEM/PHYS 220 Materials Modeling (F-2)

2 sem. hrs.

See description on page 196.

CHEM 223 Introduction to Biochemistry (S-1,2)

4 sem. hrs. Prereq.: CHEM 114 or CHEM 112.

Covers chemical processes in living organisms, with special emphasis on human nutrition. Studies carbohydrates, lipids, proteins, and enzymes; their function in living systems; and their metabolic pathways and regulation. Three lectures per week. Canfield.

CHEM 225 Organic Chemistry II (F-1,2)

4 sem. hrs. Prereq.: CHEM 114 or CHEM 112 with consent of the instructor.

Extends CHEM 114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three lectures, two discussion periods, and one laboratory per week. Lee.

CHEM 226 Quantitative Analysis (S-1,2)

4 sem. hrs. Prereq.: CHEM 113 or CHEM 111 with consent of the instructor.

Presents theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base, 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 228 (TC) Medicinal Chemistry in Jamaica: An International Perspective (F-1)

4 sem. hrs. Prereq. CHEM 225.

Examines the drug development process, including isolation of biologically active natural products, structure-activity relationships, and research approaches in the targeted development of new drugs. Special focus on medicinal plants and the chemical basis of folk medicine as well as issues related to medicinal chemistry in the developing world. Canfield, Gordon.

CHEM 327 Energy and Global Warming (F-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Explores our use of energy and its effect on climate. We will discuss the direct and indirect evidence for global warming and evaluate the importance of human factors. We will evaluate different "models" used by scientists and economists to forecast future impacts of climate change as well as the "true" costs and benefits of energy alternatives. This course will provide you with the facts and tools needed for informed participation in the global warming "debate" as both scientist and concerned citizen. Three lectures and one laboratory per week. Berger.

CHEM/PHYS 331 Thermodynamics and Kinetics (F-1,2)

4 sem. hrs. Prereq.: CHEM 226, PHYS 113, and MATH 121.

Treats in detail the states of matter and the laws of thermodynamics (with applications to chemical and phase equilibria and electrochemistry) and reaction kinetics and mechanisms. Laboratory studies once a week emphasize the application of concepts developed in the lectures. Kaplan.

CHEM/PHYS 332 Quantum Mechanics and Molecular Structure (S-1,2)

4 sem. hrs. Prereq.: CHEM 226, PHYS 113, and MATH 121.

Covers the wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, molecular structure, and statistical mechanics. Laboratory work comprises spectroscopic and computer modeling studies. Soltzberg.

CHEM 341 Advanced Analytical Chemistry (S-1)

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, Soltzberg.

CHEM 343 Advanced Topics in Modern Chemistry (F-2)

4 sem. hrs.

Builds on previous work in organic and physical chemistry to explore developments at the frontier of modern chemistry and biochemistry. Covers specific topics chosen based on current developments and the interests of the students and faculty involved and incorporates modern synthetic, instrumental, computer, theoretical, and biochemical methods in the exploration of these topics. Staff.

CHEM 345 Biochemistry (F-1,2)

4 sem. hrs. Prereq.: CHEM 225 and CHEM 226 or consent of the instructor; BIOL 225 strongly recommended.

Covers organizing principles of living systems;

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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 346 Advanced Instrumental Laboratory (S-2)

4 sem. hrs. Prereq.: CHEM 225, CHEM 226, and CHEM 331.

Explores in depth the use of modern instrumentation for advanced analysis and structure determination problems. Develops a high level of proficiency in the interpretation of nuclear magnetic resonance, infrared and mass spectra. Staff.

CHEM 347 Advanced Topics in Biochemistry (S-1,2)

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, Lopilato.

CHEM 348 Advanced Inorganic Chemistry (F-1)

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. Soltzberg.

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

4 or 8 sem. hrs.

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

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

4 or 8 sem. hrs.

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

CHEM 355 Independent Study with Thesis (F-1,2; S-1,2)

8 sem. hrs.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. Results presented in a thesis. Staff.

CHEM 390 Chemistry Seminar (F-1,2; S-1,2)

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-1,2)

2 sem. hrs.

Provides a forum for different disciplines and interests to assess current environmental topics.

Examines scientific, socioeconomic, and political aspects of environmental issues. Includes a service learning component and encourages interaction with local, regional and national environmental advocates. Students will develop applied research skills and make oral and written presentations.

CHEM 550 Environmental Chemistry [taught at Wentworth Institute of Technology] (S-1,2)

4 sem. hrs. Prereq.: PHYS 110, PHYS 111, CHEM 226, and MATH 118 or 238.

Analyzes and evaluates organic and inorganic contaminants and materials using state-of-the-art laboratory techniques. Covers identity and mobility of air, water, and soil pollutants. Wentworth Institute of Technology staff. (For more information, view the WIT catalog online at www.wit.edu.)

Department of Communications

James Corcoran, *Chair and Associate Professor*

Marlene Fine, *Professor*

Bob White, *Professor*

Edward T. Vieira, Jr., *Associate Professor*

Joan Abrams, *Assistant Professor and Director of MCM*

Judith Aronson, *Assistant Professor*

Ellen Grabiner, *Assistant Professor*

Vonda Powell, *Assistant Professor*

Dan Connell, *Distinguished Lecturer*

Sarah Burrows, *Instructor and Internship Program Director*

Judith Richland, *Clinical Instructor*

Phyllis Waldman, *Instructor*

Sidney Berger, *Lecturer*

Shaun Gummere, *Lecturer*

Len Mailloux, *Lecturer*

Andrew Porter, *Lecturer*

Lesley Weiman, *Lecturer*

Alissa Miller, *Multimedia Classroom Manager*

Sara Daly, *Administrative Assistant*

Deirdre Yee, *Administrative Assistant*

The mission of the Department of Communications is to provide an intellectually stimulating study of the media and a practical preparation for the communications profession. The department faculty is committed to standards of excellence and to the creation of a climate where students strive to make a difference in the community.

The program emphasizes the development of critical thinking and problem-solving, superior writing capabilities, a contemporary visual intelligence, effective oral communication, and technical competence in the digital age. Students study from a curriculum that is a blend of theory and hands-on application. They develop skills to analyze media and to understand how it reflects and molds public opinion and values.

Our faculty of professionals and scholars

fosters creativity and scholarship in a supportive and actively engaging environment. Students don't just think and talk about media, they create it. They construct multimedia sites and web pages. They edit and write news, feature, and opinion articles, press releases, and scripts. They design page layouts, brochures, and CD covers. They make movies. They do whatever excites and interests them about the field of communications.

MAJOR IN COMMUNICATIONS

The major in communications provides a foundation for the study of written, visual, and electronic media. Areas of specialization, called tracks, allow students to take developmental coursework in one area within the field. 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.

The communications major prepares students to deal with communications-related problems and opportunities that face contemporary businesses and organizations. Typical career paths are in the areas of publishing, print and broadcast journalism, public relations, advertising, video production, and graphic and web design.

The major permits each student to engage in a combination of courses that derives its coherence from the topic or career area of interest to the student. 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

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requirement of 8 semester hours)

Step One: The Communications Core Requirements

The major requires five core courses exploring 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 tracks 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 tracks 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 step one 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 invitation.

If a proposal is accepted, the student will register for COMM 350 (Independent Study) in

both the fall and spring semesters.

The supervising faculty member and at least one other department faculty member will grade the thesis or project. Students whose project or thesis receives an A or A- will receive departmental honors; that designation will appear on their transcripts.

Departmental Recognition

The Department of Communication does not offer the designation “departmental recognition.” Instead, outstanding students may be named to Lambda Pi Eta, the national honor society for students in communications.

The Tracks in the Communications Major

Integrated Media Track

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
- LIS 423 Storytelling

Writing Track

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
- LIS 423 Storytelling

Design Track

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 track. 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/	Introduction to Studio Art:
ART 138	Photography

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 Track

Students may pursue a track 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
LIS 423	Storytelling

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 124	Media, Messages, and Society
COMM 260	Journalism
COMM 265	Editing Copy and Proof
One elective from:	
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

Interdisciplinary Major in Arts Administration

For more information, please see page 67.

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-1,2; S-1,2)

4 sem. hrs.

Serves as an introduction to communication arts and theory, and the world of still and moving pictures. Involves the analysis of media from the point of view of the audience, and the production of media from the point of view of the communicator. Numerous screenings supplement examples and exercises in film, animation, multimedia, and the graphic arts. The atmosphere of the classroom is a media environment: a comfortable theater supported by light and sound. White.

COMM 121 Visual Communication (M1) (F-1,2; S-1,2)

4 sem. hrs.

Introduces the concepts of visual culture and visual literacy with an emphasis on 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-1,2; S-1,2)

4 sem. hrs.

Introduces students to the fundamental skills of information gathering, writing, and copy editing for the mass media. Covers AP and other writing styles that students will eventually be expected to master to gain recognition as competent communicators. Includes news stories, press releases, web content, opinion articles, and memos.

Waldman, Connell, Porter.

COMM 123 Communications Technologies (F-1,2; S-1,2)

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 currently 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

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professional software applications and some skill training. Includes lecture/lab. Richland, Weiman.

COMM 124 Media, Messages, and Society (M5) (F-1,2; S-1,2)

4 sem. hrs.

Explores how and why the media reflect, affect, create, and mold public opinions, ideas, and values. Examines issues related to the media and society and the content of print and non-print media in terms of the written and visual messages they convey. Corcoran, Fine, Vieira.

COMM/ART 138 Introduction to Studio Art: Photography (M1) (F-1,2; S-1,2)

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 163 Radio Operations and Performance (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the radio industry and the fundamentals of station operations. Students will learn the history of the medium and the mechanics of station, studio, and equipment operations, as well as acquire skills in digital audio recording, editing, and production that will allow them to create broadcast-quality programming. Mailloux.

COMM 181 Public Speaking and Group Discussion (F-1,2; S-1,2)

4 sem. hrs.

Involves preparation and presentation of speeches and consideration of the impact of information and communication on listeners. Provides extensive practice in discussion about present-day problems and topics. Emphasizes rhetorical analysis, persuasion, and ethical issues in public speaking. Abrams, Fine, Powell, McWade.

COMM 186 Introduction to Public Relations and Marketing Communications (F-1,2; S-1,2)

4 sem. hrs.

Explores the nature and role of communications in marketing and the integration of public relations, advertising, direct marketing, sales promotion, personal selling, and new media in the marketing communications plan. Analyzes

marketing communications materials in various media and considers the economic and social implications of promotion. Includes a field assignment. Abrams, Powell.

COMM 210 Introduction to Graphic Design: Principles and Practice (M1) (F-1,2; S-1,2)

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-1,2; S-1,2)

4 sem. hrs.

Explores the working methods and production of narrative, personal, documentary, and music video filmmaking. Examines historical examples from Maya Deren to the present, and requires students to plan, shoot, and edit their own short pieces. A course for women who want to make movies, it teaches the variety of conditions that lead to the creation of professional productions. White.

COMM 222 Animation (M1) (F-1,2; S-2)

4 sem. hrs.

Introduces the technology of three-dimensional computer animation, grounded in the history of traditional animation, applied creatively to individual projects. White.

COMM/ART 231 Alternative Processes in Photography (F-1)

4 sem. hrs. Prereq.: COMM/ART 138 or consent of the instructor.

Offers experimentation with nontraditional techniques and equipment to make photographic images using handmade and "toy" cameras (as well as 35mm cameras), found pictures, and Xerography to make negatives. Print-making includes toning, hard-coloring, Polaroid transfers, cyanotypes, and Van Dyke processes. Class time is divided between lab work, discussion of historical and contemporary alternative photography, and critiques of student work. Sills.

COMM/ART 232 Photography in the Digital Lab II (S-2)

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 (S-1)

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

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

COMM/ART 239 Documentary Photography (F-2)

4 sem. hrs. Prereq.: 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-1; S-1,2)

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.

COMM 244 Web I: Design for the World Wide Web (F-1,2; S-1,2)

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, Gummere.

COMM 246 Digital Imaging for Design (S-1,2)

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-1,2)

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 (F-1)

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

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-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122.

Immerses students into journalism by covering community issues and events ranging from local and national politics to entertainment and sports. Teaches how to identify news values and make news judgments, as well as acquire note-taking

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and interviewing skills, understand media ethics and law, and develop newswriting techniques. Connell, Corcoran.

COMM 263 Broadcast Writing (S-1,2)

4 sem. hrs. Prereq.: COMM 260.

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, Staff.

COMM 265 Editing Copy and Proof (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122.

Teaches how to perceive and correct errors in language written by others. Includes use of professional copyediting symbols and techniques to make needed changes (in spelling, punctuation, word selection, etc.) before the final wording, or "copy," is readied for printing or broadcast. Explains proofreading techniques. Explores basic pre-writing practices, e.g., ranking and organization of raw story data for a news release or letter to the editor. Berger.

COMM/POLS 268 Human Rights in South Africa*

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-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 122 and 186.

Explores the role and function of public relations and marketing communications materials. Examines techniques of writing and editing for identified target publics. Involves producing marketing communications materials intended for internal and external audiences and analyzing the communications efforts of a publicly traded company. Fine, Powell, Waldman.

COMM 286 Advertising (F-1,2)

4 sem. hrs. Prereq.: COMM 124 and 186.

Introduces basic elements of advertising theory and practice with an emphasis on the role of creating effective and results-oriented advertising messages. Analyzes advertising case studies to explore concepts and apply them to real-world examples. Provides tools to develop writing and design skills and to create portfolio samples. Includes a team project to create an advertising campaign for a client of choice. Vieira.

COMM 310 Feature Writing (F-1,2)

4 sem. hrs. Prereq.: COMM 122 and 260.

Builds upon skills and techniques learned in journalism and other writing courses. Challenges students to think, to see stories in their fullness, and to become involved in their own writing. Teaches a narrative style that encourages critical thinking and engages writers, giving them the foundation to put more human aspects into their stories. Includes class discussion and critique of student work. Corcoran, Connell.

COMM 315 Opinion/Editorial Writing (S-1,2)

4 sem. hrs. Prereq.: COMM 122 and COMM 260.

Emphasizes persuading readers, or at least getting their attention. Develops research skills to defend arguments. Requires subscribing to current newspapers to examine how top columnists craft their commentary. Students produce editorials and columns suitable for publication. Connell, Corcoran.

COMM 320 Media and the First Amendment (F-1,2)

4 sem. hrs. Prereq.: COMM 122 and 124 or consent of instructor.

Examines the news media's First Amendment rights and responsibilities, addressing libel, privacy, fairness, and objectivity, as well as current media issues. Discusses the ethical and legal ramifications of communications in a democratic society. Corcoran, Mailloux.

COMM 325 Public Relations Seminar (F-1,2; S-1,2)

4 sem. hrs. Prereq.: COMM 186 and 281.

Surveys public relations methods, research, theories, practices, and campaigns. Discusses the ethics and values of public relations as a profession. Includes case study analysis. Fine, Vieira.

COMM 326 Advertising Copywriting and Layout

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. Vieira.

COMM 328 Special Topics in Communications (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Junior standing or consent of the instructor.

Offers an intense study in a particular area of communications focusing on advanced issues. Staff.

COMM/ART 330 Special Topics in Photography (S-2)

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

4 sem. hrs. Prereq.: COMM 244. Not offered in 2008–2010.]

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, Gummere.

COMM 340 Advanced Design (S-1,2)

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-1,2; S-1,2; U-1,2)

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

COMM 370 Internship (F-1,2; S-1,2; U-1,2)

4–8 sem. hrs. Prereq.: Junior or senior standing, declared major in communications, consent of the instructor, and application filed by Oct. 15 for spring semester or March 15 for summer or fall semesters. Burrows.

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

COMM 380 Field Experience

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. Burrows.

COMM 390 Studio Five: A Communications Workplace (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the communications department core and track requirements or consent of the instructor.

Provides a faculty-supervised workplace where students undertake projects for nonprofit clients while working as collaborative teams. Requires analyzing client communications needs and providing optimal solutions on budget and deadline. Integrates relevant issues of agency/client relationships, vendor relations, and project management. Burrows, Grabiner.

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Department of Computer Science and Information Technology

Bruce P. Tis, *Chair and Associate Professor*

Margaret Menzin, *Professor*

Nanette Veilleux, *Associate Professor*

Joanne Saro, *Administrative Assistant*

The goal of the Department of Computer Science and Information Technology is to prepare 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 and information technology.

Both majors begin with a common core of five courses including: programming, computer architecture/organization, computer networks, and discrete mathematics. Once a student completes the common core, she can choose the specific major that is right for her — computer science for those interested in technology development or the application of advanced technology, or information technology for those interested in the use, application, and support of technology. 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 two 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, Screened Images Multimedia, Lowell 5 Cent Savings Bank, UPS Field Services, Eduventures, Highrock Covenant Church, Windsor School, Partners Healthcare Information Systems, and the Maine Department of Transportation. 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 alums work for companies developing educational software, medical support, gene research to cure cancers, research to ensure that voting machines can't be hacked, and writing software to help nonprofits survive.

At Simmons College we help young women find their voices. We prepare them to be leaders in the world and this world needs women in computer science and information technology more than ever.

Major in Computer Science

For students interested in the development of technology, as well as the application of advanced technology, we offer a computer science major and minor. Computer scientists develop solutions to highly technical problems and are generally at the forefront of advanced technology. They learn to think critically,

logically, and abstractly. They gain both an understanding of the underlying theory and concepts of computing as well as the facility to integrate theory with practice. They are problem solvers. Students take advanced technology courses, beyond the common core, that focus on system and technology development. Students are prepared for careers in programming, web development, system support, network administration, database design, computer and network security, applications development, and software engineering.

The department also provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two-semester project, beginning with a preparatory semester of related independent research.

Requirements: A major in computer science requires the following courses:

Technology Core

CS 112	Introduction to Programming in Java
CS 113	GUI and Event-Driven Programming
CS 226	Computer Organization and Architecture
CS 227	Computer Networks
MATH 210	Discrete Mathematics

Additional Required Courses

CS 232	Data Structures
CS 233	Analysis of Algorithms
or CS 330	Structure and Organization of Programming Languages
CS 345	Operating Systems
PHIL 225	Ethical, Legal, and Social Issues in Information Technology
Any mathematics course numbered MATH118 and above	

Electives (choice of three)

CS 233	Analysis of Algorithms (if not taken as a required course)
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CS 321	Web Services and Web-Centric Programming
CS 327	Security Issues in a Networked Environment
CS 330	Structure and Organization of Programming Languages (if not taken as a required course)
CS 333	Database Management Systems
CS 334	Special Topics in Computer Science
CS 335	Object-Oriented Design and Software Development
CS 343	Systems Analysis and Design

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, graduate. Students from a wide range of majors frequently minor in computer science. Four options are available.

Option 1: 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 101	www.computing.you
or IT 101	Living in a Digital Society
CS 112	Introduction to Programming in Java

Select three out of four of the following:

CS 227	Computer Networks
CS 327	Security in a Networked Environment
CS 320	Web Services and Web-Centric Programming
CS 333	Database Management Systems

Option 2: 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. There are two possible paths depending on the starting point:

Path A:

CS 101	www.computing.you
CS 112	Introduction to Programming in Java
CS 113	GUI and Event-Driven Programming
CS 232	Data Structures

One of the following

CS 233	Analysis of Algorithms
CS 330	Structure and Organization of Programming Languages
CS 321	Web Services and Web-Centric Computing

Path B:

CS 112	Introduction to Programming in Java
CS 113	GUI and Event-Driven Programming
CS 232	Data Structures

Two courses from the following:

CS 233	Analysis of Algorithms
CS 321	Web Services and Web-Centric Programming
CS 335	Object-Oriented Design and Software Development
CS 330	Structure and Organization of Programming Languages

Option 3: 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 in Java
CS 226	Computer Organization and Architecture

CS 227	Computer Networks
One of the following:	
CS 113	GUI and Event-Driven Programming
CS 345	Operating Systems
CS 327	Security in a Networked Environment

And one additional CS course other than CS 101.

Option 4: 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 application 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.

Technology Core

CS 112	Introduction to Programming in Java
CS 113	GUI and Event-Driven Programming

CS 226	Computer Architecture and Organization
CS 227	Computer Networks
MATH 210	Discrete Mathematics

Information Technology and Computer Science

CS 333	Database Management Systems
IT 320	Web Services and Web-centric Computing
IT 343	Systems Analysis and Design
CS 327	Security Issues in a Networked Environment

Other required courses

COMM 122	Writing and Editing Across the Media
PHIL 225	Ethical, Legal, and Social Issues in Information Technology

One of the following:

COMM 120	Communications Media
COMM 121	Visual Communication
COMM 181	Public Speaking and Group Discussion

Choose two out of the following three courses:

MGMT 234	Organizational Communication and Behavior
MGMT 321	Managing the Diverse Workforce (junior standing)
PHIL 122	Critical Thinking

Optional information technology clusters of courses are also recommended, but not required, to enhance the student's knowledge of the application area in which the student may be working. These clusters include two or three courses (see your advisor for details) and comprise the following areas: the arts, bioinformatics, bio-psych, entrepreneurship, financial systems, graphic/web, health applications, human resources systems, law, nutrition, psychology research methods, retail applications, social psychology, and social research.

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 (Java); the ability to design, create and use a database; a grasp of management issues; and the ability to sharpen your communication skills. This minor is a nice complement to any major at Simmons.

Requirements:

IT 101	Living in a Digital Society
or CS 101	www.computing.you
CS 112	Introduction to Programming in Java
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
MGMT 321	Managing the Diverse Workforce
PHIL 225	Ethical, Legal, and Social Issues in Information Technology

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 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 Department of Computer Science and Information Technology or from the Graduate School of Library and Information Science.

COURSES

CS 101 www.computing.you (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics.

Surveys computer science using web programming and the Internet. Provides an introduction to computer architecture and the representation of information. Covers programming in XHTML and JavaScript for interactive web pages. Includes basic concepts in human-computer interaction and website design. No previous background required. Menzin, Veilleux.

CS 112 Introduction to Programming in Java (M3) (F-1,2)

4 sem. hrs.

Introduces computer science and programming using a high-level programming language (currently Java). 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 GUI and Event-Driven Programming (S-1,2)

4 sem. hrs. Prereq.: CS 112.

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

CS 226 Computer Organization and Architecture (M3) (F-2)

4 sem. hrs. Prereq.: CS 112 or equivalent or consent of the instructor.

Studies the structure and function of computer hardware, with an emphasis on performance.

Includes history of computers, information representation, hardware components and their functions, buses, internal and external memory, input/output, CPU, and instruction sets. Tis, Bonan.

CS 227 Computer Networks (S-1,2)

4 sem. hrs. Prereq.: CS 112 or consent of the instructor.

Introduces the concepts, design, implementation, and management of computer networks. Covers data communication concepts, layered architectures, protocols, LANs, WANs, internetworking, the Internet, Intranets, network management, and network applications with an emphasis on TCP/IP. Tis.

CS 232 Data Structures (F-1,2)

4 sem. hrs. Prereq.: CS 113. Coreq.: MATH 210.

Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables, and applications of data structures. Tis, Veilleux.

CS 233 Analysis of Algorithms (S-2)

4 sem. hrs. Prereq.: CS 232, MATH 210.

Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms. Veilleux.

CS 321 Web Services and Web-Centric Computing (F-1)

4 sem. hrs. Prereq.: CS 113.

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. Studies XML and design of XML schemas. Web services are also examined, including SOA, UDDI, WSDL, SOAP, and XML/XPath/XSLT. Menzin.

CS 327 Security Issues in a Networked Environment (F-2)

4 sem. hrs. Prereq.: CS 227.

Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful

attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, email confidentiality, firewalls, web servers, malware, and security management strategies. Tis.

CS 330 Structure and Organization of Programming Languages (F-1)

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, Scheme, and assembly). Presents formal language specification including regular, context-free, and ambiguous languages. Veilleux.

CS 333 Database Management Systems (S-2)

4 sem. hrs. Prereq.: CS 112.

Offers comprehensive examination of the design and implementation of relational database management systems (DBMS). Teaches the logical organization of databases, E_R design, normalization and use of SQL for data description and retrieval; discusses concurrency and security issues and typical solutions. Includes a major project building web interfaces to databases using PHP and MySQL. Menzin, Veilleux.

CS 334 Special Topics in Computer Science (S-2)

4 sem. hrs. Prereq.: Junior standing or consent of the instructor.

Offers an intensive study in a particular area of computer science focusing on advanced issues. Intended for juniors and seniors concentrating in computer science. Topic varies but may include natural language processing, advanced networking, system/network management, systems programming, network programming, server-side programming and issues, cryptography, and wireless technologies. Staff.

CS 335 Object-Oriented Design and Software Development (S-1)

4 sem hrs. Prereq.: CS 232.

Applies object-oriented techniques, using C++ and Java, to the entire software development cycle, from analysis, through design, to implementation. Emphasizes good design practice in an event-

driven, GUI environment. Includes teamwork on a significant application problem, culminating in a capstone project. Veilleux.

CS 343 Systems Analysis and Design (S-1)

4 sem. hrs. Prereq.: One of MGMT 110, CS 333 and CS 101 or CS 112.

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 Operating Systems (S-2)

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 system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming. Tis.

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

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

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

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

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

Requires a written proposal, regular meetings with faculty advisor, a final presentation, and a written report. Staff.

CS 355 Honor Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor beginning with the successful completion of CS 350.

Provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two-semester project, following a preparatory semester of related independent research. Includes oral

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defense with members of the department and a written thesis. Staff.

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

4 or 8 sem. hrs. Prereq.: Junior or senior standing and consent of the department. Staff.

IT 101 Living in a Digital Society (M3) (F-1,2; S-1,2)

4 sem. hrs.

Teaches the skills and concepts needed to use, understand, and evaluate information technologies. Students will learn to use current technology confidently, and will know how to effectively adapt to inevitable changes. Word, image, and sound processing; spreadsheet and database applications, search techniques; and web design as well as the social ramifications of technology are explored. Veilleux, Staff.

IT 225 Health Informatics (M3) (S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics.

Introduces students to major uses of information technology in the health care industry. Studies components of a computer system and major health informatics applications, how a database is organized, and general issues such as consistency, security, integrity, and recovery from failure. Use of Access and introduction to SQL. Teaches how to model health care problems on Excel. Introduction to Electronic Health Records and underlying technologies and standards (XML and UML). Students will design databases, spreadsheets, and a patient information website. Menzin.

IT 320 Web Services and Web-Centric Computing (F-1)

4 sem. hrs. Prereq.: CS 113.

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. Studies XML and design of XML schemas. Web services are also examined, including SOA, UDDI, WSDL, SOAP, and XML/XPath/XSLT. Menzin.

IT 343 Systems Analysis and Design (S-1)

4 sem. hrs. Prereq.: One of MGMT 110, CS 333 and CS 101 or CS 112.

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.

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

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

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

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

Course descriptions for the other courses in the information technology program may be found listed under the respective department.

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*

Jyoti Puri, *Professor*

Masato Aoki, *Associate Professor and Chair of Economics*

Alister Inglis, *Assistant Professor of Modern Languages and Literatures*

Shirong Luo, *Assistant Professor of Philosophy*

Niloufer Sohrabji, *Assistant Professor of Economics*

Kristin Washington-Carroll, *Administrative Assistant*

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 the region 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 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 251	Fiction from China's Imperial Past
CHIN/ART 260	Chinese Calligraphy: Alternate Body Building
CHIN 310	Chinese Civilization: Past and Present
ECON 222	Comparative Economies of East Asia
ECON 224	The Japanese Economy
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
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

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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 exposure to and immersion in cross-cultural experiences, students complete four semester hours through 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 either the international or community-based learning experience. Thus, most students will satisfy this requirement during the junior or senior year. The timing of the study abroad or community-based learning experience 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 requirement has two parts. First, when available, the student must take the designated seminar

(currently HIST 362) in her final year. In the 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. Please contact the program director for further information. Students will complete this part of the requirement in consultation with their advisors and should contact the program director for further information. This component can be taken either within or outside the East Asian studies major.

Minor in East Asian Studies

A minor in East Asian studies consists of five courses from the EAS curriculum, one of which may be replaced by an East Asian language course above the 201 level.

COURSES

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

4 sem. hrs.

Staff.

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

4-8 sem. hrs.

Staff.

EAS 380 Fieldwork (F-1,2; S-1,2)

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

[EAS 390 Integrative Seminar

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

Not offered in 2008–10.]

Alternative courses will be offered in place of EAS 390 for the 2008–10 period.

Department of Economics

Masato Aoki, *Chair and Associate Professor*

Donald Basch, *Professor*

Carole Biewener, *Professor*

Barbara Sawtelle, *Professor*

Niloufer Sohrabji, *Assistant Professor*

Ruth Fasoldt, *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, race 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):

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ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
MATH 118	Introductory Statistics (MATH 238 Applied Statistical 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 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 224	The Japanese Economy
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.

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 120	Calculus I
MATH 121	Calculus II
MATH 220	Multivariable Calculus
MATH 211	Linear Algebra
MATH 238	Applied Statistical Models
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 pages 198–199.

COURSES

ECON 100 Principles of Microeconomics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Addresses debates about whether market capitalism provides the best institutional context for organizing the production, distribution, and consumption of goods and services. Considers consumer and business behavior under various competitive conditions. Assesses the appropriate role for government policy in improving performance of market capitalism. Staff.

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ECON 101 Principles of Macroeconomics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Provides perspective on the economy as a whole. Examines how interactions among national levels of consumption, saving, investment, trade, and government policy cause inflation, unemployment, and the economy's oscillation between prosperity and recession. Pays close attention to current macroeconomic events, including changes in the Federal Reserve's monetary policy and the fiscal impact of the national budget. Staff.

ECON/WGST 125 Women and Work (M5) (F-1,2)

4 sem. hrs.

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflicted by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the wage gap. Biewener.

ECON 200 Intermediate Microeconomics (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Provides an intermediate study of the 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-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Provides an intermediate study of the evolution of macroeconomic theory, the measurement of key macroeconomic performance variables, and the assumptions, goals, and trade-offs associated with alternative macroeconomic policies. Particular attention is given to the global impacts of domestic fiscal and monetary policy initiatives. Sawtelle.

ECON 203 Economic Models and Quantitative Methods (S-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101, and MATH 106 or its equivalent; or recommendation of the department.

Introduces the basic mathematical concepts and techniques most often used in economic analysis. Uses algebra and differential calculus to develop

and analyze economic models of consumer and producer behavior and of national income determination. Introduces mathematics of investment including interest, annuities, stocks, and bonds. Sohrabji.

ECON 214 Women in the World Economy (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

A reading seminar that addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or gender. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world. Biewener.

ECON 216 Economic Development (F-2)

4 sem. hrs. Prereq.: ECON 100 and 101.

A reading seminar that addresses the promises and pitfalls of globalization and economic development by considering the theory and practice of economic development as it relates to people in South America, Central America, Africa, and South Asia. Biewener.

ECON 218 International Trade (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Introduces students to international trade theory and policy with an emphasis on issues of current interest. Examines theories of why nations trade, the political economy of trade protection and strategic trade policy, debates surrounding the growth of transnational corporations, and concerns about international competitiveness. Sohrabji.

ECON 220 International Monetary Systems (S-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101.

Introduces students to international monetary theory and policy. Examines the history and political economy of international monetary systems, the behavior of international financial markets, the balance of payments, exchange rates, international debt problems, and the role of the International Monetary Fund. Emphasizes current events throughout the course. Sohrabji.

ECON 222 Comparative Economies of East Asia (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Discusses the changing nature of economic systems by comparing the "new capitalisms" in East Asia. Studies the institutions, rules, and regulations in these emerging economies, including banking regulations, foreign investing, and exchange rate regimes, as alternate models of growth and development are formulated. Sohrabji.

ECON 224 The Japanese Economy (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Examines the Japanese economy with some comparison to the U.S. economy. Topics include economic development, industrial structure, economic policies, financial institutions, labor relations, women in the economy, cultural factors, role in the world economy, factors leading up to the 1980s bubble, and long post-bubble stagnation. Aoki.

ECON 225 Political Economy of U.S. Capitalism (S-1)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Analyzes contemporary U.S. capitalism through the prism of class, with emphasis on Marx's economic theory of class structures, surplus, exploitation, competition, contradiction, and crisis. Critically compares Marxian economic theory to neoclassical and Keynesian theories. Combines lectures and discussions, and develops critical thinking through critical writing. Aoki.

ECON 231 Money and Banking (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Examines the U.S. monetary and financial systems, monetary theories, and monetary policy. Surveys theories of interest rates, theories of the interaction between the economy's monetary and productive sectors, and monetary policy. Places monetary theories within the context of broad economic debates. Tracks developments in monetary policy and financial markets, analyzing impacts on financial intermediation and the macroeconomy. Aoki.

ECON 236 Public Economics*

4 sem. hrs. Prereq.: ECON 100.

Analyzes government spending and taxes at the national, state, and local level. Topics include growth in government, the future of the income tax in the U.S., expenditure programs for the poor, financing health care and education, the Social Security system, and the relationship among various local, state, and federal governments. Staff.

ECON 239 Government Regulation of Industry (F-1,2)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Examines the government regulation that directly guides, restricts, and overrules private decision-making in the U.S. economy. Overview of such regulation along with in-depth analysis of such cases as pharmaceutical drug regulation, environmental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation. Basch.

ECON 241 Business Competition and Antitrust Policy (S-1,2)

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 (S-2)

4 sem. hrs. Prereq.: ECON 100 and 101.

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. Sawtelle.

ECON 247 Environmental Economics (S-1)

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor.

Analyzes environmental problems and policies, with emphasis on the difficulties of measuring

F = Fall
S = Spring
U = Summer
TC = Travel Course
1 = Academic Year
2008—2009
2 = Academic Year
2009—2010
M = Mode
* = Schedule t.b.a.

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. Sawtelle.

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.

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

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

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

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

ECON 355 Thesis (S-1,2)

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

Written as the culmination of a 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-1,2; S-1,2)

4-16 sem. hrs. Prereq.: Senior standing and consent of the instructor.

Provides students with opportunities for workplace experience and supervised research projects that incorporate economic analysis. Basch.

[ECON 390 Special Topics in Economics]

4 sem. hrs. Prereq.: ECON 200 and 201 or consent of the instructor. Not offered in 2008–2010.]

Intensively studies a particular area of economics using advanced analytical techniques. Intended for juniors and seniors majoring in economics.

Offered in a seminar format with a topic that varies from year to year. Staff.

ECON 393 Econometrics (F-1,2)

4 sem. hrs. Prereq.: MATH 118 and either ECON 200 or 201 or consent of the instructor.

Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to

Department of Education

FACULTY

Paul Abraham, *Chair, Associate Professor, Director of the MATESL Program*
 Kathleen Dunn, *Professor Emerita*
 Theresa Perry, *Professor*
 Jill Taylor, *Professor*
 Janie Ward, *Professor*
 Lynda Johnson, *Professor of Practice*
 Michael Cameron, *Associate Professor and Director of the Program in Behavioral Education*
 Maryellen Cunnion, *Associate Professor*
 Alfred Rocci, *Associate Professor*
 James Walsh, *Associate Professor*
 Susan Ainsleigh, *Assistant Professor and Mentoring Coordinator*
 Joy Bettencourt, *Assistant Professor*
 Allan Blume, *Assistant Professor, Coordinator of Programs at Landmark School and Melmark New England*
 Ellen Davidson, *Assistant Professor*
 Christine Evans, *Assistant Professor, Program Director of New England Center for Children Program*
 Daren Graves, *Assistant Professor, Director of the Urban Masters Program*
 Helen Guttentag, *Assistant Professor, Director of Clinical Programs and Undergraduate General Education*
 Jane Hardin, *Assistant Professor, Coordinator of South Coast Educational Collaborative and ACCEPT—Metrowest Programs*
 Russell Maguire, *Assistant Professor*
 Gary Oakes, *Assistant Professor, Director of MAT Program*
 Nina Senatore, *Assistant Professor*
 Janet Chumley, *Senior Lecturer*
 Judah Axe, *Instructor*
 Stephanie Hamel, *Instructor*
 Abby Machamer, *Instructor, Director of the Language and Literacy Program and The Reading Institute*

Madalaine Pugliese, *Instructor and Coordinator of the Program in Assistive Special Education Technology*
 Bruce Rosow, *Instructor*
 Robert Abbey, *Lecturer*
 Marilyn Adams, *Lecturer*
 Natalie Ake, *Lecturer*
 Ronald Allen, *Lecturer*
 Mary Anton, *Lecturer*
 William Arnold, *Lecturer*
 Anthony Bashir, *Lecturer*
 Barbara Berberian, *Lecturer*
 Lucille Blaschke, *Lecturer*
 Josepha Blocker, *Lecturer*
 Agnieszka Bourret, *Lecturer*
 Janelle Bradshaw, *Lecturer*
 JoAnn Campbell, *Lecturer*
 Charles Cormier, *Lecturer*
 Theresa Craig, *Lecturer*
 Elizabeth Crane, *Lecturer*
 Eileen Cronin, *Lecturer*
 Sarah Dietrich, *Lecturer*
 Jennifer Edge-Savage, *Lecturer*
 Kirsten Esposito, *Lecturer*
 Rebecca Felton, *Lecturer*
 Melissa Farrall, *Lecturer*
 Suzanne Foley, *Lecturer*
 Stephen Furtado, *Lecturer*
 Ellen Horton, *Lecturer*
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 Carl Gersten, *Lecturer*
 Diana Gondek, *Lecturer*
 Sarah Gorham, *Lecturer*
 Daniel Gould, *Lecturer*
 David Heimbecker, *Lecturer*
 Claire Jackson, *Lecturer*
 Kimberly Janssen, *Lecturer*
 Karen Janowski, *Lecturer*
 Katherine Johnson, *Lecturer*
 Kellie Jones, *Lecturer*
 Lorna Kaufman, *Lecturer*
 Thaiadora Katsos, *Lecturer*
 Joseph Keefe, *Lecturer*
 Roberta Kelly, *Senior Lecturer and Director of Urban Masters Program*
 Beth Kennedy, *Lecturer*

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Susan Langer, *Lecturer*
 Carol Laska, *Lecturer*
 Kevin Lenane, *Lecturer*
 Nancy Levy-Konesky, *Lecturer*
 Sally Nelson, *Lecturer*
 Thomas Plati, *Lecturer*
 Kimberly Quade, *Lecturer*
 Nancy Raskind, *Lecturer*
 Marnie Reed, *Lecturer*
 Thomas Rooney, *Lecturer*
 Barbara Scotto, *Lecturer*
 Michael Sherman, *Lecturer*
 Anne Steele, *Lecturer*
 Rachel Thompson, *Lecturer*
 Robert Tucker, *Lecturer*
 John Ullian, *Lecturer*
 Lori Villani, *Lecturer*
 Patricia Walsh-Cassidy, *Lecturer*
 Linda Waters, *Lecturer*
 Roseli Weiss, *Lecturer*
 Sharon Watermam, *Lecturer*
 Anne Whittredge, *Lecturer*
 Elizabeth Williams, *Lecturer*

Staff

Roxanne Aurisma, *Program Manager*
 Suzanne Kowalewski, *Licensing Specialist*
 Nancy Ortega, *Off-Site Program Manager*
 Marie Brown, *Administrative Assistant*
 Patrick Cuniffe, *Administrative Assistant*
 Jane Wilmot, *Administrative Assistant*
 Cynthia Smith, *Staff Assistant*

The Simmons College teacher preparation program is committed to the belief that all children can learn, thereby preparing teachers to respond to a variety of learning styles, to value diversity, and to encourage the inclusion of all learners in the classroom and the community. Graduates of the program have a strong background in the liberal arts and sciences, understand their roles as teachers in a democratic society, and are ready to enter the profession as reflective, responsible individuals.

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, political science, mathematics, biology, chemistry, Spanish and French.
- English as a second language – page 122
- Moderate disabilities, PreK-8 and 5-12) pages 123-124 *
- Severe disabilities (all levels) *
- 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 Scholarship Program.

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 license.

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 120 or contact the director of the general education

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.

Massachusetts Tests for Educator Licensure Annual Institution Report 2006–2007

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
CommLit Reading	210	210	100%	100%
CommLit Writing	207	205	99%	99%
Aggregate	211	209	99%	99%
Academic Content Areas				
Biology	3	--	--	100%
Chemistry	1	--	--	94%
Early Childhood	2	--	--	98%
English	26	26	100%	99%
English as a Second Language	9	--	--	100%
Found. of Reading	87	83	95%	98%
General Curriculum	130	130	100%	99%
History	16	16	100%	98%
Mathematics	5	--	--	97%
Middle School Mathematics	5	--	--	100%
Political Science/Political Philosophy	1	--	--	100%
Spanish	3	--	--	96%
Aggregate	288	281	98%	99%
Summary Totals and Pass Rate	226	219	97%	98%

undergraduate program for further information.

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 nonlicensed 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)

ENGL 313 Survey of Literature for Children and Young Adults

BIOL/ Great Discoveries in Science

PHYS 103

MATH 115 Number System and Algebra for Elementary School Teachers (taken concurrently with GEDUC 467)

HIST 100 World Civilizations I: 1607–1877

HIST 140 History of American Civilization I

NUTR 111 Fundamentals of Nutrition Science

PSYC 101 Introduction to Psychology

PSYC 235 Developmental Psychology

SPND 446 Learners with Special Needs

One art or music 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 (taken concurrently with MATH 115)

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 117) 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 (Taken concurrently with GEDUC 467)
- MATH 116 Geometry and Data Analysis for Elementary School Teachers (Taken spring of junior year)

History and Social Studies:

- HIST 100 World Civilizations I
- HIST 101 World Civilizations II
- HIST 140 History of American Civilization I
- POLS 101 Introduction to American Politics
- Science and Technology
- Engineering:
- *BIOL/
PHYS 103 Great Discoveries in Science
- *BIOL 113 General Biology (may be taken in lieu of BIOL/PHYS 103)
- PHYS 105 Science and Technology in the Everyday World: How Things Work

Child Development

- PSYC 101 Introduction to Psychology
- 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

**Includes fieldwork.*

Elementary Minor (20 semester hours)

Dunn Scholars (see page 117) might choose to do a minor and complete their licensure preparation at the graduate level during their fifth year. Students select five of the following courses:

*EDUC 156 Schools in an Era of Change

*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
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 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, French, or English as a Second Language (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 chemistry: A major in chemistry 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 122 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.

Teacher of political science/philosophy (previously known as social studies): A major in political science is required.

All students majoring in a secondary subject matter should consult the *General Education Undergraduate Advising Handbook* for specific additional courses required beyond their majors to meet state subject matter requirements. Students should work closely with their advisors in selecting courses.

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 117) 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*

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 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 Psychology

EDUC 156 Schools in an Era of Change

Sophomore Year

Modern language (201, 202, or appropriate level)

PSYC 236 Psychology of Adolescence

*GEDUC 460 Teaching Strategies for the Inclusive Classroom

Junior Year

Modern language (240, 245, or appropriate level)

*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 only)

Senior Year

TESL 451 Bilingualism and Language Variation in Multicultural Settings

*TESL 445 Reading and Writing in a Second Language

*EDUC 385 Practicum: ESL (Grades 5–12) and the accompanying practicum seminar

** Includes fieldwork*

SPECIAL EDUCATION

In the field of special education, Simmons College offers training for Massachusetts licensure for teacher 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 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. Students may opt to minor in special education, but a master's is required to obtain licensure. The Massachusetts regulations for licensure in the field of special education sometimes change. Students must meet with their undergraduate faculty advisor in special education to review their course selections.

In accordance with state requirements, the Simmons programs in special education are competency-based. For this reason, transfer credit for coursework completed at other institutions will not be granted automatically. Competency in coursework completed elsewhere will be evaluated by the Simmons departmental faculty.

The five-year Dunn Scholar Program is essentially the only route to licensure in the programs in Special Education. In this program, students build on their academic work at the undergraduate level and continue in the fifth year. The programs prepare students to be licensed in moderate disabilities at the PreK-8 level or 5-12 level, in severe disabilities at all levels.

First Year

PSYC 101 Introduction to Psychology
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 412 Inclusion, Consultation and
Collaboration for Meaningful
Access to Curriculum

SPND 446 Learners with Special Needs
GEDUC 467 Math for the Early Childhood and
Elementary Classroom

Fourth Year

GEDUC 464 Reading and Language Arts for
the Early Childhood and
Elementary Classroom

or TESL 445 Fundamentals of Reading and
Writing in a Second Language

Independent Study for eight credits in education or in a liberal arts major

Students may also take an elective in special education with approval.

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 all areas of the Massachusetts Curriculum Frameworks and in a variety of public or 603 CMR 28.00 approved school settings.

The following courses are included in the post-baccalaureate curriculum:

RDG 406 The Structure of Language for
Teachers
RDG 410 Multisensory Structured
Language Strategies for Reading

SPND 422 Differentiating Instruction Using
Technology Across the
Curriculum

SPND 436 Formal and Informal Assessment
SPND 441 Classroom Management for
Learners with Special Needs in
Inclusive Settings

SPND 443 Special Education Law, Regulations, and Process for Teachers

SPND 438 Practicum: Moderate Disabilities (PreK–8)

or SPND 439 Practicum: Moderate Disabilities (5–12)

SPND 488 Seminar and Fieldwork in Education

SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process

SPND 468 Practicum: Severe Disabilities (Levels: All)

SPND 488 Seminar and Fieldwork in Education

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 Frameworks 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:

RDG 410 Multisensory Structured Language Strategies for Reading

SPND 422 Differentiating Instruction Using Technology Across the Curriculum

SPND 442 Analysis of Behavior: Principles and Classroom Applications

SPND 443 Special Education Law, Regulations, and Process for Teachers

SPND 447 Assessment and Curriculum Development for Learners with Severe Disabilities

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 Frameworks. Students in the Department of 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 Department of Special Education prior to registration.

Independent Learning

Special education majors can fulfill the all-College independent learning requirement by completing SPND 488 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 412, SPND.446, GEDCU 467, and GEDU 464 or TESL 445.

COURSES

EDUC 108 Introduction to Early Childhood Education (F-1,2)

4 sem. hrs.

Provides a comprehensive view of early childhood education with particular focus on the critical examination of models of effective early childhood programs and practices. Emphasizes the social contexts of the education of young children, with attention to the role of culture, families, peers, play, and social behaviors. Examines specific programs and models of early childhood education. Requires site visits. Foley.

EDUC 156 Schools in an Era of Change (F-1,2; S-1,2)

4 sem. hrs.

Engages students in a range of issues and ideas that are part of the American educational scene, including schools as social organizations, special education, the role of technology in teaching, standardized testing, the philosophy and history of education, and the search for instructional excellence and equity in education. Requires fieldwork and computer use. Oakes, Cunnion, Bettencourt.

EDUC 308 Seminar in Teaching and Learning at the Early Childhood and Elementary Levels (S-1,2)

4 sem. hrs. Prereq.: Stage I and II.

Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrated curriculum units, and intervention plans for individual learners needing academic or behavioral modifications. Addresses legal and ethical issues, classroom management, communication with parents, and assessment. Reviews professional portfolios. Taken in conjunction with the spring practicum. Guttentag.

EDUC 310 Seminar in Teaching and Learning at the Middle and High School Level (S-1,2)

4 sem. hrs. Prereq.: Stage I and II.

Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrate curriculum units, and consider models of effective classroom management. Focuses on appropriate assessment procedures and adapting curriculum to provide for individual differences. Also addresses effective parent communication, legal and ethical issues, and professional portfolio development. Taken in conjunction with the spring

practicum. Staff.

GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School (F-1,2; S-1,2; U-1,2)

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. Johnson, Steele.

GEDUC 424 Integrating Educational Technology in the Classroom (F-1,2, S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Emphasizes understanding the role of technology as a teaching tool within the broader concept of curriculum development. Explores how computer technology can provide new avenues of learning in heterogeneous classrooms. Provides tools to evaluate software, develop lessons using the Internet, use digital cameras and scanners, and explore programs such as Hyperstudio and Inspiration. Involves a major curriculum project integrating a range of technologies. Kennedy, Plati.

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

4 sem. hrs.

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

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

4 sem. hrs.

Staff.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

4 sem. hrs.

Staff.

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GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers professional issues for middle and high school teachers and students, including current school reform efforts; the multicultural debate; and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course. Campbell, Davidson, Rocci.

GEDUC 460 Teaching Strategies for the Inclusive Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: EDUC 156 and consent of the department. Not open to first-year students.

Examines a variety of teaching strategies 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, Johnson.

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (S-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers methods and materials for elementary curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. Cormier.

GEDUC 462 Curriculum for the Early Childhood Classroom (S-1,2)

4 sem. hrs. Prereq.: Stage I and two courses in child development.

Explores early childhood programming (birth through age eight), focusing on the importance of physical, emotional, and cognitive development. Emphasizes adapting materials and methods to the needs of each child, including those with special needs. Discusses room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and curriculum. Requires participation in workshops and field placement. Foley.

GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers methods of assessment and instruction in creating comprehensive literacy programs with reference to the ELA Frameworks throughout; decoding strategies including phonemic awareness and phonics skills; comprehension strategies; guided reading; literature circles; the writing process; and the integration of children's literature and poetry. Requires two mornings a week of fieldwork if taken concurrently with GEDUC 467. Guttentag, Scotto.

GEDUC 467 Math for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers basic topics of elementary mathematics from contemporary viewpoints to reinforce mathematics learning. Examines varying pupil responses and techniques of instruction and construction of curriculum units. Requires field experience in an inclusive classroom. Includes two mornings a week of fieldwork if taken concurrently with GEDUC 464. Davidson.

GEDUC 471 English Curriculum at the Middle or High School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers issues in the teaching of high school and middle school English, including selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories. Includes observation and aiding experiences in inclusive English classrooms. Rooney.

GEDUC 472 Modern Foreign Language Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I and one course in advanced composition or stylistics.

Considers major pedagogical issues in modern language instruction with specific attention to theories of language acquisition; the development of listening, speaking, reading, and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Includes observation and aiding experiences in inclusive language classrooms. Nelson.

GEDUC 474 History and Political Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers major pedagogical issues in teaching history and the social sciences, emphasizing selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Includes observation and aiding experiences in inclusive social studies classrooms. Bettencourt.

GEDUC 476 Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Introduces middle and high school science teaching: specific problems, instructional materials, and teaching techniques. Emphasizes observing and aiding inclusive science classes. Cauchon, Plati.

GEDUC 478 Mathematics Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs. Prereq.: Stage I.

Explores contemporary issues and problems in middle and high school level mathematics teaching, including curriculum projects and materials and their origins, rationales, and uses. Emphasizes the teacher's role as a generator of knowledge and curriculum and the formulator of instruction. Includes appropriate field experience. Sherman.

TESL 445 Fundamentals of Reading and Writing in a Second Language (F-1,2)

4 sem. hrs.

Provides an introduction to reading and writing in a second language. Examines theories of reading both first and second language; relevant differences in first and second reading processes and instruction, particularly with beginning readers; and formal and informal reading assessment. Involves tutoring. Writing theory and practice will be examined and instructional approaches to writing, the writing process, and writing assessment will also be considered. Requires fieldwork. Abraham.

TESL 451 Bilingualism and Language Variation in Multicultural Settings (F-1,2)

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context.

Investigates the effects of gender, race, and culture on language use within developmental stages and learning styles of students across grade levels. Emphasizes assessment procedures and the involvement of parents in education. Chumley.

TESL 479 Teaching English as a Second Language Methodology and Curriculum Development (S-1,2)

4 sem. hrs.

Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques – reading and writing processes and instruction and assessment and testing – and their application to curriculum development. Requires fieldwork. Abraham.

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Requires fieldwork. Chumley.

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.

Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Requires fieldwork. Reed.

RDG 406 The Structure of Language for Teachers (F-1,2; S-1,2)

4 sem. hrs.

Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. Progresses in a sequential, systematic,

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hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. Moats, Rosow.

RDG 410 Multisensory Structured Language Strategies for Reading (F-1,2; S-1,2)

4 sem. hrs.

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for learners with language and reading challenges.

Emphasizes use of these techniques and strategies within inclusive and general education settings. Requires fieldwork. Goodrich, Machamer.

SPND 412 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum (F-1,2; S-1,2)

4 sem. hrs.

Explores building-based issues in the inclusion of learners with special needs and techniques, including cooperative learning, to include learners with special needs in general educational settings. Includes development of a collaborative plan describing implementation strategies for inclusion, team building, and school change. Requires site visit. Ake, Waterman, Waters.

SPND 414 Classroom Methods of Manual Communication (F-1,2; S-1,2)

4 sem. hrs.

Introduces beginning-level manual communication (signing and finger spelling) and other alternative and augmentative communication systems and strategies for learners with special needs. Emphasizes American Sign Language and includes other manually coded English systems, as well as augmentative communication systems and strategies, related literature, and related technology. Craig.

SPND 422 Differentiating Instruction Using Technology Across the Curriculum (F-1,2; S-1,2)

4 sem. hrs.

Explores strategies to incorporate assistive special education technology into classrooms and learners' individualized educational programs. Provides real-world experiences, resources, and skill development in the latest software, adaptive equipment, and best practices. Explores readily

implemented practical solutions for inclusive classrooms. Pugliese.

SPND 436 Formal and Informal Assessment (F-1,2; S-1,2)

4 sem. hrs.

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. Brooks, Waters.

SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (F-1,2; S-1,2)

4 sem. hrs.

Focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasizes preventive discipline, classroom environments, and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. Katsos, Lavoie.

SPND 442 Analysis of Behavior: Principles and Classroom Applications (F-1,2; S-1,2)

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and practices successful in schools, communities, and work settings. Requires fieldwork. Ainsleigh.

SPND 443 Special Education Laws, Regulations, and Process for Teachers (F-1,2; S-1,2)

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, Kaufmann, Esposito, Abramson, Magee.

SPND 446 Learners with Special Needs (F-1,2; S-1,2)

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on language development and communication problems. Requires fieldwork. Evans, Hardin.

SPND 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities (F-1,2; S-1,2)

4 sem. hrs.

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings. Requires fieldwork. Ainsleigh, Lenane.

SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process (F-1,2; S-1,2)

4 sem. hrs.

Examines employment opportunities and support services available to citizens with severe disabilities. Involves job inventories in local industry and analysis of the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Includes placement and supervision of learners in worksites. Requires fieldwork. Novick, Williams.

SPND 469 Topics in Clinical Practice (F-1,2; S-1,2)

4–8 sem. hrs.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Blume.

SPND 488 Seminar and Fieldwork in Education (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department.

Involves developing curriculum materials using the Massachusetts Curriculum Frameworks and

demonstrating service to learners with special needs. Requires papers and attendance at seminars. Hardin, Arnold, Villani.

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 Communication and Literacy portions of the Massachusetts Tests for Educator Licensure (MTEL) prior to admission to the practicum. Practica descriptions can be found at the end of course listings for each teacher preparation program.

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification.

For further information for past cohorts, please see our website www.simmons.edu.

EDUC 381 Practicum in Early Childhood: PreK–K (S-1,2)

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

Requires 150 hours in a PreK–K level setting including special needs learners. Includes supervised teaching responsibilities and development of lesson plans, curriculum materials, and learning centers. Taken in spring of junior year and summer I. Guttentag.

EDUC 382 Practicum: Elementary School (Grades 1–6) (S-1,2)

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

Assigns supervised teaching responsibilities in an inclusive elementary classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional

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objectives. Requires papers and weekly seminars. Guttentag.

EDUC 383 Practicum: Middle School (Grades 5–8) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an appropriate inclusive middle school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Rocci.

EDUC 384 Practicum: High School (Grades 8–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an appropriate inclusive high school classroom in the metropolitan Boston area. Includes 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. Rocci.

EDUC 385 Practicum: French, Spanish, or ESL (Grades 5–12) (S-1,2)

12–16 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, Rocci.

EDUC 386 Practicum in Early Childhood: 1-2 (S-1,2)

12 sem. hrs. Assigns supervised teaching responsibilities in an inclusive 1–2 classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. Guttentag.

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Limited enrollment.

Two full days a week of clinical experience in a private or public school classroom. Guttentag.

SPND 438 Practicum: Moderate Disabilities (PreK–8) (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department. Involves full-time supervised teaching responsibilities in a public school classroom (PreK–8) with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Hardin.

SPND 439 Practicum: Moderate Disabilities (5–12) (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department. Involves full-time supervised teaching responsibilities in a public, private or 603 CMR 28.00 approved school classroom (5-12) with learners with moderate disabilities. Requires documentation of successful attainment of Massachusetts licensure requirements. Hardin.

SPND 468 Practicum: Severe Disabilities (Levels: All) (F-1,2; S-1,2)

4–8 sem. hrs. Prereq: Consent of the department. Involves full-time supervised teaching responsibilities in a public, private or 603 CMR 28.00 approved school with learners with severe disabilities. Requires documentation of successful attainment of Massachusetts licensure requirements.

Please Note:

Because of the complexities of the Education Program in meeting all of the state requirements for licensure, it is critical that students follow the study plans developed with their advisors. Deviation from the established program, without approval by the advisor, may result in students having to take an additional semester in order to complete all licensure and graduation requirements.

CATALOG STATEMENT ON THE CORI

Students seeking prepracticum fieldwork placements prior to their practicums or graduate-level internships may be asked by the school district to have a CORI (Criminal

Offender Record Information), a criminal background check, done on them. It is very likely that students will be asked for this prior to their placements in their practicums or internships. All candidates applying for teaching positions in Massachusetts public schools will be required to have a CORI completed.

A CORI will reveal any arrest and/or conviction of a felony or misdemeanor in Massachusetts. A school district has the right to refuse placement or employment of any applicant whose CORI reveals any criminal record.

The application for a teaching license in Massachusetts includes the following question: Have you ever been convicted of a felony? The state has the right to refuse a teaching license to any applicant who has a questionable criminal record.

Department of English

J. Douglas Perry, Jr., *Chair and Associate Professor*
 Renee Bergland, *Professor*
 Pamela Bromberg, *Professor*
 David Gullette, *Professor*
 Cathryn Mercier, *Professor*
 Lowry Pei, *Professor*
 Afaa Michael Weaver, *Alumnae Professor*
 Kelly Hager, *Associate Professor of English and Women's and Gender Studies*
 Richard Wollman, *Associate Professor*
 Sheldon George, *Assistant Professor*
 Suzanne Leonard, *Assistant Professor*
 Erin Nichols, *Administrative Assistant*

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.

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 121 Shakespeare
 ENGL 210 Critical Interpretation

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All majors must elect ENGL 210 as soon as possible after declaring an English major; students considering an English major are urged to take ENGL 210 in their sophomore year. ENGL 210 is the prerequisite for all 300-level literature courses offered by this department. 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, 315, 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, or 311)
- One course in American literature before 1900 (ENGL 235, 261, 262, 274, 312, or 320)
- One course in multiethnic literature (ENGL 163, 178, 220, 235, 251, 275, 276, 308, 323, or 330)
- Two writing courses (ENGL 105, 107, 109, 305, or 310)
- One literature elective

Note: Two of these 10 courses must be 300-level literature seminars.

The Literature Option

- One course covering literature before 1610 (ENGL 111, 112, 315, 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, or 311)
- One course in American literature before 1900 (ENGL 261, 262, 274, 312, or 320)
- One course in multi-ethnic literature (ENGL 163, 178, 220, 235, 251, 275, 276, 308, 323, or 330)
- Three literature electives

Note: Two of these ten courses must be 300-level literature seminars.

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.

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 110, 111, 112, 121, 163, 172, 178, 184, 193, and 195.

ENGL 105 Creative Writing: Non-Fiction (M1) (F-1,2; S-1,2)

4 sem. hrs.

Designed for students with a solid base of writing skill who wish to grow further as writers. Teaches writing of non-fiction that a non-captive audience would willingly read. Focuses primarily on the personal narrative. Pei, Wollman, Weaver, Staff.

ENGL 107 Creative Writing: Fiction (M1) (S-1,2)

4 sem. hrs.

Introduces the discipline of writing the short story. Reading of some classic and contemporary short fiction, and discussion of student drafts in a supportive workshop setting. Pei, Staff.

ENGL 109 Creative Writing: Poetry (M1) (F-1,2)

4 sem. hrs.

Targets the eager and curious writer of poems

seeking structure, feedback, and models of excellence in a workshop setting. Assumes that those who want to write are those who have been deeply moved by the writing of others. Includes extensive reading and attendance at poetry readings in the Boston area. Weaver, Wollman.

ENGL 110 Introduction to Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Teaches the art and skill of reading fiction, poetry, and plays for pleasure and understanding. Designed for those who love to read but are not necessarily intending to major in literature. Includes seminar-style discussions and frequent writing. Staff.

ENGL 111 Greek Mythology and Religion (M2) (F-1)

4 sem. hrs.

Examines myths about the principal gods, goddesses, and heroes of ancient Greece, and the influence of Greek mythology on later literature, language, and the visual arts. Includes readings from Homer, Hesiod, Sappho, Ovid, and Greek dramatists. Wollman.

ENGL 112 The Bible (M2) (S-1,2)

4 sem. hrs.

Closely studies the Old and New Testaments, with attention to the problem of strategies of interpretation. Considers themes including the use of metaphor; shifting attitudes toward sex; time and typology; and theological versus cultural perspectives. Wollman.

ENGL 121 Shakespeare (M2) (F-1,2)

4 sem. hrs.

Analyzes major plays with commentary on the theater of Shakespeare's London. Includes films and attendance at live performances of Shakespeare's plays when possible. Gullette, Wollman.

ENGL 138 American Poetry (M2) (S-2)

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.

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ENGL 139 Modern Poetry (F-2)

4 sem. hrs.

Examines cross-cultural influences in 20th-century poetry, such as the case of the negritude poets, Harlem Renaissance poets, and the French surrealists. Emphasis on American poets such as Langston Hughes, H.D., and William Carlos Williams. Attention will be given to fundamental approaches to the criticism of poetry. Staff.

ENGL 161 American Literature to the Civil War (M2) (F-1,2)

4 sem. hrs.

Studies American literature from its beginnings to the Civil War; from its pre-literature — recording the encounters among the Native Americans, English, Spanish, French, and Africans — to the first emergence of America's literature of diversity, exemplified by such writers as Douglass, Jacobs, Emerson, Fuller, Thoreau, Hawthorne, Dickinson, and Melville. Bergland.

ENGL 162 American Literature from 1865 to 1920 (M2) (S-1,2)

4 sem. hrs.

Focuses on the responses of American writers to the change from a predominantly rural small-town society to an urban industrialized one and the accompanying challenges to previous racial and gender stereotypes. Texts include poetry by Walt Whitman and Emily Dickinson; fiction by Mark Twain, Henry James, Kate Chopin, Theodore Dreiser, and Edith Wharton; and W.E.B. DuBois's *Souls of Black Folk*. George.

ENGL 163 African American Literature Survey (F-1,2)

4 sem. hrs.

Presents the contextual and equitable aspects of African American literature as an integral part of American literature, in the hope that strategies of racial and gender dominance will give way to a wider appreciation of literary art. Weaver.

ENGL 172 American Fiction: Post-1945 (M2) (S-1,2)

4 sem. hrs.

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

ENGL 176 African American Fiction (M2) (F-1)

4 sem. hrs.

Analyzes the possibility of viewing fiction by African Americans as constitutive of a distinctive genre of literature. Highlights certain repeated themes and rhetorical patterns found in fiction by African Americans, but asks if race itself is what finally determines the makeup of the genre. Authors include Douglass, Baldwin, Ellison, Washington, Wright, and others. George.

ENGL 178 Multicultural Themes in Modern American Literature (M2) (S-1)

4 sem. hrs.

Studies personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and non-fictional works by African American, Jewish, Native American, Asian American, Latino, and other authors. Focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. Bergland.

ENGL 184 World Drama Survey (M2) (F-1,2)

4 sem. hrs.

This course is a survey of major plays from Europe, the United States and Africa. Dramatists may include Sophocles, Aristophanes, Shakespeare, Ben Jonson, Moliere, Ibsen, Strindberg, Chekhov, O'Neill, Brecht, Beckett, Hansberry, Fugard, and August Wilson. Social and political contexts of theater, performance practices, and writing about drama. Leonard, Weaver.

ENGL/WGST 193 Women in Literature (M2) (S-1; F-2)

4 sem. hrs.

Explores 19th and 20th century literature written by and about women. Considers how women writers have challenged conventional notions of who women really are and who they long to become. Studies writers including Jane Austen, Charlotte Brontë, Louisa May Alcott, Mary Shelley, Dorothy Canfield, Jhumpa Lahiri, Ahdaf Soueif, and others. Hager, Bergland, Leonard.

ENGL 195 Art of Film (M2) (F-1,2)

4 sem. hrs.

Serves as an introduction to film analysis by teaching the basics of mise-en-scène, cinematography, editing, and sound as well as fundamental principles of film narrative, style, genre, and

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

ENGL 210 Critical Interpretation (F-1,2; S-1,2)
4 sem. hrs.

Introduces literary criticism and the study of literary genres, historical periods, and major authors. Considers how we read, analyze, and write about literature from different critical perspectives. Specific genres, periods, and authors vary from semester to semester. Includes frequent, varied writing assignments. Required for all English majors. Hager, Leonard.

ENGL 220 African American Autobiographies (F-2)
4 sem. hrs.

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 231 English Literature of the 17th Century (F-1,2)
4 sem. hrs.

Introduces literature of the 17th century through study of the metaphysical wit and cavalier poetry of Donne, Herbert, Marvell, Milton, and Jonson; the prose of Bacon and Browne; and the poetry of Phillips, Wroth, and Amelia Lanyer. Themes include manuscript and print culture, public politics and private culture, and sex and religion. Wollman.

ENGL 235 Identity and Race in the American Literary Imagination: 1820-1890 (F-1,2)
4 sem. hrs.

Focuses upon the works of major American writers and defines and analyzes how the sentiments and attitudes of the Romantic and Realist periods become intertwined with race in the literary process of imagining and representing American identity. George.

ENGL 243 The English Novel through Austen (S-2)
4 sem. hrs.

Considers the development of the English novel, with emphasis on narrative technique and the cultural history of the novel in the 18th-century. Novelists may include Behn, Fielding, Burney, Austen, Walpole, Shelley, and Dickens. Bromberg.

ENGL/CHIN 251 Fiction from China's Imperial Past (M2) (S-2)
4 sem. hrs.

Focuses on Chinese fiction from ancient times to the 17th century. A range of genres will be covered, including supernatural tales, erotic stories, notebook literature, vernacular short stories, historical fiction as well as selections from novels. Compares literary texts to other forms such as painting and film. Inglis.

ENGL 252 Studies in Film Genre (S-1,2)
4 sem. hrs.

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 254 The English Novel from Victorians to Moderns (S-2)
4 sem. hrs.

Studies major English novelists, such as Charles Dickens, Charlotte Brontë, George Eliot, Anthony Trollope, Thomas Hardy, Virginia Woolf, D. H. Lawrence, E. M. Forster, and at least one noncanonical novelist. Hager.

ENGL 275 American Modernism and the Harlem Renaissance (S-1,2)
4 sem. hrs.

Focuses on the literature, music, and culture that emerged after WWI in places like Harlem. Examines the period's atmosphere of creativity and experimentation through the works of both major "white" writers like Hemingway, Faulkner, Fitzgerald, and Eliot, and major African-American writers like Hughes, Hurston, Larsen, Du Bois, and Toomer. George.

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[ENGL 304 Problems in Romantic Literature: The Romantic Rebel]

4 sem. hrs. Prereq.: ENGL 210. Not offered in 2008–2010.]

Begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. Bromberg.

ENGL 305 Advanced Creative Writing: Non-Fiction (F-1,2)

4 sem. hrs. Prereq.: ENGL 105 or equivalent, consent of the instructor, or graduate standing. Concentrates on the writing of memoir.

Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short critical exercises to sharpen consciousness of form and technique in non-fiction. Pei.

ENGL 306 Victorian Literature and Culture (F-1)

4 sem. hrs. Prereq.: ENGL 210.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers who may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Hager.

ENGL 307 Jane Austen and Virginia Woolf (F-1)

4 sem. hrs. Prereq.: ENGL 210.

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 (S-1)

4 sem. hrs. Prereq.: ENGL 210.

Studies the novels of such writers as Joseph Conrad, Jean Rhys, V.S. Naipul, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Anita Desai in the context of contemporary postcolonial theory. Bromberg.

ENGL 310 Advanced Poetry Workshop (S-1,2)

4 sem. hrs. Prereq.: ENGL 109 or consent of the instructor.

Serves as an advanced-level workshop for poets seeking a space in which to concentrate on their craft and participate in sophisticated discussions of poetry. Requires completion of a manuscript of 20 poems worthy of being submitted for publication as a chapbook, and an essay on poetics. Weaver, Wollman.

ENGL 312 Classic American Writers (S-1,2)

4 sem. hrs. Prereq.: ENGL 210.

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-1,2; S-1,2)

4 sem. hrs. Prereq.: Sophomore 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-1,2)

4 sem. hrs. Prereq.: ENGL 210.

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 (F-1)

4 sem. hrs. Prereq.: ENGL 210.

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-1)

4 sem. hrs. Prereq.: ENGL 210.

Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon. George.

ENGL 318 The Dramatic Imagination in America (F-2)

4 sem. hrs. Prereq.: ENGL 210.

Focuses on 20th-century American plays by writers like 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. Staff.

ENGL 320 American Women's Poetry (S-2)

4 sem. hrs. Prereq.: ENGL 210.

Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format. Bergland.

ENGL 321 Studies in Shakespeare (S-1,2)

4 sem. hrs. Prereq.: ENGL 210 and ENGL 121 or consent of the department.

Closely analyzes a few major plays and varied critical approaches to them. Wollman.

[ENGL 323 Special Topics in Literature

4 sem. hrs. Prereq.: ENGL 210. Not offered in 2008–2010.]

Offers an intensive study of a particular genre of literature. Staff.

ENGL 324 James Joyce (F-2)

4 sem. hrs. Prereq.: ENGL 210.

Examines *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegan's Wake*. Considers Joyce's transformation from fin-de-siecle ironist to high-modernist comedian, as well as a broad selection of Joyce criticism, including the French feminists who have adopted him as one of their own. Staff.

ENGL 325 Modern Irish Literature (F-1)

4 sem. hrs. Prereq.: ENGL 210.

Considers major works in verse, fiction, and

drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others whose work has been influenced by the recent sectarian violence in Northern Ireland. Gullette.

[ENGL 326 Studies in Medieval and Renaissance Literature

4 sem. hrs. Prereq.: ENGL 210. Not offered in 2008–2010.]

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 (S-2)

4 sem. hrs. Prereq.: ENGL 210

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 342 Studies in 18th–Century Literature (S-1)

4 sem. hrs. Prereq.: ENGL 210.

Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. Bromberg.

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

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

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

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

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

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.

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ENGL 380 Fieldwork (F-1,2; S-1,2)

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

ENGL 390 Seminar in Literary Scholarship [F-1,2]

4 sem. hrs. Prereq.: ENGL 210.

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.

ENGL 398 Feminist Film Studies [S-1,2]

4 sem. hrs. Prereq.: ENGL 195 or ENGL 210.

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, lesbian cinema, female spectatorship and reception theory, race studies and postcolonialism, and postfeminism. Leonard.

Department of History

Laurie Crumpacker, *Chair and Professor*

Zhigang Liu, *Associate Professor*

Laura Prieto, *Associate Professor*

Stephen Berry, *Assistant Professor*

Sarah Leonard, *Assistant Professor*

Stephen Ortega, *Assistant Professor*

Kim Brinck-Johnsen, *Lecturer*

Trevor Coates, *Lecturer*

Kate Larson, *Lecturer*

Kristin Washington-Carroll, *Administrative Assistant*

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. History graduates are prepared for careers as teachers, librarians and archivists, lawyers, writers, museum curators, researchers, businesspeople, 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 at the 100 and 200 level may be taken without prerequisites; however, the department does recommend 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 shall be that the spirit of distribution will be upheld so that a student has some breadth as well as depth in her 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 the following, with HIST 253 as the first course:

HIST 252	History and Material Culture
HIST 253	Introduction to Public History
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 237, HIST 240), one course in early or pre-modern history (HIST 202, 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.

Category V: Advanced Work. One history course at or above the 350 level.

An independent study course from another department may be counted towards this requirement as follows. The course must involve advanced work in history, the student must petition for the course to count towards the history requirement, and the history faculty must approve the petition by a majority vote.

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

Interdepartmental and Double Majors

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. 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 English, modern languages and literatures, economics, political science, sociology, arts administration, and philosophy. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a major. Another possible combination permits fulfilling requirements for the Master of Arts in Teaching (MAT) degree (see the requirements on page

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118) 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. 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, 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 30. 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 Program in History

The Department of History offers a master's degree program in conjunction with the Graduate School of Library and Information Science. For information about the Master of Arts in History/Master of Science in Library and Information Science in archives management, see the dual-degree program in the *Graduate Course Catalog*.

COURSES

HIST 100 World Civilizations I: Pre-Modern Societies (M5) (F-1,2)

4 sem. hrs.

Studies the evolution of human societies to the rise of 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-1,2)

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 116 New Approaches to History

4 sem. hrs. Not offered in 2008–2010.]

Examines the emotional and intellectual relationship between readers of history and the people and events in the past that we study. Considers how an individual's position in time and space as well as in society and culture affects her ability to

create a “true” version of the past. Uses case studies for application purposes. Staff.

HIST 117 History Through Novels and Film (M2) (S-1,2)

4 sem. hrs.

Examines how audiences view history through novels and films and how scholars treat artistic works as historical texts. Analyzes selected films and novels to explore the uses and limitations of fiction and cinema as means of illuminating history and society. Staff.

HIST 128 Modern European History 1789–1989 (M5) (F-1,2)

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-1,2)

4 sem. hrs.

Surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. Berry.

HIST 141 History of American Civilization II: 1877–1975 (M5) (S-1,2)

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) (S-1)

4 sem. hrs.

Examines the rise and fall of imperial Japan (1868–1945) and certain trends since 1945. Considers the history and ideology of a nation that believed in military prowess and authoritarian

government as a national honor. Discusses factors that led Japan to this view, its consequences, and Japan’s path to postwar democracy and prosperity. Liu.

HIST 202 Asia to the 18th Century (S-2)

4 sem. hrs.

Studies the ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. Discusses the influence of Buddhism, Islam, and Confucianism upon these many cultures and societies. Liu.

HIST 203 History of East Asian and U.S. Foreign Relations (M5) (F-1)

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) (F-2)

4 sem. hrs.

Examines the key role of gender in Japan’s culture and historical development since the days of the Heian court ladies and the fierce samurai. Explores changes in the relations between men and women throughout their history. Uses historical records, literary texts, and artistic expressions. Liu.

HIST 205 Global Environmental History (M5) (F-1)

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) (S-2)

4 sem. hrs.

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

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Confucianism and modernity, nationalism and communism, and democracy and authoritarianism. Liu.

[HIST 207 Gender, Family, and Society in Modern China (M5) (S-1)

4 sem. hrs. Not offered in 2008–2010.

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 Reconstruction (M5)

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. Staff.

HIST 211 The African American Experience Since Reconstruction

4 sem. hrs.

Uses documentary sources, visual materials, and historical works to focus upon the defeat of Reconstruction; African Americans and the emergence of imperialism, migrations and urbanization; African Americans and the world wars; the Harlem Renaissance; African Americans and the Great Depression; and postwar movements from civil rights to black power to the present-day battles for freedom and justice. Staff.

HIST 212 Topics in African History*

4 sem. hrs.

Explores such topics as Africa before colonization, South Africa, militarism and post-colonialism, and the Pan-African movement. Staff.

HIST 213 Race and Ethnicity in U.S. History (M5) (F-1)

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) (F-2)

4 sem. hrs.

Studies women's lives and roles from pre-Columbian times to 1890. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Prieto, Crumacker.

HIST 216 Women and Gender in U.S. History since 1890 (M5) (S-2)

4 sem. hrs.

Studies women's lives and roles from 1890 to the present. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays. Prieto, Crumacker.

[HIST 217 History of Latinos and Latinas in the U.S.]

4 sem. hrs. Not offered in 2008–2010.

Traces the history of Spanish-speaking peoples across geographic areas that later became part of the U.S. Topics include immigration, expansion and imperialism, assimilation, civil rights movements, labor, and how the largest three Latino groups (Mexican Americans, Cuban Americans, and Puerto Ricans) conceptualized and experienced class, family, religion, and gender roles. Staff.

[HIST 218 Topics in Latin American History: Central America and the Caribbean]

4 sem. hrs. Not offered in 2008–2010.

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. Brinck-Johnsen.

HIST 219 History of Sexuality and the Family (M5) (S-1)

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 221 The Changing Face of American Cities (F-2)

4 sem. hrs.

Examines the changing functions of American cities from the colonial period to the present and discusses the ways their racially and ethnically diverse populations have interacted and lived together. Focuses on Boston with several field trips to neighborhoods and historical sites. Larson.

HIST 222 Greek and Roman History (F-2)

4 sem. hrs.

Studies the many manifestations of the genius of Mediterranean civilization in the Greco-Roman era. Examines Greek democracy, theater, and thought; Hellenistic medicine and city life; and Roman law, culture, and imperialism. Concludes with the merger of these many creative strains in early Christianity. Staff.

HIST 223 Medieval History (F-1)

4 sem. hrs.

Explores selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasizes social and economic organization and cultural patterns. Gives special attention to northwest Europe. Coates.

HIST 224 Europe and the Renaissance (S-1)

4 sem. hrs.

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 (F-1)

4 sem. hrs.

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 235 French Revolutionary Era: Politics and Culture (M5) (S-2)

4 sem. hrs.

Beginning with the Enlightenment, traces the intellectual and political causes of the revolution of 1789. Explores how the revolutionaries developed their concepts of nation through political ideology, state rites, language, and symbols. Examines counter-responses to the new regime's attempts to create new political identity. Makes extensive use of slides, art, and literature. Leonard.

HIST 237 Holocaust (M5) (S-1,2)

4 sem. hrs.

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 (F-1,2)

4 sem. hrs.

Examines interactions between the Americas, Africa, and Europe in the early modern era. Special consideration of the Atlantic slave trade, the development of transatlantic colonial empires – especially the Spanish, British, French and Dutch empires – and interactions between American Indians and white colonizers. Covers social, economic, and political change. Berry.

HIST 241 Revolutions in the West (S-1,2)

4 sem. hrs.

Provides a comparative look at several of the major political and intellectual revolutions that transformed the West from an unimportant corner of the world in 1500 to a major site of world economic and cultural power. Covers the Scientific, American, French, and Russian Revolutions, as well as others. Leonard.

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

4 sem. hrs.

Explores the U.S.'s emerging global involvement — its origins and underlying values — as well as ensuing problems, tensions, and conflicts that arose in relation to American diplomacy. Considers a range of foreign policy issues from the emergence of imperialism to the Cold War. Liu.

HIST/POLS 249 U.S. Foreign Policy: 1945–Present (S-1; F-2)

4 sem. hrs.

Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Also considers the historic impact of Third World revolutions and the surge toward detente, ending in the sudden termination of the Cold War in the Gorbachev era. Liu, Park.

HIST 252 History and Material Culture (S-1)

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 Introduction to Public History (F-1,2)

4 sem. hrs. A college-level history course or consent of the instructor is preferred.

Introduces the theoretical issues and practical questions involved in the public display of history in places such as museums, historical sites, and the Internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations. Berry.

HIST 260 Interpreting the Past: The Craft of History (S-1,2)

4 sem. hrs.

Studies the methodological, theoretical, and practical questions involved in the writing of history. Explores the relationship between past and present, the use of primary sources, and the

interpretation of history by drawing on the work of the most creative practitioners of the discipline. Leonard, Berry.

HIST 271 History of Muslim Societies (M5)*

4 sem. hrs.

Examines Islamic society from its beginning to roughly 1400. Covers issues such as the rise of Islam in the Arabian peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, and familiarizes students with a wide range of topics and diverse chronological periods. Ortega.

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

4 sem. hrs.

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

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

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

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

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

Includes a 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 (S-1)

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, Crumpacker.

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

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 (F-1)

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 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 (S-1)

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.

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.

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*

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-1,2; S-1-2)

4—8 sem. hrs. Prereq.: Consent of the department.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

HIST 371 Seminar in Early American History (F-1; S-1)

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, Crumppacker.

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HIST 373 Seminar in 19th-Century U.S. History (F-2)

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, Crumacker.

HIST 374 Modern U.S. History Seminar (S-2)

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

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 377 Seminar in Modern European History (F-1,2)

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

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 post-1989 Europe, history and memory, and war and society. Leonard.

HIST 380 Fieldwork (F-1,2; S-1-2)

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

HIST 397 Historical Methods and Research (F-1,2)

4 sem. hrs. Prereq.: At least three history courses and consent of the department. Enrollment normally open 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-1,2)**

4 sem. hrs. See page 59 for description.

HIST 249/POLS 249 U.S. Foreign Policy: 1898–1989 (F-1,2)

4 sem. hrs. See page 202 for description. Liu.

HIST 311/CHIN 310 (TC) Chinese Civilization: Past and Present (M5) (S-1)

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

HIST 310/JAPN 310 (TC) Japanese Civilization (M5) (S-2)

4 sem hrs. See page 172 for description. Liu.

Honors Program

Mary Jane Treacy, *Director and Professor of Women's and Gender Studies*
 Diane Raymond, *Professor of Philosophy and Women's and Gender Studies and Dean of the College of Arts and Sciences*
 Kirk Beattie, *Professor of Political Science and International Relations*
 Raquel Maria Halty, *Professor of Modern Languages and Director of the Graduate Program in Spanish*
 Masato Aoki, *Associate Professor and Chair of Economics*
 James Corcoran, *Associate Professor and Chair of Communications*
 Kelly Hager, *Associate Professor of English and Women's and Gender Studies*
 Jane Lopilato, *Associate Professor of Biology*
 Michael Berger, *Assistant Professor of Chemistry*
 Eduardo Febles, *Assistant Professor of Modern Languages and Literatures*
 Sarah Leonard, *Assistant Professor of History*
 Suzanne Leonard, *Assistant Professor of English*
 Jennifer Rockelin-Canfield, *Assistant Professor of Chemistry*
 Ausra Park, *Assistant Professor of Political Science*
 Jo Trigilio, *Assistant Professor of Philosophy and Women's and Gender Studies*
 Daniel Connell, *Distinguished Lecturer of Communications*

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 cocurricular 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. 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 two 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

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- HON 202 Political Upheaval and Its Expression in 20th-Century Latin America
- HON 203 Islam and the West
- HON 204 *Dialogues culturels*: France and the Francophone World

Informed (Global) Citizenship

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

- HON 301 Explosive Mix: When Ethnicity, Religion, and Nationalism Collide
- 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 Modeling Global Warming

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: Democracy and Difference (F-1,2)

HON 101-01 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 101-02 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 and audience of writing, and one's role in reshaping society. Students receive intensive writing instruction. Aoki.

LCIS 101-01 Integrated Seminar

2 sem. hrs.

Learning Community Two: Reimagining Public and Private (F-1,2)

HON 102-01 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 102-02 History and the Social Imagination

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. Sarah Leonard.

LCIS 101-02 Integrated Seminar

2 sem. hrs.

HON 190 Critical Thinking, Public Speaking (S-1,2)

A one-credit seminar for all first-year students. Sophomore-entry students take this course in the

spring of their sophomore year. The course develops critical thinking skills learned in HON 101 and 102, now applying them to public speaking. The class meets once a month for workshops on extemporaneous speaking, formal presentations, and the use of sources to make strong arguments.

HON 201 Conflict and Identity in Sudan (M5) (S-2)

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 202 Political Upheaval and Its Expression in 20th-Century Latin America (M5) (S-1,2)

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

Examines political events in several Latin American countries as well as intellectual and literary reactions to these events. Topics include the Mexican Revolution, the Cuban Revolution and its aftermath, the Dominican Republic under Fulgencio Batista, the dictatorships in the Cono Sur (Argentina, Chile, and Uruguay) and the Sandinista revolt in Nicaragua. Halty.

HON 203 Islam and the West (M5) (F-1,2)

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

Seeks to shed light on the nature of the gulf that divides the western and Muslim worlds. Examines the reasons why and how Islam is utilized by actors in the region to advance their own causes. Considers political, economic, and social difficulties that beset Middle Eastern governments. Beattie.

HON 204 *Dialogues culturels*: France and the Francophone World (M2) (S-1)

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

Explores the relationship between France as an

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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 301 Explosive Mix: When Ethnicity, Religion, and Nationalism Collide (M5) (S-2)

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

Explores the nationalisms, genocides, and ethnic/religious conflicts that resurged in the post-Cold War era. Through three case studies (the former Yugoslavia, Rwanda, and the Ukraine), students will integrate historical, economic, political, and social perspectives to understand why genocides are so hard to stop in today's globalized and interlinked world. Park.

HON 302 Sexuality, Nature, and Power (M6) (S-1,2)

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 structure both the meaning and practices of sexuality. Trigilio.

HON 303 HIV/AIDS Intersections of Science (M4) (F-2)

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

Considers the AIDS pandemic from biomedical, public health, and human rights perspectives. Students gain an appreciation of the fundamentals of infectious diseases, epidemiology, immunology, and virology. Human and societal factors that impact the transmission, prevention, diagnosis, and treatment of HIV/AIDS and vice versa will be interwoven throughout the course to provide a realistic and multidimensional view of the pandemic and its solutions. Rocklein-Canfield.

HON 304/305 Specimens and Collections: Science in Victorian Literature (304, M2; 305, M4) (F-1)

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

Explores the way in which science is advanced, argued about, and celebrated in two Victorian novels. Elizabeth Gaskell's *Wives and Daughters* looks at the idea of the scientific gentleman and the way in which scientific endeavor is linked to political advancement and romantic attachment. In Charles Dickens's *Bleak House* we see the beginnings of a concern for public health. Students will carry out field- and laboratory-based experiments. Hager and Lopilato.

HON 306 Covering War (M6) (F-1)

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

One of the major jobs of the news media is to keep the public informed about the nation's political institutions and the actions of its military. This course explores the role of the journalist during war. War coverage is difficult because journalists must balance the people's right to know against information that might risk security. The goal of this course is to evaluate how well the media do in maintaining this balance. Corcoran.

HON 308 Modeling Global Warming and Climate Change (M3) (F-1)

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

Explores the topic of global warming and climate change, using conceptual and quantitative modeling techniques. Students will review evidence for global warming and evaluate the importance of human factors using a variety of conceptual “back of the envelope” calculations, simple “box models,” and more sophisticated computer modeling, all of which are used to forecast climate change. Berger.

HON 390 Transitions: Graduate School and Beyond (F-1)

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

A one-credit seminar for seniors. Develops skills needed for applying to graduate school, and the professions. Topics include how to find the best graduate school for you, prepare a personal statement, take an interview, and craft a successful cover letter. Treacy.

Honors Senior Project

Eight credits of independent work are taken in the departmental major in consultation with the director of the Honors Program.

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-1,2)

2 sem. hrs.

Designed for Dix Scholars who are interested in pursuing the credit for prior learning option. Examines issues relating to learning and life experience, offers intensive writing, and explores questions of academic specialization and professional development. *Mercier.*

For more information about credit for prior learning, see page 48.

IDS 228 (STC) Service Learning in Nicaragua (M5) (S-1)

4 sem. hrs.

Provides community service opportunities in public health, education, and environmental and women's organizations in San Juan del Sur, Nicaragua. Explores Nicaraguan history and culture, macro- and microeconomic issues, the local public health and educational infrastructure, and three environmental foci (local ornithology, sea turtle sanctuary, and local fishing industry). Requires conversational Spanish. *Gullette.*

IDIV 301/501 Globalization and Diversity: Cultural Intelligence for the 21st Century (S-1,2)

4 sem. hrs.

Aims at increasing students cross-cultural awareness, knowledge, and skills to respond appropriately to the problems and opportunities of both domestic and international demographic changes and globalization. Provides opportunity for multilevel discussion and interventions (individual, group, organizational, and institutional) as students are exposed to problems specific to professional areas other than their own while investigating the commonality of cross-cultural dilemmas in all professions. *Staff.*

Program in Management and Prince Program in Retail Management

Bonita Betters-Reed, *Professor*
 Susan Hass, *Professor*
 Deborah Kolb, *Professor, Deloitte Ellen Gabriel Professor for Women and Leadership*
 Bruce Warren, *Professor*
 Stacy Blake-Beard, *Associate Professor*
 Vipin Gupta, *Associate Professor, Roslyn Solomon Jaffe Chair in Strategy*
 Lori Holder-Webb, *Associate Professor*
 Cynthia Ingols, *Associate Professor*
 J. Barry Lin, *Associate Professor*
 Sylvia Maxfield, *Associate Professor*
 Jane Mooney, *Associate Professor*
 Lynda Moore, *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*
 Linda Boardman-Liu, *Assistant Professor*
 Hugh Colaco, *Assistant Professor*
 Shuili Du, *Assistant Professor*
 Susan Duffy, *Assistant Professor*
 Paul Myers, *Assistant Professor*
 Mindell Reiss Nitkin, *Assistant Professor*
 Spela Trefalt, *Assistant Professor*
 Nataliya Zaiats, *Assistant Professor*
 Patricia Deyton, *Senior Lecturer and Director of the Center for Gender in Organizations*
 Indra Guertler, *Senior Lecturer*
 Mary Shapiro, *Senior Lecturer*
 Fiona Wilson, *Instructor*
 Deborah Merrill-Sands, *Dean*
 Deborah Marlino, *Associate Dean, Faculty and Curriculum, Professor*
 Mary Dutkiewicz, *Associate Dean, Administration and Academic Programs*
 Paula Bent, *Manager, SOM Academic Program Operations*

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Darla Pires-DeGrace, *Associate Director, SOM Academic Programs*

Nicole Catavolos, *Coordinator, SOM Academic Programs*

Paola Mateo, *Coordinator, SOM Academic Programs*

The mission of the Simmons School of Management is to educate women for power and principled leadership. Our academic programs offer rigorous, applied management education designed for women. We focus on leadership, and our programs integrate the strategic, functional, and behavioral aspects of management. We are invested in our students' success and support them as they launch, advance, and change their careers.

The undergraduate program has a distinguished 100-year history of management education for women. The curriculum is designed to create a self-directed graduate who understands the particular challenges women face in the workplace. She can analyze, think critically, and reason quantitatively in response to complex problems in the increasingly global, diverse, and technologically sophisticated workplace. She brings a high level of management expertise to society and the workplace as a creative, ethical, and versatile problem solver. She is a well-informed and principled leader who can explore, reflect, and communicate on a variety of issues. She enters the job market with well-developed personal career strategies that will allow her to compete, succeed, and lead in whatever arena she may choose.

Global and diversity issues are integrated throughout the curriculum to ensure understanding of the international and cross-cultural context of business and management. Case studies and service learning, and other experiential forms of learning, are employed to develop critical-thinking, problem-solving, decision-making, and project-management skills. In the senior year, students work in teams to develop a new business concept, write a business plan, and present their plan to the full faculty.

Required senior-year internships also allow students to apply course content in an organizational setting and examine possible career choices. Students graduate with a portfolio of course and work projects to demonstrate skills and competencies necessary for tomorrow's organizations.

The management program offers four majors: finance, management, marketing, and retail management. Joint majors are also available in arts administration (see Department of Art and Music) and chemistry management (see Department of Chemistry).

Minors for non-management and joint management majors are available in business metrics, finance, leadership, management, marketing, and retail management.

MAJORS

All four management program majors (finance, management, marketing, and retail management) share a common set of prerequisites:

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

In addition, the four majors share a common core of required courses:

MGMT 100	Introduction to Management
MGMT 110	Principles of Financial Accounting
MGMT 111	Principles of Managerial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Principles of Marketing
MGMT 260	Principles of Finance
MGMT 321	Managing the Diverse Workforce
MGMT 325	Operations and Technology Management
MGMT 340	Strategy
MGMT 390	Senior Seminar

Each student then selects three electives in her major. (See the individual major descriptions below.)

Independent Learning Requirement

The Simmons independent learning requirement is met by taking MGMT 370 Internship along with MGMT 390 Senior Seminar. For Dix Scholars with significant previous work experience, MGMT 350 Independent Study may be substituted for MGMT 370 with permission of the faculty leader.

Major in Finance

The ability to understand and adapt to the global financial environment is critical to the success of any major organization. To be successful, a manager must know 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. A degree in finance can prepare a student to work in a corporate or nonprofit finance department, enter a management-training program, or pursue a career in the financial services industry. Opportunities exist to tie an interest in finance to other departments of interest, such as economics and mathematics.

Elective Requirements

The student will select two electives from the following list:

- MGMT 290 Special Topics in Management: Seminar (when taught in finance)
- MGMT 310 Financial Statement Analysis for Finance Managers
- MGMT 311 Investments
- MGMT 315 Corporate Financial Planning and Strategy
- MGMT 316 Derivative Markets

The student will also select one elective from the following list:

- ECON 220 International Monetary Systems
- ECON 231 Money and Banking

Major in Management

Organizations today demand responsive leaders who can provide future vision, manage

change, be entrepreneurial, manage across the organization, and work effectively in a diverse workforce. The management major prepares women to assume entry-level managerial and leadership positions in a variety of organizations: entrepreneurial ventures, large corporations, and not-for-profits. 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 multi-cultural world.

There are unlimited opportunities today for women in management. Graduates with this major have found jobs in high technology, financial services, health care, and communications. Electives offer students the opportunity to specialize in leadership, human resource management, or international and cross-cultural management.

Elective Requirements

The student will select three electives from the following list:

- MGMT 125 The Manager and the Law
- MGMT 131 Cross-Cultural Management
- MGMT 180 Business Law
- MGMT 222 Human Resource Management
- MGMT 224 Socially-Minded Leadership
- MGMT 228 Services Marketing and Management
- MGMT 236 Retail Management
- MGMT 237 Introduction to Entrepreneurship
- MGMT 245 Cross Cultural Comparative Studies of Women Leaders (TC)
- MGMT 290 Special Topics in Management: Seminar (when taught in management)
- MGMT 303 Leadership
- MGMT 320 Negotiations and Change Management
- MGMT 341 Global Business

Major in Marketing

As competition in the U.S. and the global marketplace in both the profit and nonprofit

arenas has heightened in the past decade, the importance of marketing as a critical discipline has increased as well. Among the many critical issues facing marketers today are pressures in the global marketplace (which is both a source of supply and a market for goods and services), 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. Professional marketers obviously need to understand the concepts and principles of marketing, but can also benefit from studying consumer psychology, economics, communications, modern languages, and/or information technology. Liberal arts give the student a context of knowledge in which to operate as a marketer, and a second major or a minor in a complementary discipline enhances her ability to integrate multiple sources of information, think critically, and solve marketing problems.

Elective Requirements

The student will select three electives from the following list:

- MGMT 228 Services Marketing and Management
- MGMT 230 Consumer Behavior
- MGMT 231 Integrated Promotional and Brand Strategy
- MGMT 233 Sales/Sales Management
- MGMT 236 Retail Management
- MGMT 237 Introduction to Entrepreneurship
- MGMT 241 Special Topics in Global Marketing
- MGMT 290 Special Topics in Management: Seminar (when taught in retail, marketing, and management)
- MGMT 330 Merchandising and Store Operations
- MGMT 335 Marketing Research

- MGMT 341 Global Business
- MGMT 346 Current Topics in Retail Management

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 represents one of the most dynamic and important segments of the U.S. economy. 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 is designed to equip its graduates with the academic foundation required to succeed in this environment.

Elective Requirements

The student will take both of the following courses:

- MGMT 236 Retail Management
- MGMT 346 Current Topics in Retail Management

The student will also select one elective from the following list:

- MGMT 125 The Manager and the Law
- MGMT 222 Human Resource Management
- MGMT 228 Services Marketing and Management
- MGMT 230 Consumer Behavior
- MGMT 231 Integrated Promotional and Brand Strategy
- MGMT 233 Sales/Sales Management
- MGMT 237 Introduction to Entrepreneurship
- MGMT 290 Special Topics in Management: Seminar (when taught in retail, marketing, and management)

- MGMT 330 Merchandising and Store Operations
MGMT 335 Marketing Research

Joint and Interdepartmental Majors **Arts Administration**

Please refer to the Department of Art and Music, pages 67-68.

Chemistry-Management

Please refer to the Department of Chemistry, pages 85-86.

MINORS

FOR MANAGEMENT MAJORS

Double majors or major/minor combinations within the management program are not permitted. Rather, students are encouraged to take courses in other programs and departments in order to round out their academic career. Departments across the undergraduate college offer a wide variety of minors that can be combined with a management major to fit students' specific career and educational goals. For example, management majors may find a minor in information technology helpful for developing a deeper understanding and application of technology in the workplace. Finance majors may find a minor in economics helpful in understanding domestic and global policy issues at the institutional and firm level. We encourage all management majors to discuss these and other opportunities with their advisors.

FOR NON-MANAGEMENT MAJORS

Students who want to acquire business fundamentals while pursuing a different major should consider a management program minor. All minors consist of five courses. For those minors with electives, the electives should be chosen in consultation with a minor advisor.

Minor in Business Metrics

- ECON 100 Principles of Microeconomics
ECON 101 Principles of Macroeconomics
MGMT 110 Principles of Financial Accounting

- MGMT 111 Principles of Managerial Accounting
MGMT 260 Principles of Finance
MATH 118 Introductory Statistics

Minor in Finance

- MGMT 100 Introduction to Management
MGMT 110 Principles of Financial Accounting
MGMT 260 Principles of Finance

Two electives should be chosen from the finance major electives previously listed. (At least one elective must be a MGMT course.) MGMT 111, Principles of Managerial Accounting, may also be chosen as a minor elective.

Minor in Leadership

- MGMT 100 Introduction to Management
MGMT 224 Socially-Minded Leadership
MGMT 303 Leadership
MGMT 321 Managing the Diverse Workforce

One elective should be chosen from the following list: MGMT 234 Organizational Communication and Behavior, MGMT 237 Introduction to Entrepreneurship, MGMT 245 (TC) Cross-Cultural Comparative Studies of Women Leaders, MGMT 320 Negotiations and Change Management, ECON 214 Women in the World Economy, PHIL 223 Philosophy of Race and Gender, SOCI 225 Women in Social Movements, or WGST 100 Introduction to Multicultural Women's and Gender Studies.

Minor in Management

- MGMT 100 Introduction to Management
MGMT 110 Principles of Financial Accounting
MGMT 250 Principles of Marketing

Two electives should be chosen from the management major electives previously listed.

In addition, the student may select her electives from among the following courses, as long as any course prerequisites are completed: MGMT 234 Organizational Communication and Behavior, MGMT 321 Managing the Diverse

Workforce, MGMT 325 Operations and Technology Management, and MGMT 340 Strategy.

Minor in Marketing

MGMT 100 Introduction to Management
 MGMT 110 Principles of Financial Accounting
 MGMT 250 Principles of Marketing

Two electives should be chosen from the marketing major electives previously listed.

Minor in Retail Management

MGMT 100 Introduction to Management
 MGMT 110 Principles of Financial Accounting
 MGMT 250 Principles of Marketing
 MGMT 236 Retail Management
 MGMT 346 Current Topics in Retail Management

The BA/MBA Combined Degree Program

The SOM undergraduate management program and MBA program offer an accelerated BA/MBA degree program for qualified students with appropriate work experience. There are two tracks to this degree.

Track 1. The student's undergraduate major must be in any one of the four management program majors: finance, management, marketing, or retail management. This track allows the student to substitute up to two specified MBA courses for two undergraduate major courses during her senior year, with the credits counting for both BA and MBA degrees. She is also permitted to waive up to two specified graduate courses, based on recent completion of undergraduate courses with a grade of B or better.

Track 2. The student may have a major in any department or program of the undergraduate college, and also completes a minor in business metrics (see requirements above). This track allows the student to take two specified MBA courses during her senior year, with the credits counting for both BA and MBA degrees. The

two courses do not apply specifically to her major or minor in the undergraduate college, but come out of her free electives. She is permitted to waive up to two specified graduate courses based on the recent completion (at Simmons) of the five courses in the business metrics minor with a grade of B or better in each course.

Application Requirements

Accelerated degree candidates must have at least a 3.00 GPA to apply to the program. Applications are due by June 30 after the completion of the junior year. An applicant is required to have letters of recommendation from her advisor, a faculty member who is familiar with her management program work, and a professional reference. She also submits 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 one-year and two-year day programs or a variety of part-time evening programs). Due to the sequence of courses in the MBA and undergraduate programs, students must complete their undergraduate degree from Simmons by May or August and start the MBA program in September. January starts will not be permitted. Students interested

in the program should make their intentions known to their management 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 management program 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 management program. 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 director of the program 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 (F-1,2; S-1,2)

4 sem. hrs.

Introduces the various functions, processes, and activities of the manager in today's global marketplace. Emphasizes such areas as understanding the global economy, organizations and social responsibility, managing diversity, and establishing ethical standards for decision-making. Incorporates service learning, guest speakers, experiential exercises, and case studies to help students observe, evaluate, and apply managerial skills. Warren, Deyton.

MGMT 110 Principles of Financial Accounting (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Develops the ability to read, understand, analyze, and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to

perspective, such as investor, creditor, or manager. A required concurrent lab offers training and reinforcement in the use of Excel spreadsheets. Holder-Webb, Nitkin.

MGMT 112 Your Money and Your Life: Personal Finance (M3) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Explores problem-solving skills and decisions related to money across the many phases of your personal and professional lives, including what to buy, how to use credit, and how to invest for the future. Provides skills for planning and achieving financial independence. Students develop a personal finance plan to help turn personal financial goals into reality. Guertler, Mooney.

MGMT 125 The Manager and the Law (F-1,2)

4 sem. hrs.

Examines the judicial system and the legal and ethical issues that affect both managers and citizens. Considers an individual's rights as a consumer, a party to a contract, a victim of crime or negligence, an employee, or an employer starting a new business. Intellectual property rights and cyberlaw are included. Guest lectures, cases, and a field trip enhance this interactive course. Warren.

MGMT 131 Cross-Cultural Management (M5) (S-1,2)

4 sem. hrs.

Examines the increasingly cross-national and cross-cultural nature of the global business environment that the contemporary manager faces. Focuses on cross-cultural communication and behavior in organizations. Use of readings, cases, and experimental activities helps students analyze and critique traditional and emerging management approaches for addressing diversity. Moore, Betters-Reed.

MGMT 180 Business Law (S-1,2)

4 sem. hrs.

Addresses the legal and ethical principles governing business conduct and their impact on business policy, including employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, estates, and trusts. This highly interactive course includes

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guest lecturers, cases, and a field trip. Warren.

MGMT 210 Principles of Managerial Accounting (F-1,2; S-1,2)

4 sem. hrs. Prereq: MGMT 110 and demonstrated Excel competency.

Focuses on developing and using accounting information in many phases of business and organizational operations. Introduces important skills and concepts for management students studying general management, operations, economics, and finance. Holder-Webb, Nitkin.

MGMT 222 Human Resource Management (F-1,2)

4 sem. hrs. Prereq.: MGMT 100.

Surveys policies, processes, and techniques of human resource (HR) management from the perspectives of an HR department, line management, and employees. Examines topics such as: employee benefits, interviewing, hiring, performance appraisals, compensation, equal employment laws, and ethical issues that confront managers in this area. Includes cases, experiential exercises, lectures, interactive class discussion, and guest speakers. Staff.

MGMT 224 Socially-Minded Leadership (M6) (S-1,2)

4 sem. hrs.

Provides students with the opportunity to explore, compare, and challenge traditional and contemporary perspectives and models of leadership with emphasis on gender-based and socially-minded leadership theories. Ensures integration of theory and practice by requiring participation in a service learning project customized to complement the student's career interests. Includes leadership assessment activities, experiential exercises, case analyses, films and socially -ers. Betters-Reed, Moore.

MGMT 228 Services Marketing and Management (F-1)

4 sem. hrs. Prereq.: MGMT 100 and MGMT 250.

Integrates both disciplines to explore theories, challenges, and practical applications in service industries. Uses case studies, hands-on learning, academic and popular business readings, and a comprehensive analysis project. Focuses particularly on financial services, health care, technology,

and retail service businesses. Serves as an elective course for management, marketing, and retail management majors. Sampson, Avery, Du.

MGMT 230 Consumer Behavior (F-1,2)

4 sem. hrs. Prereq.: MGMT 250.

Presents the principles and processes of consumer behavior, including discussion of the consumer decision process, and consumers' demographics and psychographics. Explores culture, ethnicity, social class, and family and group influences. Uses cases and many hands-on exercises. Students conduct focused primary and secondary research to develop a consumer behavior analysis. Sampson, Avery, Du.

MGMT 231 Integrated Promotional and Brand Strategy (S-1,2)

4 sem. hrs. Prereq.: MGMT 100 and MGMT 250.

Provides an in-depth understanding of how brands are crafted and communicated via integrated marketing communications programs. Takes a contemporary view of brand management as a collaborative process of meaning-making between firms and their consumers and includes emerging theory and best practices of promotional strategy, including new topics such as open source branding, branding in Web 2.0, and consumer-generated advertising. Sampson, Avery, Du.

MGMT 233 Sales/Sales Management (F-2)

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, Avery, Du.

MGMT 234 Organizational Communication and Behavior (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

Provides an analytical framework for understanding interpersonal, group, and organizational behavior. Explores managerial problem-solving and decision-making in organizations through case analysis. Improves written and oral communication through group projects, presentations, and individual reflection. Betters-Reed, Moore.

MGMT 236 Retail Management (F-1,2)

4 sem. hrs. Prereq.: MGMT 100.

Provides the student with a broad view and an understanding of the forces that shape retail competition. Gives comprehensive coverage of the principles of the marketing environment, the diversity of the retail industry, consumer behavior, merchandising, buying, and the tools available for improving retail profitability. Sampson.

MGMT 237 Introduction to Entrepreneurship (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 100, sophomore standing, or consent of the instructor.

Covers the basics of being an entrepreneur and building a venture whether for profit, non-profit, or socially minded. Students will work in teams, using basic ideas of marketing, finance, and strategy to build and evaluate new venture ideas. Nelson, Duffy.

[MGMT 241 Special Topics in Global Marketing

4 sem. hrs. Prereq.: MGMT 250. Not offered in 2008–2010.]

Provides a managerial perspective regarding the issues associated with marketing goods and services across national boundaries. Focuses on identifying and assessing opportunities in the global marketplace, developing and adapting specific strategies in response to specific market needs, and coordinating marketing strategies. Culminates with the preparation of a comprehensive marketing project. Staff.

MGMT 245 (TC) Cross-Cultural Comparative Studies of Women Leaders (M5) (S-1,2)

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

Examines leadership from an international perspective with a specific focus on cross-cultural and comparative theories of leadership, with special attention to the role of gender. Experiential immersion through pre-departure orientation, faculty-led international travel to a nation and post-departure comparative analysis with at least one other region besides the U.S. Builds inter-cultural competence through exercises, cases, meetings with local women leaders, and cultural orientation. Gupta, Staff.

MGMT 250 Principles of Marketing (F-1,2; S-1,2)

4 sem. hrs.

Introduces marketing language, concepts, and processes, and enables students to apply their learning to complex, real-life marketing situations. Culminates in the creation of marketing plans for local organizations in which teams of students demonstrate their ability to gather, analyze, and draw conclusions from industry and market data. Includes cases, discussions, and experiential exercises. Sampson, Avery, Du.

MGMT 260 Principles of Finance (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 110 and demonstrated Excel competency.

Provides students with the fundamental concepts and analytical tools used in financial management. Studies managerial decisions related to evaluating investment and financing opportunities. Examines both short-term and long-term considerations related to these decisions. Provides both a corporate and an individual decision-making perspective. Includes a financial literacy project in the community. Colaco, Lin, Zaiats.

MGMT 290 Special Topics in Management: Seminar (S-1,2)

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

Covers current trends in management and other topics of interest that are not a part of other course offerings. Past topics have included planning and modeling, controllership, health care management systems, direct marketing, e-marketing, applied finance, and corporate ethics and accountability. May count as an elective for one or more majors, depending on content when offered. Staff.

MGMT 303 Leadership (F-1,2)

4 sem. hrs.

Provides an interactive, stimulating, comparative course on leadership. Focuses on contemporary leadership perspectives that apply to students in all walks of their lives. Includes interaction with community leaders and exploration of students' leadership potential. Betters-Reed, Moore.

MGMT 310 Financial Statement Analysis for Finance Managers (F-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Examines the financial reporting choices made by

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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 and Level II CFA exams. Includes cases and individual research projects. Holder-Webb.

MGMT 311 Investments (F-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Focuses on principles and analytical tools of the fundamental investments: mutual funds, indices, stocks, bonds, futures, and options. Covers how each is characterized, valued, traded and evaluated. Develops the student's decision-making skills as an investment manager through an online investment simulation and the management of an actual self-selected client. Colaco, Lin, Zaiats.

MGMT 315 Corporate Financial Planning and Strategy (S-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Focuses on solving problems and making decisions in corporate finance, frequently using cases as the context. Covers three essential strategic decisions that every business faces: investing, financing, and dividend decisions. Includes a project on an actual company with current problems as the basis of a "real-life" case analysis. Colaco, Lin, Zaiats.

MGMT 316 Derivative Markets*

4 sem. hrs. Prereq.: MGMT 260

Provides students with a fundamental understanding of derivatives, including forwards, futures, options, and swaps. Covers market characteristics, institutional uses, pricing fundamentals, and tracking strategies. Staff.

MGMT 320 Negotiations and Change Management (S-1,2)

4 sem. hrs. Prereq.: MGMT 100.

Teaches interrelated concepts in negotiation, conflict, and change that are key to working effectively in teams, organizations, and partnerships, as well as advancing one's own career. Explores everyday negotiation challenges confronting women in the workplace. Uses case analyses, role-play, videotaped negotiation sessions, and other experiential activities to apply course concepts. Better-Reed, Deyon.

MGMT 321 Managing the Diverse Workforce (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Junior standing (MGMT 100 recommended but not required).

Explores diversity in the workplace and examines ways in which organizations can improve the management of their contemporary workforce. Emphasis is placed on gender differences and the effects of power differentials. Focuses on career exploration and planning for each individual student. Moore, Better-Reed, Deyton.

MGMT 325 Operations and Technology Management (F-1,2; S-1,2)

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

Introduces the concepts of operations management with an emphasis on the relationship between operations and other management functions. Emphasizes strategic and tactical decision-making, quantitative and qualitative analysis, and the role of technology. Considers in depth the areas of services operations, process analysis, and quality management. Uses cases to apply conceptual learning to real-world situations. Boardman-Liu, Myers.

MGMT 330 Merchandising and Store Operations (offered as needed)

4 sem. hrs. Prereq.: MGMT 236.

Covers concepts, calculations, and strategies necessary for successful merchandising, including planning, buying, pricing, promotion, and control. Emphasizes merchandising math principles and the role they play in making a profit. Studies effective store management techniques through such topics as store organization and layout, people management, personal selling, merchandise handling, visual merchandising, loss prevention, budget procedures and controls, credit, and customer service. Sampson.

MGMT 335 Marketing Research (S-1,2)

4 sem. hrs. Prereq.: MGMT 250 and MATH 118.

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.

Sampson, Avery, Du.

MGMT 340 Strategy (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 100, MGMT 234, MGMT 250, MGMT 260, and junior standing. Develops capacity to think strategically through synthesis of knowledge gained from prior management program courses. Explores crafting business strategy to gain competitive advantage through extensive readings and case analyses, using global examples and blended technology. Gupta, Nelson.

MGMT 341 Global Business (S-1,2)

4 sem. hrs. Prereq.: MGMT 100 and MGMT 250. Examines the unique environment in which global business is conducted, the potential for global exchange, and the alternative strategies for global marketing. Prepares skills for researching the global business environment and formulating a global business and marketing plan. Includes cases, and group and individual research projects. Focuses on the assessment of global business opportunities, challenges, imperatives, and strategies for global management. Staff.

MGMT 346 Current Topics in Retail Management (S-1,2)

4 sem. hrs. Prereq.: MGMT 100 and MGMT 236. Focuses on the key issues facing the retail industry, including the application of technology, the impact of globalization, direct retailing, merchandise control, and franchising. Uses a case-oriented approach and requires a comprehensive retailing project. Sampson.

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

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 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-1,2; S-1-2; U-1)

8 or 16 sem. hrs. Prereq.: MGMT 234, senior standing, declared major or minor in the program, and consent of the instructor. Provides supervised work experience for majors/minors. Requires approximately 20 hours of work per week in a profit or non-profit organization in a position related to student's career goals. Also requires completion of extensive written

analyses of the internship organization, participation in class seminars, and development of a comprehensive portfolio. Ingols, Staff.

MGMT 380 Field Experience (F-1,2; S-1-2)

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 390 Senior Seminar (F-1,2; S-1,2)

4 sem. hrs. Prereq.: MGMT 111, MGMT 321, MGMT 325, MGMT 340, and senior standing. Builds upon the cross-functional strategic theory presented in MGMT 340. Requires and applies advanced knowledge of analytical, behavioral, and conceptual areas of management. Involves work in project groups throughout the semester to develop a business proposal, conduct an industry analysis, perform market research, and develop a business plan. Gupta.

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Department of Mathematics

*David Novak, *Chair and Professor*

Donna Beers, *Professor*

David Browder, *Professor*

Michael Brown, *Professor*

Robert Goldman, *Professor*

Margaret Menzin, *Professor*

Joanne Saro, *Administrative Assistant*

* On sabbatical leave fall 2008.

The Department of Mathematics offers a major in mathematics, as well as joint majors in financial mathematics and in economics and mathematics. It also offers minors in mathematics and in statistics.

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 238 (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 339 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.

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 111.

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 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 238	Applied Statistical Research
MATH 319	Financial Mathematics

MATH 339	Probability and Mathematical Statistics
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 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 either MATH 238 or 118, MATH 218, MATH 339, and two of the following:

MATH 319	Financial Mathematics
MATH 343	Mathematical Modeling
ECON 393	Econometrics
PSYC 203	Research Methods in Psychology
SOCI 239	Introduction to Social Research
SOCI 339	Qualitative Research Workshop
SHS 410	Concepts in Research Methods and Statistics

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 117. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics or from the Graduate School of Library and Information Science.

All-College Requirement of Competency in Basic Mathematics

See pages 20-21 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 and MATH 102.

COURSES

MATH 101 Introduction to Mathematics: Level I (F-1,2; S-1,2)

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

Reviews arithmetic, including percents, proportion, and geometric formulae. Covers equations polynomials, rational expressions, and problem solving. Staff.

MATH 102 Introduction to Mathematics: Level II (F-1,2)

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

Reviews topics from algebra, including equations, polynomials, graphing, systems of equations, rational expressions, inequalities, functions, and problem-solving. Staff.

Please note: The competency in basic mathematics requirement may be fulfilled by the satisfactory completion of either MATH 101 or MATH 102. However, since there is considerable overlap in MATH 101 and 102, students may not receive credit for both courses. Placement into MATH 101 or 102 will be determined through the mathematics competency test (see pages 20-21).

MATH 103 Real-Life Math (M3) (S-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.

Covers mathematical ideas and tools for "real life": logic and number systems, consumer math (interest rates, credit card debt, investment math), math in business (decision-making), probability and statistics, and problem-solving. Browder.

MATH 106 Precalculus (M3) (S-1,2)

4 sem. hrs. Prereq.: Recommendation of the department or completion of the competency in basic mathematics requirement.

Provides a study of algebra and functions in preparation for calculus. Covers the real number system, algebraic manipulation of polynomials and rational functions, functions and their graphs, trigonometry, and applications. Staff.

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

MATH 115 Number Systems and Algebra for Elementary School Teachers (M3) (F-1,2)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement. Covers topics from arithmetic and algebra that elementary school teachers will be teaching, including number systems, number operations, patterns, relations, functions, and problem solving. Staff.

MATH 116 Geometry and Data Analysis for Elementary School Teachers (S-1,2)

4 sem hrs. Prereq: Completion of MATH 115 and competency in basic mathematics requirement. Covers topics from geometry and data analysis that elementary school teachers will be teaching, including shapes and spatial reasoning, measurement, introductory statistics and probability, and problem solving. Staff.

MATH 118 Introductory Statistics (M3) (F-1,2; S-1,2)

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

Intended primarily for students in 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. This course does not count toward the mathematics major. Staff.

MATH 120 Calculus I (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 106 or recommendation of the department and completion of the competency in basic mathematics requirement. Covers analytic geometry, functions, limits and continuity, and differential calculus. Includes applications to extrema, physical problems, etc. Staff.

MATH 121 Calculus II (M3) (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or equivalent. Covers integral calculus and applications to area, volume, etc.; transcendental functions; techniques of integration; polar coordinates; and improper integrals. Staff.

MATH 210 Discrete Mathematics (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 106 or equivalent or consent of the instructor.

Covers foundations of mathematics, combinatorial problem-solving and graph theory. Includes the following topics: propositional logic and Boolean algebra, one-to-one, onto and invertible functions, cardinality, big-O, applications to complexity theory and cryptography, permutations, combinations, trees, binomial and multinomial coefficients, elementary probability, inclusion/exclusion recurrence relations, basic graph theory, chains, paths, connectedness circuits, models, and numerous applications. Staff.

MATH 211 Linear Algebra (M3) (S-1,2)

4 sem. hrs. Prereq.: Any math course numbered 118 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 218 Biostatistics (S-1,2)

4 sem. hrs. Prereq.: MATH 118 and junior standing 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 220 Multivariable Calculus (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 121 or equivalent. Covers vectors and analytic geometry in three dimensions; functions of several variables; and partial derivatives, multiple integration, and applications. Browder.

MATH 238 Applied Statistical Models (M3) (F-1,2)

4 sem. hrs. Prereq.: MATH 121 or equivalent or consent of the instructor.

Serves as a first course in applied statistics for mathematics majors and other well-prepared students. Covers univariate and bivariate data analysis, surveys and experiments, elementary probability, sampling distributions, statistical

inference for proportions and means, chi-square tests, and multiple regression. Extensive use is made of statistical software. Includes a significant data analysis project. Goldman.

Please note: MATH 238 is an appropriate substitute for MATH 118 for students majoring in sociology, psychology, physical therapy, or other areas that require MATH 118.

MATH 310 Modern Algebra (S-2)

4 sem. hrs. Prereq.: MATH 210 and MATH 211. Reviews set theory; groups and group homomorphism; rings and ring homomorphisms and examples; Euclidean division algorithm; prime factorization and Chinese remainder theorem with applications to cryptography; Peano's postulates, leading to a description of the integer, rational, real, and complex number systems; Fermat's Little Theorem; Euler phi function; and linear and quadratic residues. Staff.

MATH 319 Financial Mathematics (S-1)

4 sem. hrs. Prereq.: MATH 118 or 238, and MGMT 311 or ECON 231; or consent of the instructor. 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 (F-1)

4 sem. hrs. Prereq.: MATH 220 and MATH 211. Provides preliminary discussion of set theory: the set of real numbers, sequences, and series, and completeness of the real line. Browder.

MATH 321 Introduction to Real Analysis II (S-1)

4 sem. hrs. Prereq.: MATH 320. Covers topology of the real line, continuity and differentiability of functions of a real variable, and complete spaces of continuous functions. Browder.

MATH 339 Probability and Mathematical Statistics (S-2)

4 sem. hrs. Prereq.: MATH 238. Covers assigning probabilities, random variables,

moment generating functions, probability distributions, addition theorems, point and interval estimates, elements of hypothesis testing, two sample problems, goodness of fit, and regressions. Makes use of Minitab and SAS. Goldman.

MATH 343 Mathematical Modeling (S-1)

4 sem. hrs. Prereq.: MATH 220 and either MATH 210, 238, or 319.

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-1,2; S-1,2)

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

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

4 sem. hrs.
Staff.

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

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

MATH 390 Senior Seminar (S-2)

4 sem. hrs. Prereq.: MATH 120 or recommendation of the department. Investigates an advanced topic in mathematics, with emphasis on developing research skills. Staff.

MATH 400 Special Topics in Mathematics (F-2)

4 sem. hrs. Prereq.: MATH 120 or equivalent. Intended for MAT students who are preparing to become teachers of mathematics. Topic varies from year to year according to the interests and needs of students. Draws possible topics from the required competency areas for mathematics teachers: algebra, geometry, number theory, and discrete mathematics. Staff.

F = Fall
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Department of Modern Languages and Literatures

María Dolores Peláez-Benítez, *Chair and Associate Professor*

Raquel María Halty, *Professor and Director of the Graduate Program in Spanish*

Louise Cohen, *Associate Professor*

Zhigang Liu, *Associate Professor*

Dánisa Bonacic, *Assistant Professor*

Florence Ciret-Strecker, *Assistant Professor*

Eduardo Febles, *Assistant Professor*

Alister Inglis, *Assistant Professor*

Tulio Campos, *Spanish Preceptor*

Marta Villar, *Spanish Preceptor*

Louissa Abdelghany, *Senior Lecturer*

Lylvian Bourgois, *Senior Lecturer*

Isabel Cedeira, *Senior Lecturer*

Ruihua Sun, *Senior Lecturer*

Melissa Poehnert, *Administrative Assistant*

The Department of Modern Languages and Literatures offers Chinese, French, Italian, Japanese, and Spanish at various levels, enabling students to strengthen their command of a language they have already studied or to begin study of a new language. In these courses, students learn to speak and understand as well as to read and write with increasing facility and accuracy. As students become familiar with a particular language and its literature and culture, they develop a knowledge of the intellectual and social history of the people who speak that language. Moreover, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. Students may elect courses in modern languages and literatures as a part of a liberal education or choose a modern language major with a career objective in mind. The study of a modern language can be combined with diverse career areas, for example, in social sciences, in science, in other fields within the humanities, or in professional fields. A

major in French or Spanish, when combined with a major in the humanities, social sciences, 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 21 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

FREN 246 Translation and Linguistics

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 literature and culture, selected from:

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
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 30. 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 or FREN 246
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

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 30. 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
 Hilary Wilson, 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 16.

Graduate Programs in Spanish

For further information, see the *Graduate Course Catalog*.

Certificate Program in Spanish: This program is designed for students who want to further their studies in Spanish without taking on the master's program. Students take four courses from the graduate Spanish course listings. Students have the option of taking a summer course in Santander, Spain. For more information, contact the graduate Spanish office at 617-521-2183.

COURSES

* *Course schedule to be announced.*

Offered in English

SPAN 380 Migrant in the City: Field Work Seminar on Puerto Rican Culture (*See page 175*)

Chinese

CHIN 101 Elementary Chinese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Intended for non-heritage learners. Develops all four basic language skills: listening, speaking, reading, and writing. Introduces pinyin romanization. Also introduces 80 Chinese characters (either in simplified or traditional form). Uses supplementary audiovisual

material to provide cultural and linguistic survival skills. Inglis.

CHIN 102 Elementary Chinese II (S-1,2)

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

Continuation of CHIN 101. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 201 Intermediate Chinese I (F-1,2)

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

Continuation of CHIN 102. Emphasizes communication. Introduces new grammar while consolidating previous material. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 202 Intermediate Chinese II (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 201 or placement by the department.

Continuation of CHIN 201. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 245 Advanced Intermediate Chinese 1 (M2) (F-1,2)

4 sem. hrs. Prereq.: CHIN 202 or placement by the department.

Continuation of CHIN 202. Emphasizes communication. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

CHIN 246 Advanced Intermediate Chinese 2 (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 245 or placement by the department.

Continuation of CHIN 245. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced. Inglis.

Offered in English

CHIN 214 Contemporary Chinese Cinema (M2) (S-1)

4 sem. hrs.

Explores masterpieces of Chinese New Wave cinema and beyond. Includes the acclaimed

Farewell My Concubine, Yellow Earth, and The Wedding Banquet from directors such as Zhang Yimou, Chen Kaige, and Ang Lee. Inglis.

CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.

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

[CHIN 251 Fiction from China's Imperial Past (M2)

4 sem. hrs. Not offered in 2008–2010.]

Focuses on Chinese fiction from ancient times to the 17th century. A range of genres will be covered, including supernatural tales, erotic stories, notebook literature, vernacular short stories, and historical fiction, as well as selections from novels. Inglis.

CHIN 260 Chinese Calligraphy: Alternate Body-Building (M1) (F-1,2)

4 sem hrs.

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of the brush through studio work from simple exercises to exhibition pieces. A knowledge of Chinese is not necessary. Inglis.

CHIN 310 (TC) Chinese Civilization: Past and Present (M5)*

4 sem. hrs.

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-1,2)

4 sem. hrs.

Emphasizes communication. Develops all four basic language skills: understanding, speaking, reading, and writing. Aims to provide cultural and linguistic survival skills through contemporary methodologies. Staff.

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FREN 102 Elementary French II (S-1,2)

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

Continuation of FREN 101. Staff.

FREN 201 Intermediate French I (F-1,2)

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

Reviews grammar, with oral practice and reading of short modern French texts. Emphasizes development of spoken skills and vocabulary for everyday life in French-speaking countries. Staff.

FREN 202 Intermediate French II (M2) (S-1,2)

4 sem. hrs. Prereq.: FREN 201 or placement by the department.

Continuation of FREN 201, with a special focus on writing at the intermediate level. Staff.

Advanced Language Courses

FREN 240 (TC) Spoken French (M2)*

4 sem. hrs. Prereq.: FREN 202 or consent of the instructor. [This course will normally be offered abroad during the short term.]

Provides an opportunity for students to develop conversational skills. Emphasizes pronunciation, everyday vocabulary, listening comprehension, and oral expression. Staff.

FREN 245 Conversation and Composition (M2) (F-1)

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.

FREN 246 Translation and Linguistics (M2) (F-2)

4 sem. hrs. Prereq.: FREN 202 or consent of the instructor.

Aims at developing careful reading of texts and accurate writing through translation exercises on major works of modern autobiographical fiction (Ernaux, Beauvoir, Saint-Exupéry) and the media. Additionally, the course introduces notions of linguistics, phonetics, and contextual analysis of the functions of language. Ciret-Strecker.

Courses

FREN 310 Inside France: Studies in French Culture (M5) (F-1)

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

Addresses the question "What is French culture?" through a multimedia study of topics drawn from French geography, history, artistic traditions, and institutions. Includes topics such as Paris and its legacy, the formation of a citizen of the republic, and World War II. Febles.

FREN 311 Contemporary Issues in France (M5) (S-2)

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 2008–2010.]

Studies culture and offers insights about the French and the increasingly diverse influences that define them as a people. Recent topics have included "Growing Up French" and "Urban Encounters: Filming Paris." Staff.

FREN 316 Outside France: Perspectives from the French-Speaking World (M5) (F-2)

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

Provides a multimedia study of selected French-speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Uses the perspectives on France viewed from outside, discovered in a corpus of both literary and 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) (S-1,2)

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

Explores the theme of the self and the other in the French literary tradition from the Middle Ages to present times. Close readings of a variety of literary genres will allow us to study the different embodiments of the "other" including the colonized, the feminine, and the self. Febles.

FREN 320 Fables, Fairy Tales, and the Emergence of the Short Story (M2) (S-1)

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

Examines three genres that have been popular since the birth of the French literary tradition, and widely used to study human nature and convey morals and ethics. Analyses how the three literary forms have evolved over the past centuries and how they are now turning into a cinematographic genre. Ciret-Strecker.

FREN 322 French Theater: The Actor and the Script (M2) (S-2)

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

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) (F-2)

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

Explores the literary representations of Paris and its importance to the development of realism, symbolism, and surrealism. Readings in major authors representing these movements will allow us to study such themes as the city and insurrection, Paris underground, and the emergence of the consumer society. Febles.

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

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

Directed study addresses coursework required for

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

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

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

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

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

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

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

FREN 395 Seminar: Special Topics in French (M2) (F-1)

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-1,2)

4 sem. hrs.

Develops the ability to speak, read, and write in Italian. Enhances awareness and understanding of Italian culture through presentation of authentic materials. Staff.

ITAL 102 Elementary Italian II (S-1,2)

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

Continuation of ITAL 101. Staff.

ITAL 201 Intermediate Italian I (F-1,2)

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

Develops communicative skills through a selective grammar review. Uses authentic readings and audiovisual materials, including films, to enhance discussion of different aspects of contemporary

F = Fall
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Italian life. Continues practice in writing and includes intensive work on spoken skills. Staff.

ITAL 202 Intermediate Italian II (M2) (S-1,2)

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

Continuation of ITAL 201. Staff.

Japanese

JAPN 101 Elementary Japanese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Introduces Hiragana and Katakana early in the semester and some kanji in the second half of the semester. Liu.

JAPN 102 Elementary Japanese II (S-1,2)

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

Intended for non-native speakers of Japanese who have successfully completed JAPN 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation for literacy. Teaches five kanji a week. Liu.

JAPN 201 Intermediate Japanese I (F-1,2)

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

Offers further practice in patterns and structures of the language. Develops speaking and reading skills. Uses videos, films, and audiotapes to present new material. Teaches about 100 kanji. Liu.

JAPN 202 Intermediate Japanese II (M2) (S-1,2)

4 sem. hrs. Prereq.: JAPN 201 or placement by the department.

Continues work done in JAPN 201. Emphasizes the development of speaking and reading proficiency. Includes readings of simple articles by Japanese writers in addition to textbook assignments. Teaches additional 100 kanji. Liu.

JAPN 245 Conversation and Composition (M2) (F2)

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)

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 (S-2)

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

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.

Spanish

Language Sequence

SPAN 101 Elementary Spanish I (F-1,2; S-1,2)

4 sem. hrs.

Develops the ability to speak, read, and write in Spanish. Enhances awareness and understanding of the Spanish-speaking world through the presentation of cultural materials. Staff.

SPAN 102 Elementary Spanish II (F-1,2; S-1,2)

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

Continuation of SPAN 101. Staff.

SPAN 201 Intermediate Spanish I (F-1,2; S-1,2)

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

Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials.

Expands reading comprehension and cultural awareness through examples of Hispanic prose and poetry. Staff.

SPAN 202 Intermediate Spanish II (M2) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 201 or placement by the department.

Continuation of SPAN 201, with a special focus on writing at the intermediate level. Staff.

Advanced Language Courses

SPAN 240 (TC) Spoken Spanish (M2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Offers intensive oral-aural practice, with emphasis on the language used in daily life. Serves those who wish to perfect pronunciation and increase fluency in Spanish. Staff from GRIIS, Granada Institute of International Studies.

SPAN 245 Conversation and Composition (M2) (F-1,2; S-1-2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events. Halty.

Civilization Courses

SPAN 253 (TC) Social and Political Issues in Modern Spain

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) (F-1)

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

Introduces students to the culture of Spain through the ages, from the multicultural society in

medieval Iberia to maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites. Peláez-Benítez.

SPAN 312 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity (M5) (F-2)

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

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru, and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution, and the dictatorships of the 1970s and 1980s. Halty.

SPAN 314 Hispanic Culture as Seen Through Film (M2) (S-1)

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-1)

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)*

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. Bonacic.

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SPAN 266 Imagination, Freedom, and Repression in Latin American Literature (M2) (F-1)

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

Critically examines texts including the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism. Halty.

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel (M2) (S-2)

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

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th-century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán, as well as 20th-century neorealists like Martín Gaité and Delibes. Peláez-Benítez.

SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain (M2) (S-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

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) (F-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Analyzes the first modern novel, *Don Quijote de la Mancha*, the classic whose timeliness and timelessness establish it as one of the masterpieces of Western literature. Explores how the knight and his squire come alive for the modern reader as they have for generations of authors indebted to Cervantes. Cohen.

SPAN 322 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (M2) (F-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the *Cantar de Mio Cid* (12th century), *Urraca* (1991), *Cárcel de amor* (1492), *La Celestina* (1499) and *Melibea no quiere ser mujer* (1991). Peláez-Benítez.

SPAN 332 Contemporary Fiction in Latin America (M2) (S-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities; the figure of the dictator; and exile and *insilio*. Halty.

SPAN 336 Latin American Women Writers (M2) (S-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity. Halty.

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

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

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

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

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

4 sem. hrs. Prereq.: Senior standing and consent

of the instructor. Staff.

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

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

SPAN 380 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (M-5) (F-2)

4 sem. hrs. Prereq.: Consent of the instructor. Introduces Puerto Rican culture and placements in the community. Topics include migration, housing, employment, education, race and racism, machismo, and the Puerto Rican woman. Includes true-life accounts by Piri Thomas, Oscar Lewis, Pedro Juan Soto, Esmeralda Santiago, etc., complemented by videos. Conducted in English. Cohen.

SPAN 395 Seminar: Special Topics in Spanish

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

Topics change from year to year. Staff.

Linguistics Courses for Education Majors

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

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

Multidisciplinary Core Course (“Culture Matters”)

Gary Oakes, *Director*

The Multidisciplinary Core Course is a first-year, eight-credit all-College requirement as described on page 20.

MCC 101 Multidisciplinary Core Course: Culture Matters (F-1,2)

4 sem. hrs.

For first-year students. 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 through revisions and editing. Bases writing on personal experience as well as analysis of texts from a variety of disciplines. Includes a service-learning component in some sections. Section topics from 2007–2008 included “Questions of Social Justice,” “Politics, Protests and Music,” “Race, Gender, and the Media,” “Questions of Value, Happiness and Good Life,” “Racial Makeovers,” “Global Women/Our Common History.” Honors sections are designated as HON. Some sections may be taught as learning communities. Faculty from across the College teach in this program.

MCC 102 Multidisciplinary Core Course: Culture Matters (S-1,2)

4 sem. hrs. Prereq.: MCC 101.

Continues MCC 101, with particular attention to contemporary methods of research and the writing of an academic paper. Faculty from across the College teach in this program.

Transfer students whose Evaluation of Transfer Credit indicates the need for the MCC 101–102 sequence must register for MCC 101 in the fall and MCC 102 in the spring.

Transfer students entering in the fall or spring who have partially completed the writing requirement will complete MCC 102 in their first spring semester at Simmons.

Transfer students who have completed two semesters of composition at an accredited college prior to matriculation may have

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completed the two-semester writing requirement. Students should consult the Evaluation of Transfer Credit completed by the Registrar's Office to see how your courses have transferred.

MCC 103 Multidisciplinary Core Course: Culture Matters for Dix Scholars (F-1,2)

4 sem. hrs. Prereq: Placement by the registrar and MCC director; Dix status.

Designed for adult students. Involves two central, mutually reinforcing goals: to teach critical thinking and writing and to address the challenges and opportunities of living in a multiracial and multicultural society. Pays particular attention to contemporary methods of research and writing an academic paper.

Dix Scholars whose *Evaluation of Transfer Credit* indicates the completion of one semester of composition at an accredited college prior to matriculation, should enroll in MCC 103 in your 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 if necessary.**

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 *Evaluation of Transfer Credit* completed by the Registrar's Office to see how courses have transferred.

Dix Scholars should complete MCC during their first year at the College. See transcript evaluation form completed by the registrar's office.

Department of Nursing

Judy Beal, *Chair and Professor of Nursing and Associate Dean, School for Health Studies*
 Arlene Lowenstein, *Professor*
 Anne-Marie Barron, *Associate Professor and Associate Chair of Undergraduate Nursing*
 Sarah Volkman Cooke, *Associate Professor*
 Rebecca Koeniger-Donohue, *Clinical Associate Professor*
 Susan Neary, *Clinical Associate Professor and Associate Chair of Graduate Nursing*
 Patricia Rissmiller, *Associate Professor*
 Josephine Atinaja-Faller, *Clinical Assistant Professor*
 Victor Bell, *Clinical Assistant Professor*
 Charlene Berube, *Clinical Assistant Professor*
 Terry Mahan Buttarro, *Clinical Assistant Professor*
 Julie Canniff, *Clinical Assistant Professor*
 Sarah Cass, *Clinical Assistant Professor*
 Jean Christofferson, *Clinical Assistant Professor*
 Margaret Costello, *Clinical Assistant Professor*
 Terry Davies, *Clinical Assistant Professor*
 Colette Dieujuste, *Clinical Assistant Professor*
 Susan Duty, *Assistant Professor*
 Priscilla Gazarian, *Assistant Professor*
 Donna Glynn, *Clinical Assistant Professor*
 Clara Gona, *Clinical Assistant Professor*
 Jocelyn Loftus, *Clinical Assistant Professor*
 Marla Lynch, *Clinical Assistant Professor*
 Linda Moniz, *Clinical Assistant Professor*
 Eileen McGee, *Clinical Assistant Professor*
 Janet Rico, *Clinical Assistant Professor*
 Nathan Samuels, *Clinical Assistant Professor*
 Julie Steller, *Clinical Assistant Professor*
 Karen Teely, *Clinical Assistant Professor*
 Patricia White, *Clinical Assistant Professor*
 Annette Coscia, *Administrative Coordinator*
 Susan Clough, *Nursing Lab Coordinator*
 Emily Olmstead, *Director, Clinical Education*
 Hind Kdhor, *Clinical Coordinator*
 Ninetta Torra, *Assistant to the Chairperson of Nursing*

Shana Jarvis, *Administrative Assistant*

Housed in the School for 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 179). 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 majoring in nursing must fulfill the all-College requirements. The multidisciplinary core course, language, and mathematics requirements should be completed during the first and second years. Students interested in nursing must take the prerequisite courses in chemistry, general biology, anatomy and physiology in the first year and must pass the math competency exam as a prerequisite to NURS 225. Prior to the sophomore year, each student must have completed a certified course in cardiopulmonary resuscitation. Microbiology is taken during the second year. The College requirement of at least eight semester hours of independent learning opportunities is fulfilled through four semester hours

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of NURS 454 Leadership and Management in the Clinical Setting plus four semester hours of NURS 390. 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 in sequence:

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 337	Nursing Care of Individuals, Families, and Communities
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness
NURS 390	Nursing Research
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 must achieve an acceptable level of academic performance, including a minimum grade of C+ in all science course prerequisites, prior to entering the nursing major, 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. Students in the nursing program should anticipate the following approximate expenses in addition to tuition and fees: uniforms – \$150; transportation to clinical settings – \$150; books – \$500/year; and membership in the National Student Nurses Association – \$35/year. Clinical agencies are accessible by public transportation and/or automobile. Access to an automobile is recommended for senior year. All students will undergo a criminal record check each year (CORI – \$30) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing.

Prerequisites

Prior to NURS 225:

BIOL 113 General Biology
 CHEM 111N Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
 CHEM 112N Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I
 BIOL 231N Anatomy and Physiology I
 Pass math competency exam

Prior to or during sophomore year:

BIOL 221 Microbiology
 BIOL 232N Anatomy and Physiology II

Prior to junior year:

PSYC 101 Introduction to Psychology

Prior to or during junior year:

PSYC 237N Life Span Development

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, 617-521-2500. 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. A highlight of the program is an RN internship for two semesters during which students practice as licensed registered nurses prior to learning the advanced practice role. Five-year BS-MS nursing students must maintain a GPA of 3.0 in all nursing courses to be eligible. Students without an overall GPA of 3.0 in nursing will be considered on an individual basis on faculty advisement for admission into the graduate sequence. 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 3.0 in all nursing courses.

COURSES

NURS 225 Nursing Process and Skills (F-1,2; U-1,2)

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 (F-1,2)

4 sem. hrs. Prereq.: BIOL 113, BIO 231, CHEM 111, and CHEM 112, NURS 225.

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 (S-1,2)

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 111, and CHEM 112.

Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. Uses a systems approach to cover topics including specific drugs, classifications, side effects, and interactions with other therapies. Glynn.

NURS 238 Variances in Health Patterns of Adults and Elders II (F-1,2)

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.

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NURS 247 Variances in Health Patterns of the Childbearing Family (S-1,2; U-1,2)

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 (S-1,2; U-1,2)

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 (F-1,2; S-1,2)

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 337 Nursing Care of Individuals, Families, and Communities (F-1,2; U-1,2)

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 348 Variances in Health Patterns of Clients with Psychiatric and Mental Illness (F-1,2; S-1,2; U-1,2)

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 (F-1,2; S-1,2; U-1,2)

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 390 Nursing Research (F-1,2; U-1,2)

4 sem. hrs. Prereq.: NURS 225, NURS 226. Provides an opportunity to integrate knowledge and principles from general education, nursing education, and nursing practice to issues of relevance to the nursing profession. Facilitates professional role transition through examination of nursing's history, educational programs, roles, legal issues, ethical concerns, health policy, concepts in research, and the health care delivery system. Stresses independent learning, self-direction, and understanding of group interaction in the teaching-learning process through problem-based learning. Rissmiller, White.

NURS 454 Leadership and Management in the Clinical Setting (F-1,2; S-1,2)

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 (F-1,2; S-1,2)

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

See above for descriptions of the following summer offerings:

NURS 225 Nursing Process and Skills

NURS 247 Variances in Health Patterns of the Childbearing Family
 NURS 249 Variances in Health Patterns of the Childrearing Family
 NURS 337 Nursing Care of Individuals, Families, and Communities
 NURS 348 Variances in Health Patterns of Clients with Psychiatric and Mental Illness
 NURS 390 Nursing Research

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Department of Nutrition

Nancie Herbold, *Chair and Ruby Winslow Linn Professor*

Sari Edelstein, *Associate Professor*

Teresa Fung, *Associate Professor*

*Elizabeth Metallinos-Katsaras, *Associate Professor*

Victoria Bacon, *Lecturer*

Lawrence Dixon, *Lecturer*

Karlyn Grimes, *Lecturer*

Patrick Healy, *Lecturer*

Kathleen Foell, *Lecturer*

Jan Kallio, *Lecturer*

Judith Sharlin, *Lecturer*

Amy Sheeley, *Lecturer*

Yeemay Su, *Lecturer*

Debra Wein, *Lecturer*

Leah Smith, *Administrative Assistant*

* On leave academic year 2008-2009.

Housed in the School for Health Sciences (SHS), 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 and food science and current scientific concepts of the relationship between diet and health.

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 profession: clinical, community, and management dietetics. 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 receive criteria regarding academic performance, professional behavior, and health requirements upon entrance into the nutrition major.

SHS also offers a certificate for students wishing to complete the Didactic Program in Dietetics, one of the requirements of becoming credentialed as a registered dietitian. For further information see www.simmons.edu/academics/undergraduate/nutrition/programs.html. Students can also obtain a Master of Science in Nutrition and Health Promotion concurrently from Simmons College. For further information, see www.simmons.edu/shs/academics/nutrition/curriculum.shtml.

In addition, Simmons's nutrition program, in conjunction with the School of Nutrition and Science Policy at Tufts University, offers a joint program for students wishing to complete the academic requirements for the Certificate in the Didactic Program in Dietetics. Students doing so take courses at Simmons and Tufts University concurrently and obtain a Master of Science in Nutrition from Tufts University. For further information, contact Simmons's Program in 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. 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 an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination. The application to the DIP is a separate process, and completion of the DPD in no way guarantees acceptance into a DIP. 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. The undergraduate program must be followed by an accredited dietetic internship to ensure eligibility for the RD examination.

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- 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 101	Food Science
NUTR 112	Introduction to 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

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 (NUTR 390 is not required for students who already have a bachelor's degree and are completing the Didactic Program in Dietetics Certificate).

Suggested Course Sequence for Dietetics Major

First Year

FALL

MCC 101	Culture Matters
BIOL 113	General Biology (M4)
NUTR 112	Introduction to Nutrition Science
Language requirement or BIOL 221 Microbiology	

SPRING

MCC 102	Culture Matters
NUTR 101	Food Science
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
- 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
- NUTR 231 The Practice of Clinical Dietetics
- Two electives (Mode 1, 2, 5, or 6) or elective

Third Year**FALL**

- BIOL 231 Anatomy and Physiology I
- NUTR 248 Food Production and Service
Systems
- Two 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
- Elective (Mode 1,2,5,6) or elective

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

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 101 Food Science
- 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
MGMT 110	Principles of Financial Accounting
MGMT 250	Principles of Marketing
MGMT 260	Principles of Finance

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. 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 182, nutrition requirements on page 183) 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.

For those students who have already completed a bachelor's degree and who would like to complete solely the Didactic Program requirements to become a registered dietitian, the Simmons College Certificate in the Didactic Program in Dietetics (DPD) 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 www.simmons.edu/shs/academics/nutrition/degrees/dietetic.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: 312-899-5400.

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

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spring of her senior year. Students need to maintain a 3.00 GPA to continue in the program. Please visit www.simmons.edu/shs/academics/nutrition/curriculum.shtml and view the *Nutrition Catalog 2008–2009* for graduate requirements. Students may apply to the joint programs during their second semester of junior year. Formal application should be made to the, Admissions Office, School for Health Studies.

BS/MS in Biology/Nutrition and Health Promotion

This program allows students interested in biology and nutrition to obtain a BS in biology 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. Students need to maintain a 3.0 GPA to continue in the program. Please see the Department of Biology for the required courses to enter this program. Please visit <http://www.simmons.edu/shs/academics/catalog/nutrition/> and view the *Nutrition Catalog 2008–2009* 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 for Health Sciences.

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.

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.

COURSES

NUTR 101 Food Science (M4) (S-2)

4 sem. hrs.

Studies the basic principles of food science and their application to food selection, preparation, preservation, and storage as well as factors affecting food safety and sanitation, palatability, and nutrients. Introduces current issues for discussion. Requires writing of scientific reports of laboratory experiments. Includes lecture and laboratory. Laboratory coat required. Edelstein.

NUTR 110 Sociocultural Implications of Nutrition (M5) (F-1)

4 sem. hrs.

Studies food habits, particularly as reflected in the food patterns of various groups who have immigrated to the U.S. throughout its history. Examines health status of these diverse populations; the multiple meanings of food in daily life, culture, religion, and among various societies and ethnicities; and culturally appropriate counseling; and develops an appreciation of the many underlying similarities across cultures. Metallinos-Katsaras.

NUTR 111 Fundamentals of Nutrition Science (M4) (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies these basic concepts: functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutrition status. Examines the health effects of nutrient inadequacies and excesses. Discusses the scientific basis of recommended nutrient intake and dietary guidelines for the U.S. population. Includes lecture and laboratory. Laboratory experimentation demonstrates or tests the nutrition principles presented in the lectures. Metallinos-Katsaras, Fung.

NUTR 112 Introduction to Nutrition Science (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies the functions of nutrients and their requirement in the body, their effects on health, and nutrient needs during different stages of the life cycle. Discusses the effects of nutrient deficiencies and excesses as well as the dietary reference intakes and guidelines for the U.S. population. Metallinos-Katsaras, Fung.

NUTR 150 International Nutrition Issues (M5) (S-2)

4 sem. hrs.

Exploration of the world food situation, hunger, malnutrition, sustainable agriculture, politics, and distribution of wealth and power. Acquaints students with nutrition issues, and the nature and dimensions of present and future world food needs. Uses examples from both developed and developing countries to provide an overview of national and international politics influencing food and nutrition policies. Staff.

NUTR 201 Advanced Food Science (F-1)

4 sem. hrs. Prereq.: NUTR 101.

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 231 The Practice of Clinical Dietetics (S-2)

4 sem. hrs. Prereq.: NUTR 101 (or concurrent) and NUTR 111.

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), laboratory coat, and ID required. Staff.

NUTR 237 The Practice of Community Nutrition (F-1; U-1,2)

4 sem. hrs. Prereq.: NUTR 111 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.

NUTR 248 Food Production and Service Systems (F-1)

4 sem. hrs. Prereq.: NUTR 101.

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-2)

4 sem. hrs. Prereq.: NUTR 248.

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-1)

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-2)

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, and 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 three-hour lecture plus three-hour laboratory. Fung.

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

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

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

4 sem. hrs. Prereq.: Consent of the instructor. Provides an opportunity for independent study in one of the areas of nutrition. Herbold.

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

4 sem. hrs. Prereq.: Consent of the instructor. Provides an individual field experience in one of the areas of nutrition. Not available in summer. Herbold.

NUTR 380 Field Experience

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-2)

4 sem. hrs. Prereq.: NUTR 237, senior standing, and consent of the instructor. Offers advanced study in community nutrition theory and practice. Emphasizes evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/teaching of clients, families, other health professionals, and the public at large. Requires each student to examine in depth a particular problem in community nutrition through a field-work 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-2)

4 sem. hrs. Prereq.: MATH 118, NUTR 311, one semester of behavioral science, senior standing, and consent of the instructor. Examines in depth selected topics in nutrition. Introduces students to research methods and materials used in nutrition research. Emphasizes student initiative, 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, *Dean of the College and Professor of Philosophy and Women's and Gender Studies*

Sue Stafford, *Professor*

Shirong Luo, *Assistant Professor*

Jo Trigilio, *Assistant Professor*

Erin Nichols, *Administrative Assistant*

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-1,2)

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-1,2)

4 sem. hrs.

Introduces the central questions and major thinkers of philosophy: Does God exist? What is real? Why be moral? What can we know? What matters? Stafford.

PHIL 121 Philosophy of Religion (M6) (S-1,2)

4 sem. hrs.

Explores a cluster of problems and competing perspectives: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, and the meaning of death in light of differing analyses. Luo.

PHIL 122 Critical Thinking (S-1,2)

4 sem. hrs.

Introduces critical thinking and writing. Topics include the nature of argument — both inductive and deductive, deductive argument patterns, informal logical fallacies, nonargumentative persuasion, and the critical evaluation of claims. Torres Gregory.

PHIL 123 Symbolic Logic (M3) (F-1,2)

4 sem. hrs.

Explores argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic. Torres Gregory.

PHIL 131 Biomedical Ethics (M6) (F-1,2)

4 sem. hrs.

Examines moral questions concerning rights and responsibilities in professional biomedical relationships. Includes issues such as truth-telling, informed consent, privacy, confidentiality, patient self-determination, reproductive technologies, euthanasia, eugenics, and broader questions of justice in health care. Trigilio.

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[PHIL 132 Philosophy and the Arts (M1)

4 sem. hrs. Not offered in 2008–2010.]

Explores basic philosophical issues that cut broadly across the various arts, using historical and recent writings. Explores issues including the definition of art, artistic intentions and interpretation, expression, representation, emotion and the arts, the value of art, and the role of art in society. Luo.

PHIL 133 Asian Philosophy (M6) (S-1)

4 sem. hrs.

Studies Hinduism, 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-1,2)

4 sem. hrs.

Explores human nature, including the views of sociobiologists and their critics, the mind/body dualism of Descartes, physicalism, the nature of the self, and the possibility and relevance of machine intelligence. Staff.

PHIL 139 Environmental Ethics (M6) (S-2)

4 sem. hrs.

Explores philosophical issues underlying environmental and ecological controversies. Issues include whether the value of a human being is fundamentally different from the value of other living species or of the environment itself, what role consumer goods and services play in a good life, and whether environmental consciousness conflicts with a good life. Stafford.

PHIL 152 Philosophy Through Literature and Film (M2) (F-1)

4 sem. hrs.

Examines philosophical themes and issues found in major works of literature and film. Based on a realization that meaning and truth arise through reflection upon everyday lived reality, we explore how one lives, struggles, and creates meaning in one's search for identity, wholeness, and truth by examining works of literature and film through various lenses of critical analysis. Staff.

PHIL 223 Philosophy of Race and Gender (M6) (F-1)

4 sem. hrs. Prereq.: One course in philosophy or women's and gender studies or consent of the instructor.

Investigates the impact of racism and sexism on self-awareness and self-understanding. If I am a person of color, or a woman, or both, how is the meaning of my identity constituted? Are "race" and "gender" natural categories? Does it matter? How does the way others see me affect the ways I see myself? What ought to be the relationship between social policy and identity? Trigilio.

PHIL 225 Ethical, Legal, and Social Issues in Information Technology (M6) (F-2)

4 sem. hrs.

Offers students involved in all aspects of information technology an opportunity to reflect on the unique responsibilities of information technology professionals, the benefits and the costs of various aspects of the technology, and the implications for the future of currently evolving technologies. Stafford.

PHIL 230 Ethical Theory (M6) (S-1,2)

4 sem. hrs.

Focuses on the theoretical approaches to ethics in the classical western tradition (Plato, Aristotle, Kant, Mill) and in multicultural and contemporary perspectives. Topics include theories of the good, moral relativism, concepts of moral obligation, definitions of virtue, and utilitarian philosophy. Torres Gregory.

PHIL/POLS 232 Theories of Justice (M6) (S-1,2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Trigilio, Welch.

PHIL 236 Philosophy of Language (F-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

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 tradi-

tions, including classics in 20th-century analytic philosophy as well as recent multicultural and feminist perspectives. Torres Gregory.

PHIL 237 Philosophy of Mind (M6) (S-1,2)

4 sem. hrs. Prereq.: One course in philosophy or psychology or consent of the instructor. Explores the nature of human consciousness and the self. Focuses on the views of contemporary philosophers, psychologists, and Asian religious thinkers; readings include classical authors such as Descartes as well as contemporary philosophers such as Daniel Dennett. Stafford.

PHIL 238 Ways of Knowing (M6) (S-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Examines the nature and varieties of human knowing. Considers classical approaches as well as more contemporary approaches. Topics include tacit knowing, mystical knowing, the possibility of objective and subjective knowledge, and the role of knowledge in contemporary society. Trigilio.

PHIL 241 The Beginnings of Philosophy: Plato and Aristotle (M5) (F-2)

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) (S-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Considers the modern period in philosophy, which, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. Analyzes some of those changes, focusing on the major philosophical views of the period. Examines issues of personal identity, knowledge, the existence of God, and the nature of the external world. Raymond.

[PHIL 243 Mind, Politics, and Society: 19th-Century Philosophy (M5)]

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2008–2010.] 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 (F-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Discusses contemporary philosophy as it reflects on its own methodology and turns that reflection into self-criticism. Explores some of the directions that philosophy has taken since the 20th century, including phenomenology, 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 (S-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. Addresses questions like: How does the reality of death affect the meaning of life? Is existence absurd? Is human freedom a benefit or a burden? What does it mean to live authentically? Raymond.

PHIL 246 American Pragmatism (S-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Examines the arguments of classic and contemporary American pragmatists including Peirce, James, Dewey, Royce, Santayana, Rorty, Addams, McKenna, and McDermott. Topics include the pragmatic method, fallibilism, pluralism, radical empiricism, and meliorism. Emphasis is placed on the concepts of community, experience, education, democracy, individualism, knowledge, and culture. Luo, Trigilio.

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PHIL 258 Special Topics in Philosophy

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Offers an in-depth examination of an issue or theme of philosophical importance. Topic to be announced. Staff.

PHIL 332 Law and Philosophy (F-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence. Raymond.

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

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

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

4 or 8 sem. hrs. Prereq.: Senior standing and consent of the instructor. Staff.

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

4 or 8 sem. hrs. Prereq.: Consent of the supervising faculty member.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Staff.

PHIL 390 Seminar (S-1,2)

4 sem. hrs. Prereq.: One course in philosophy or women's 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

222); and WGST 354 Feminist Theories (see page 224).

Program in Physical Therapy

Annette Iglarsh, *Chair and Professor*

Shelley Goodgold, *Professor*

Lynn Foord-May, *Assistant Professor and Director of Division of Online Teaching and Learning*

Stephanie Johnson, *Assistant Professor and Director of Clinical Education*

Justin Jones, *Clinical Assistant Professor*

Clare Safran-Norton, *Assistant Professor*

Anne Marie Dupré, *Clinical Assistant Professor*

Sheri Kiami, *Instructor*

Lisa Rosmarin, *Administrative Assistant*

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. During the final three years, students are enrolled in the graduate program at the School for Health Sciences and take courses in the professional curriculum. At the end of four years, a student receives a BS degree. 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 for 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 indi-

vidual 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 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. 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.

Prerequisites: In order to qualify for the major in health science for physical therapy, stu-

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dents must satisfy the following prerequisites:

First Year

CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
CHEM 112	Introductory Chemistry: Organic or CHEM 114 Organic Chemistry I
BIOL 113	General Biology
BIOL 221	Microbiology

Second Year

BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II
PSYC 101	Introduction to Psychology

Third Year

PHYS 110	Introductory Physics I (year 2 or 3)
PHYS 111	Introductory Physics II (year 2 or 3)
MATH 118	Introductory Statistics
BIOL 332	Exercise Physiology
One PSYC elective	

Thirty hours of work or volunteer experience in physical therapy or a related field 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.

Department of Physics

Velda Goldberg, *Chair and Professor*
Michael Kaplan, *Professor*
Michelle Chen, *Assistant Professor*
Michael Jordan, *Assistant Professor*
Joseph Genevich, *Machinist, Laboratory Technician*
Joanne Saro, *Administrative Assistant*

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 210	Imaging of Materials
PHYS 220	Materials Modeling
PHYS 310	Materials Research Methods I
PHYS 311	Materials Research Methods II
PHYS 320	Advanced Instrumentation for Materials

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 210	Imaging of Materials (2 credits)
PHYS 220	Materials Modeling (2 credits)
PHYS 300	Mechanics
PHYS 305	Electricity and Magnetism
PHYS 310	Material Research Methods I
PHYS 311	Materials Research Methods II
PHYS 320	Advanced Instrumentation for Materials
PHYS 331	Thermodynamics and Kinetics
PHYS 332	Quantum Mechanics and Molecular Structure

COURSES

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

4 sem. hrs.

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Weekly laboratory. Designed for non-majors. Jordan.

PHYS 105 Science and Technology in the Everyday World: The Way Things Work (M4) (S-1,2)

4 sem. hrs.

Traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Weekly laboratory. Designed for non-majors. Goldberg.

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PHYS 110 Introductory Physics I (M4) (F-1,2)**PHYS 111 Introductory Physics II (S-1,2)**

4 or 8 sem. hrs. Prereq.: Secondary school algebra. (PHYS 110 is prereq. to PHYS 111.)

Teaches the fundamentals of physics for students with preparation in algebra and trigonometry.

Topics drawn from mechanics, electricity and magnetism, heat, waves, sound, optics, and modern physics. Weekly three-hour laboratory and one-hour interactive problem-solving session. Staff.

PHYS 112 Fundamentals of Physics I (M4) (F-1,2)**PHYS 113 Fundamentals of Physics II (S-1,2)**

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. Goldberg, Kaplan.

PHYS 120 Materials: Properties (S-2)

2 sem. hrs.

Largely through experimentation, examines some of the ways in which one characterizes and/or measures a material's mechanical, electrical, thermal, magnetic, optical, and electrical properties. Also investigates the way in which processing conditions may influence properties and how this information can be used to construct useful devices. Chen.

PHYS 121 Materials: Structure (S-1)

2 sem. hrs.

Focuses on the theories that explain mechanical, electrical, thermal, magnetic, optical, and electrical properties. Examples include theories related to atomic structure and interatomic bonding, imperfections in solids, diffusion, stress/strain and elastic properties, phase transformations conductivity, magnetic interactions, and optical absorption and luminescence. Introduces X-ray diffraction and molecular modeling through laboratory experiments and simulations. Soltzberg.

PHYS 201 Wave Phenomena and Introductory Modern Physics (F-1,2)

4 sem. hrs. Prereq.: PHYS 112/113.

Focuses on wave properties common to both

optics and acoustics and then extends these topics to introduce key ideas in modern physics. Rounds out a general background in physics and is recommended, along with PHYS 112/113, for preparation for the MCAT exam. Kaplan.

PHYS 210 Imaging of Materials (F-1,2)

2 sem. hrs.

Intended for science majors or physics of materials minors who would like to learn to use an electron microscope and an atomic force microscope to study surface morphology. (Requests to use these microscopes for independent research may be made to the Department of Physics after successful completion of this course. Open to non-science majors.) Goldberg.

PHYS/CHEM 220 Materials Modeling (F-2)

2 sem. hrs.

Provides a hands-on introduction to the use of computer methods for discovery and assessment of novel materials. Teaches the use of a variety of molecular and materials modeling software and presents the principles, benefits, and pitfalls associated with this approach to the study of materials. Emphasizes modeling projects and genuine research applications of computer modeling. Soltzberg.

PHYS 226 Electrical, Magnetic, and Elastic Properties of Materials (S-1)

2 sem. hrs. Prereq. PHYS 112/113. Introduces the microscopic physics of the properties of materials. Basis for discussion includes fundamental concepts of the localized and delocalized (collectivized) electrons. Discusses traditional solid state topics, as well as modern phenomena such as high-temperature superconductivity, ferroelasticity, and colossal magnetoresistance. Kaplan.

PHYS 300 Mechanics (S-2)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of Newtonian mechanics; the conservation laws, the dynamics of a particle, including oscillations and central force motion; and the dynamics of a system of particles. Includes laboratory work. Goldberg.

PHYS 305 Electricity and Magnetism (S-1)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of electromagnetic theory through the introduction of

Maxwell's equations and discusses electrical and magnetic fields in matter. Stresses applications to contemporary devices. Includes laboratory work. Kaplan.

PHYS 310 Materials Research Methods I (F-1,2)

2 sem. hrs.

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. Goldberg, Gurney.

PHYS 311 Materials Research Methods II (S-1,2)

2 sem. hrs.

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 320 Advanced Instrumentation for Materials (U-1,2)

2 sem. hrs. Prereq.: Permission of department.

Offered at Cornell University and taught jointly by Simmons and Cornell faculty. Topics based on the particular interests of the class. Teaches sample preparation and the use of sophisticated instrumentation and equipment in Cornell's Center for Materials Research. May include, for example, learning to use a transmission electron microscope (TEM), scanning transmission microscope (STEM), xRay diffractometer, or ion beam. Goldberg.

PHYS/CHEM 331 Thermodynamics and Kinetics (F-1,2)

4 sem. hrs. Prereq.: CHEM 226 and PHYS 113. See description under the Department of Chemistry.

PHYS/CHEM 332 Quantum Mechanics and Molecular Structure (S-1,2)

4 sem. hrs. Prereq.: CHEM 226 and PHYS 113 See description under the Department of Chemistry.

PHYS 350 Independent Learning (F-1,2; S-1,2)

4 or 8 sem. hrs.

Usually taken for two semesters (eight semester hours) but may be elected for one semester. Individual laboratory work on a research problem. Includes a thesis and a final oral presentation. Staff.

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

4 or 8 sem. hrs.

Provides a supervised professional experience off campus. Placement must be approved by the department. Includes a final oral presentation. Staff.

PHYS 390 Physics Seminar (F-1,2; S-1,2)

No Credit.

Required of all physics majors; other students are invited to attend.

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Department of Political Science and International Relations

POLITICAL SCIENCE

Thomas N. Hull, *Joan M. and James P.*

Warburg Professor of International Relations

Zachary Abuza, *Chair and Professor*

Kirk Beattie, *Professor*

Cheryl Welch, *Professor*

Leanne Doherty, *Assistant Professor*

Catherine Paden, *Assistant Professor*

Ausra Park, *Assistant Professor*

Ruth Fasoldt, *Administrative Assistant*

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

Applies to those students entering the college in 2005–2006 and thereafter.

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.

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

COURSES

Survey Courses

POLS 101 Introduction to American Politics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to the fundamentals of American government and analyzes important and controversial political issues. Through lecture, discussion, and readings, examines: the Congress, the presidency, the courts, voting behavior, political participation, interest groups, political parties, social movements, civil rights, and civil liberties. A special focus will be on applying theories to current events in American politics. Paden.

POLS 102 Introduction to International Politics (M5) (F-1,2; S-1,2)

4 sem. hrs.

Introduces patterns of relations among states, both conflictual and cooperative. Examines relations between the superpowers and between the developed states and the Third World countries. Discusses current issues in international relations such as wars, terrorism, trade, international organizations, international law, human rights, migration and trafficking, North-South relations, globalization, and environmental concerns. Park, Staff.

POLS 103 The Nature of Politics (M6) (F-1,2)

4 sem. hrs.

Introduces political theory and its contributions to the study of politics by considering problems of citizenship in different regimes. Examines both classic texts of political philosophy (including Plato, Aristotle, Hobbes, Locke, Rousseau, and Marx) and the writings and speeches of political actors (both real and in fiction and film). Welch, Staff.

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POLS 104 Introduction to Comparative Politics (M5) (S-1,2)

4 sem. hrs.

Introduces the study of governments other than the U.S. Countries selected for study include France, Russia, the People's Republic of China, and Egypt. Topics include political culture and socialization, political parties and institutions, the impact of socioeconomic transformations on politics (revolutions, coups d'état, opposition parties), and the ways regimes respond to challenges. Beattie.

Topics Courses

POLS 210 (TC) National Politics Unplugged: The Way Washington Works

4 sem. hrs. Prereq.: POLS 101.

In-depth exposure to Washington politics. Examines the political environment in which representatives, lobbyists, bureaucrats and activists operate, with special attention to governmental institutions, the policy process and the workings of interest groups and social movements. Field visits will include the U.S. Congress, cabinet departments, interest groups, and political consulting firms. Paden.

POLS 211 The Politics of Cities (S-1)

4 sem. hrs.

Examines the development, organization, and various forms of politics in American cities, including Boston. Considers the development and growth of cities, machine politics, economic development policies, immigration, and race and class shifts in urban areas. Includes visits to the State House, a Boston City Council meeting, and other sites of historical, political, and cultural significance. Paden.

POLS 212 Politics Unplugged: How Things Work in Massachusetts (F-1,2)

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

Prepares students for direct involvement in the political process with legislators or nongovernment organizations involved in policy formation. Provides an overview of the Massachusetts political system through classroom study, speakers, and site visits. Focuses on "hands-on" skills: oral briefings, political research, and writing for policymakers. This course is required for

participation in the Lee Family Foundation internship program. Doherty.

POLS 213 Politics in the Republic: Congress and the Presidency (F-2)

4 sem. hrs.

Examines decision-making at the national level of American politics, focusing on the internal operational dynamics and structural environment of the Congress, patterns of presidential decision-making and leadership, and the complex relationships between the legislative and executive branches of the government. Paden.

POLS 214 Constitutional Law: The Modern Court (F-1,2)

4 sem. hrs.

Analyzes the Supreme Court's decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Considers the court's impact on debates over privacy, race and sex discrimination, freedom of expression, and religion. Welch, Beckett.

POLS 215 The Politics of Race and Ethnicity (S-1,2)

4 sem. hrs.

Examines the changing patterns of incorporation of ethnic and racial minorities in American politics in the post-civil rights era. Considers the relationships between racial minority groups, levels of representation, levels of political participation, the possibilities for coalition-building between racial minority groups, and economic and social policy issues that affect minority and ethnic politics. Paden.

POLS 217 American Public Policy (M5) (S-1,2)

4 sem. hrs. Prereq: POLS 101 or consent of instructor.

Examines public policy in the U.S., emphasizing how patterns of political power shape, and are shaped in turn, by state intervention. Students will consider various social and economic policies as illustrations of these processes. Topics explored can include environmental and education policy, Title IX as it relates to sports, and rural/urban debates. Key concepts will be reinforced through the use of case studies, memo writing, policy analysis papers, and a final research project. Doherty.

POLS 218 Parties and Elections (F-1)

4 sem. hrs.

Examines political parties and their relationship to political competition in the U.S. Considers the function of parties, alternative mechanisms of interest representation, and recent American electoral events. Paden.

POLS 219 Gender and Politics (F-1,2)

4 sem. hrs.

Considers the role of gender in American politics, including historical and contemporary examples of movements, interest groups, and electoral politics. Places special emphasis on women who have served in Congress or the State House. Doherty.

POLS 220 International Organization and Law (S-1,2)

4 sem. hrs. Prereq: POLS 102 or consent of instructor.

Examines the problems and processes of international organizations. Analyzes the issues dealt with by international organizations and the reasons for their successes and failures. Focuses on the United Nations and its role in resolving international conflicts. Abuza.

POLS 221 The Arab-Israeli Conflict (M5) (F-1,2)

4 sem. hrs.

Examines the political dimensions of the Arab-Israeli conflict. Analyzes the interests and objectives of all the major parties in the conflict, ranging from its impact on Israeli society and the Palestinians to the concerns of other regional and global actors. Beattie.

POLS 222 Maps and Marauders: Political Geography*

4 sem. hrs.

Examines the principles of geography, resource-based sources of interstate conflict, and the general concepts of geopolitics. Introduces cartography, as well as comparative and thematic maps (social, physical, and economic). Considers the geopolitical impact of environmental issues such as global warming. Abuza.

POLS 223 Human Rights: The Basic Dilemmas*

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. Welch.

POLS 225 International Politics of East Asia (M5) (F-1,2)

4 sem. hrs.

Examines the international politics of East Asia, with particular attention to the foreign policies of the great powers: the U.S., China, and Japan; as well as to the flashpoints on the Korean Peninsula and Taiwan. Also examines important transnational issues in the region, as well as the region's rapid economic development. Abuza.

POLS 229 Comparative Foreign Policy (S-1,2)

4 sem. hrs. Prereq.: POLS 102 recommended.

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. Park.

POLS/PHIL 232 Theories of Justice (M6) (S-1,2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. Welch, Beckett.

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POLS 233 Politics and Catastrophe: Political Thought in the 20th Century (S-1)

4 sem. hrs.

Analyzes important theoretical perspectives on politics in the 20th century, focusing on attempts to comprehend the century's traumatic events: world war, revolution, economic collapse, the rise of totalitarianism, and genocide. Texts include novels and works of history, political sociology, and philosophy. Welch, Beckett.

POLS 241 Latin American Politics*

4 sem. hrs.

Focuses on the political and economic development of Latin America. Topics include populism, revolutionary movements, bureaucratic authoritarian regimes, transitions to democracy, and economic globalization. Concludes with a discussion of U.S./Latin American relations in the new millennium. Staff.

POLS 242 African Politics (S-1,2)

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 (S-1,2)

4 sem. hrs.

Examines the politics of the Middle East (near East and North Africa). Emphasizes the search for legitimacy by the Arab regimes, the role of women in Arab societies, the resurgence of Islamic fundamentalism, Israeli society and politics, and important regional and international issues. Beattie.

POLS 245 Politics of Newly Industrializing Countries (F-1,2)

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 underdevelop-

ment. Focuses on case-studies from the Asia-Pacific region. Abuza.

POLS 246 Politics of Western Europe (S-1,2)

4 sem. hrs.

Analyzes the politics of Western Europe, focusing on the formation of European political cultures (including how and why they differ from American political culture), political ideological struggle, parties, institutions, the emergence of the European Union, and the major challenges facing the citizens of Europe today. Beattie.

POLS 247 Politics of Religion (S-1)

4 sem. hrs.

Analyzes the politicization of the world's major religions over the last four decades, including the appearance of religious extremists. Discusses where and why this phenomenon has occurred and the impact of an increasing politicization of religion on domestic and international politics. Beattie.

POLS 248 Terrorism (S-1,2)

4 sem. hrs.

Compares national liberation and terrorist groups from around the world in order to understand the modus operandi, goals, and tactics of terrorist organizations. Examines the differences between national liberation groups and terrorist cells as well as the evolution of terrorism from Marxist inspired groups to religious extremism. Abuza.

POLS 249 U.S. Foreign Policy: 1945–Present (S-1; F-2)

4 sem. hrs.

Analyzes the U.S. ascendance into global leadership, and America's role in international politics from the Cold War to the present. Explores the historical evolution of American foreign policy and examines in-depth main foreign policymaking actors. Also considers the influences of U.S. foreign policy on the present-day volatile international system. Simulation game provides hands-on experience. Park.

POLS 249M (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 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 302 Special Topics in Political Science*

4 sem. hrs.

Examines a topic of current interest in political science through intensive reading and writing in a seminar format. Paden, Staff.

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

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

Open to students in political science wishing to do advanced work with a member of the department. Staff.

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

4 sem. hrs. Prereq.: Consent of the department. Required for honors in political science. Includes oral defense with members of the department. Staff.

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

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

POLS 380 Field Work (F-1,2; S-1,2)

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

POLS 390 Seminar (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Required of all senior political science majors. Beattie, Abuza.

INTERNATIONAL RELATIONS

International Relations Steering Committee

Thomas N. Hull, *Joan M. and James P.*

Warburg Professor in International Relations

Zachary Abuza, *Chair and Professor of Political Science and International Relations*

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

Cheryl Welch, *Professor of Political Science and International Relations*

Ausra Park, *Assistant Professor of Political Science and International Relations*

Raquel María Halty, *Professor of Modern Languages*

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

Sarah Leonard, *Assistant Professor of History*

Stephen Ortega, *Assistant Professor of History*

Niloufer Sohrabji, *Assistant Professor of Economics*

Dan Connell, *Distinguished Lecturer in Communications*

Major in International Relations

Applies to those students entering the college in 2005–2006 and thereafter. 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 nonstate 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.

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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.

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.

Requirements for the Major

Core Courses (seven total):

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:

WST 200	Women, Nation, Culture
ECON 214°	Women in the World Economy

One of the following:

ECON 218°	International Trade
ECON 220°	International Monetary Systems

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.

Senior Seminar (INLR 390)

Elective Areas

Global and Human Security

HIST 203	History of East Asian and U.S. Foreign Relations
HIST 237	Holocaust
HIST 248	U.S. Foreign Policy: 1898–1945

HON 303	HIV/AIDS Intersections of Science
POLS 221	The Arab-Israeli Conflict
POLS 222	Maps and Marauders: Political Geography
POLS 223	Human Rights: The Basic Dilemmas
POLS 229	Comparative Foreign Policy
POLS 248	Terrorism
POLS/ HIST 249	U.S. Foreign Policy: 1945–Present
POLS/ COMM 268	Human Rights in South Africa

Political Economy and Development

ECON 214**	Women in the World Economy
ECON 216 °	Economic Development
ECON 222°	Comparative Economies of East Asia
ECON 224°	The Japanese Economy
POLS 104	Introduction to Comparative Politics
POLS 225	International Politics of East Asia
POLS 242	African Politics
POLS 245	Politics of Newly Industrializing Countries

Transnational Issues of Culture and Identity

FREN 316	Outside France: Perspectives from the French-Speaking World
HIST 231	History of Muslim Societies
HIST 361	Topics in World History; Cross-Cultural Encounters: Contacts, Connections, and Conflict
HIST 365	9/11 Narratives
HON 203	Islam and the West
HON 301	Explosive Mix: When Ethnicity, Religion, and Nationalism Collide
POLS 247	The Politics of Religion
SOCI 270	South Asia: People and Power
SOCI 267	Globalization
SOCI 348	Re-envisioning the Third World
SPAN 314	Hispanic Culture as Seen Through Film
INRL 202**	Special Topics in International Relations
POLS 302**	Special Topics in Political Science

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.

LATIN AMERICA

HIST 218	Topics in Latin American History: Central America and the Caribbean
POLS 241	Latin American Politics
SOCI 277	Introduction to Latin American Studies
SPAN 266	Imagination, Freedom, and Repression in Latin American Literature
SPAN 312	Society and Politics in Latin America
SPAN 332	Contemporary Fiction in Latin America

MIDDLE EAST

HIST 231	Early Muslim Societies
HONS 203	Islam and the West
POLS 221	The Arab-Israeli Conflict
POLS 243	Middle Eastern Politics
POLS 390	Seminar: The War on Iraq: Political Science Perspectives

ASIA

CHIN 310	Chinese Civilization: Past and Present
ECON 222°	Comparative Economics of East Asia
ECON 224°	The Japanese Economy
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 206	The Rise of Modern China

HIST 207	Gender, Family, and Society in Modern China
JAPN 310	Japanese Civilization
POLS 225	International Politics of East Asia
POLS 245	Politics of Newly Industrializing Countries
SOCI 270	South Asia: People and Power
EUROPE	
FREN 310	Inside France: Studies in French Culture
FREN 311	Contemporary Issues in France
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 246	Politics of Western Europe
SPAN 253	Social and Political Issues in Modern Spain
SPAN 310	The Making of Spain: Studies in Spanish Culture
SPAN 314	Hispanic Culture as Seen Through Film

°Prerequisites: For ECON 214, 216, 218, 220, 222, and 224: ECON 100 and 101. For POLS 220: POLS 102.

**If this course is taken as a core course, it may not double-count as an elective.*

***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; WST 200 or ECON 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-1,2)

4 sem. hrs.

Reflects the interests and experiences of the current Warburg Professor of International Relations. Hull.

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

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

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

4 sem. hrs. Prereq.: Consent of the department. Includes an oral defense with members of the International Relations Steering Committee.

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

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

INLR 380 Fieldwork (F-1,2; S-1,2)

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

INLR 390 Senior Seminar (F-1,2)

4 sem. hrs.

Addresses a different topic each year. Hull.

Department of Psychology

Barbara Gentile, *Chair and Associate Professor*
 Rachel Galli, *Associate Professor and*
Coordinator of the Psychobiology Program
 Geoffrey Turner, *Associate Professor*
 Gregory Feldman, *Assistant Professor*
 Sarah Martin, *Assistant Professor*
 John Reeder, *Assistant Professor*
 Lynissa Stokes, *Assistant Professor*
 Carrie Brown, *Administrative Assistant*

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 master's 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 they way to other

interesting career possibilities.

An interdisciplinary major in psychobiology is available for students with interests in both biology and psychology. See pages 208–209.

Major in Psychology

Requirements

Every psychology major must complete 36 semester hours in psychology, as well as four hours in statistics. In addition to these 40 semester hours, all students must satisfy the independent learning requirement of eight semester hours. Normally, at least four hours of independent learning should be in psychology. PSYC 380 Fieldwork in a Psychological Setting is a full-year course that meets the all-College requirement for independent learning, as do any two PSYC 350 Independent Study courses. The following five core courses are required:

PSYC 101	Introduction to Psychology
MATH 118	Introductory Statistics
or MATH 238	Applied Statistical Models
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	Memory, Thought, and Language
PSYC 244	Drugs and Behavior
PSYC 247	Perception

Social and Developmental

PSYC 235	Developmental Psychology
PSYC 236	Psychology of Adolescence
PSYC 248	Social Psychology

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Clinical and Personality

PSYC 230	Theories of Personality
PSYC 231	The Nature of Abnormal Behavior
PSYC 241	Assessment of Individual Differences

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 Psychology, 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 Psychology during their first year and MATH 118 Introductory Statistics (or MATH 238 Applied Statistical Models) 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, 241, 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, 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, 241, 304, 331, and 336.
5. A student planning a career in social service or human resources should consider PSYC 230, 231, 232, 241, 248, 308, and 339.

Honors in Psychology

Candidates for honors in psychology should fulfill the College requirements as described on page 30 and should submit a proposal for a thesis to the Psychology Department in the second semester of the junior year.

The members of the Department will determine candidacy. In addition, an honors candidate will be required to complete PSYC 350 in the first semester of their senior year. Upon completion of that course and with departmental approval, she will then register for PSYC 355 in the second semester of her senior year.

Minor in Psychology

The minor in psychology includes PSYC 101 Introduction to Psychology, one course from the basic processes area (PSYC 232 Health Psychology, PSYC 243 Memory, Thought, and Language, PSYC 244 Drugs and Behavior, 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 Psychology
BIOL 113 General Biology
CHEM 111 Introductory Chemistry: Inorganic
or CHEM 113 Principles of Chemistry

Sophomore Year

MATH 118 Introductory Statistics
or MATH 238 Applied Statistical Models
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 the core sequence and Neuroscience list.

Neuroscience List

PSYC 231 The Nature of Abnormal Behavior
PSYC 232 Health Psychology
PSYC 241 Assessment of Individual Differences
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
MATH 218 Biostatistics
CS 112 Introduction to Programming in Java
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
 PHIL 136 Philosophy of Human Nature
 PHIL 238 Ways of Knowing

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 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 Psychology (M6) (F-1,2; S-1,2)

4 sem. hrs.

Surveys contemporary approaches to the scientific study of behavior and mental processes. Covers topics from neurons to neuroses, including perception, memory, social interaction, personality, and mental disorders. Turner, Reeder, Feldman, Frankmann, Stokes.

PSYC 201 Biological Psychology (M4) (F-1,2; S-1)

4 sem. hrs. Prereq.: PSYC 101.

Considers some of the ways behavior and experience are related to biological processes. Classroom and laboratory topics include brain structure and function, drugs and addiction, brain damage, sleep and consciousness, stress, memory and amnesia, and mental illness. Includes lectures and laboratory sessions. Galli, Staff.

PSYC 203 Research Methods in Psychology (F-1; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and MATH 118 or MATH 238.

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 social science research. Reeder, Staff.

PSYC 220 The Psychology of Women (F-1,2)

4 sem. hrs. Prereq.: PSYC 101 or WGST 100.

Explores the origins and implications of similarities and differences between women and men. Examines sex-role stereotyping, sex-role development, female personality, mental health, and sexuality in social and cultural contexts. Stokes.

PSYC 230 Theories of Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Surveys various theoretical approaches to the study of personality development and dynamics, including psychoanalytic, behaviorist, and self theories. Considers selected empirical work and assessment techniques. Feldman, Stokes.

PSYC 231 The Nature of Abnormal Behavior (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores the nature and dynamics of neurosis, psychosis, depression, and addiction. Emphasizes the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Feldman, Staff.

PSYC 232 Health Psychology (F-1,2)

4 sem. hrs.

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-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Considers the theoretical approaches and methodological issues involved in understanding normative development from conception to adolescence. Examines the origins and progression of biological, perceptual, cognitive, social, and emotional systems, as well as the complex interactions among them, via lecture, discussion, demonstration, and observation. Childrearing and education implications are discussed. Turner, Martin, Staff.

PSYC 236 Psychology of Adolescence (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Provides a systematic analysis of adolescent and young adult development, focusing on gender and cultural issues as well as major theories of psychological and social development. Turner.

PSYC 237N Life Span Development (S-1,2)

4 sem. hrs. Prereq.: PSYC 101, nursing major, and have not taken PSYC 235.

Explores the development of the individual from birth to death using psychological theory and research. Stresses the interaction of social, cognitive, and biological factors in human development; the interaction between the person and the environment; and the transitions from one stage of life to another. Staff.

PSYC 241 Assessment of Individual Differences (S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and MATH 118 or MATH 238.

Studies a variety of tests and measurements used to assess intelligence, personality, and cognitive functioning in clinical and counseling psychology, education, and business. Considers the history and theory of these tests and discusses practical concerns related to their selection, administration, and interpretation. Martin.

PSYC 243 Memory, Thought, and Language (S-1; F-2)

4 sem. hrs. Prereq.: PSYC 101.

Examines some of the central aspects of mental life: perceiving, remembering, forgetting, solving problems, making decisions, and communicating. Combines experimental data, everyday experience, and psychological theory. Reeder.

PSYC 244 Drugs and Behavior (F-1; S-2)

4 sem. hrs. Prereq.: PSYC 201.

Explores the psychological, biological, and societal factors that influence drug use. Focuses on the neurochemical bases of drug action and the experimental paradigms used in studying the behavioral effects of drugs. Topics include illegal and legal drugs, including medications for mental illness. Galli.

PSYC 247 Perception (F-1; S-2)

4 sem. hrs. Prereq.: PSYC 101.

Studies the relationship between the external world and our internal representation of it, the

world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. Staff.

PSYC 248 Social Psychology (M5) (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines behavior as it is influenced by other people and social situations. Studies social influence, person perception, interaction, attitude change, and group dynamics. Gentile, Staff.

PSYC 301 Research in Biopsychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 201, PSYC 203, and consent of the instructor.

Provides opportunity for participation as a member of a research team in all phases of a laboratory study. Includes seminar discussion of current evidence regarding selected topics, design of an experiment, collection and analysis of data, and preparation of a report for publication. Includes lectures and laboratory sessions. Galli.

PSYC 303 Research in Cognitive Processes (F-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 243, and consent of the instructor.

Provides research experience on questions of current interest in attention, memory, thinking, or other areas of cognitive psychology. Discusses issues of design, analysis, ethics, and written communication of research findings. Includes a laboratory component. Reeder.

PSYC 304 Research in Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 230, and consent of the instructor.

Surveys the methods psychologists use to investigate personality. Topics include how theories of personality guide hypothesis development, research ethics and design, data collection and analysis, and the presentation of research findings. Students will gain direct experience in conducting a research project in personality psychology. Feldman.

PSYC 305 Research in Cognitive Development (F-2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 235, and consent of the instructor.

A survey of the tools psychologists use to investigate age-related changes in cognition. Topics

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include measurement, research design (e.g., experiments, quasi-experiments, and observations), and the communication of research findings. Both practical and ethical issues related to the use of children as research participants are discussed. Includes a laboratory component. Turner.

PSYC 308 Research in Social Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, 248, and consent of the instructor.

Discusses research methods in social psychology and the application of social psychological findings to various human environments. Specific topics determined by the interests and backgrounds of the students enrolled. Includes a laboratory component. Gentile, Staff.

PSYC 331 Seminar in Clinical Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 231 and consent of the instructor.

Introduces the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Emphasizes the use of interviews and psychological tests in understanding psychopathology. Considers psychotherapy as a mode of treatment for disordered behavior. Feldman.

PSYC 335 Social and Emotional Development (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 235, and consent of the instructor.

Offers in-depth study of normative development and individual differences in children's social and emotional lives within the context of current theory and research. Topics include emotion regulation; temperament; attachment theory; the role of parents, peers, and siblings in the socialization process; and cultural and gender influences on development. Turner.

PSYC 336 Childhood Psychopathology (F-1,2)

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 (S-1,2)

4 sem. hrs. Prereq.: PSYC 231, 235, or 248 and consent of the instructor.

Examines the application of psychological research and theory to significant legal and public policy questions using the case study method. Topics include the use of scientific evidence, expert testimony, statistics in the courts, children as witnesses, the reliability of eyewitness testimony, competence to stand trial, the insanity defense, divorce and child custody, and jury selection. Koocher.

PSYC 345 History and Systems of Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Normally open only to seniors.

Examines classical theoretical positions in psychology, 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. Gentile, Staff.

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

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor.

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

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

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Staff.

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

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

PSYC 380 Fieldwork in a Psychological Setting (F-1,2; S-1,2)

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 activities such as counseling, psychological testing, special education, human resources,

interviewing, psychotherapy, and laboratory research. Requires eight semester hours. Martin

Psychobiology

PB 347 Seminar in Psychobiology (S-1,2)

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

Normally open only to seniors. Addresses current topics through readings, presentations, field trips, and other activities. Galli, Gray.

Department of Sociology

Jyoti Puri, *Chair and Professor*

Becky Thompson, *Professor*

Stephen London, *Professor*

Jyoti Puri, *Professor*

*Becky Thompson, *Professor*

**Valerie Leiter, *Associate Professor*

Anna Sandoval Gir6n, *Assistant Professor*

Meghan Killian, *Administrative Assistant*

* On leave for academic years 2008–2009 and 2009–2010.

** On sabbatical leave academic year 2008–2009.

The sociology department offers students a framework to view social processes from a grounded and critical perspective. Our curriculum teaches strong theoretical and methodological skills, and by using the knowledge drawn from the department's thematic areas, students learn ways to apply these skills toward social equity and leadership. The department emphasizes critical reading, thinking, and writing and offers substantial training in research methods and independent learning. 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. The department attracts students who are committed to social justice as an intellectual and activist pursuit. Sociology majors are encouraged to study abroad for at least one semester, write a senior thesis or a portfolio, be proficient in a second language in addition to English, and 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.

Major in Sociology

Requirements: The major in sociology encourages each student, based on her interests, to

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develop a creative combination of courses that derives its coherence from the thematic areas offered by the department. Each student majoring in sociology completes 40 credits: the courses in the core, at least three electives, eight semester hours of independent learning, and the departmental capstone requirement. Students work closely with advisors in course selection and planning.

Core

(twenty semester hours required)

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 junior year, and SOCI 222 and SOCI 249 in the junior or senior year. Students must take at least three electives.

Thematic Areas

Students may concentrate on one thematic area, or selectively combine courses across them. Courses may be listed under more than one thematic area. The department prepares students to understand and to interpret the following substantive areas from a sociological perspective:

Social Theory incorporates and critiques traditional sociological concepts and models with multiracial, multidisciplinary models for understanding “the social” and “theory.”

SOC 225	Social Movements
SOCI 268	Applications of Social Theory
SOCI 311	Critical Race Legal Theory

Methods courses examine and evaluate different methodological lenses, the meaning of analytical categories, the interpretation of data,

and the audiences to whom the findings are presented.

SOCI 239	Introduction to Social Research
SOCI 339	Qualitative Research Workshop

Social Intersections and Social Justice Courses focus on multiple social hierarchies and resistance to injustice by subordinated groups and communities.

SOCI 210	Body Politics
SOCI 231	Sociology of Childhood
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. This perspective emphasizes the co-constitution of race, nation, class, gender, and sexuality across cultural and political borders.

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. Courses also scrutinize the social authority of medicine and consequences of medical assumptions. Courses analyze how approaches to health care reproduce existing

social hierarchies.

SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society
SOCI 242	Death and Dying
SOCI 345	Health Systems and Policy

Cultural Practices courses communicate an understanding of culture as plural, contested, and crucial to the construction of experiences and meanings in and across multiple contexts.

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 promote analysis of how these formal, macro-level social structures that influence individuals' experiences originate in the relative power of groups to set agendas, design interventions, and produce unanticipated consequences of these policies.

SOCI 230	Family and Society
SOCI 261	Urban Sociology
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 345	Health Systems and Policy

Independent Learning

No later than the fall semester of her senior year, each student, in consultation with her advisor, will design an eight-credit independent learning plan for the following spring semester. Applications generally are due in the fall semester of senior year before registration for the spring semester. Internships are not permitted during the summer. Students with double majors will develop integrative independent

learning programs with advisors from both disciplines.

Capstone Requirement

A capstone is an integral requirement. Students who enter the College beginning September 2006 must meet the new capstone requirement. New transfer students, Dix Scholar students, and all other matriculating students are strongly encouraged to fulfill this requirement.

Students may take one of the two following options:

SOCI 355 Thesis

In order to fulfill the capstone requirement, 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 generally by the second semester of their junior year. Students are also required to take SOCI 339 before the start of the independent work. This option also fulfills the college's independent learning requirement. An honors designation is granted to meritorious theses.

Portfolio

In order to fulfill the capstone requirement, students may choose to submit a portfolio instead of a thesis. This is a non-credit requirement and does not fulfill the college's independent learning requirement. The portfolio normally consists of the following: one paper written in SOCI 101; one paper from either SOCI 249, SOCI 268, or SOCI 222; a paper from the independent learning option; and an 5–7 page integrative essay. Double majors who do their independent learning requirement outside of the sociology department are asked to submit a paper related to their other major and a 4–5 page essay about how that relates to sociology. The portfolio should be approved by the student's advisor. The portfolio is due three

weeks prior to the end of the semester.

Minor in Sociology

The minor in sociology consists of five courses including SOCI 101, at least one course from the core (SOCI 222, SOCI 249, SOCI 268, SOCI 239), and three courses selected from thematic areas after consulting a faculty advisor in the department.

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* (Offered fall 2009 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*
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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
BIOL 344	Environmental and Public Health in Costa Rica (travel course)*
NUTR 115	Nutrition and Health of the Mediterranean Diet (travel course)*
IDS 228	Service Learning in Nicaragua (travel course)

(B) Social Analysis Track

NUTR 150	International Nutrition Issues
SOCI 239	Introduction to Social Research
SOCI 245	International Health
Students must choose three additional courses	

from the social analysis list:

Social Analysis Electives

AST/SOCI/	Race, Women and Health
WGST 232	
IDS 228	Service Learning in Nicaragua (travel course)
IT 225	Health Informatics
MATH 218	Biostatistics
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/	Intimate Family Violence
WGST 340	

Independent Learning

This all-College independent learning requirement (eight semester hours) will be met through courses in the Biology or Sociology Departments, usually in the senior year. In the Biology department it will be met through BIOL 350 Independent Laboratory Research or BIOL 370 Internship. In the Sociology department, it will be met through SOCI 350 Independent Study, SOCI 355 Thesis, 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 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	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 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.

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 3.0, 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.

COURSES

SOCI 101 Principles of Sociology (M5) (F-1,2; S-1,2)

4 sem. hrs.

Covers emergence and development of sociological thought and research. Introduces basic concepts, theoretical approaches, and methodological strategies for the study of social structures, processes, and relations. Focuses on

the seven thematic areas of the department to cover a range of social issues useful to a critical understanding of society, social inequalities, and the interconnectedness across national and social borders. London, Sandoval Gir6n, Thompson.

SOCI 210 Body Politics: A Sociological Perspective (F-1; S-2)

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, Staff.

SOCI 222 Transnational Studies (S-1,2)

4 sem. hrs. Prereq.: SOCI 101 and junior standing. Introduces students to transnational studies.

Addresses transnational studies as a critical tool for examining subjects, social relations, and cultural processes. Highlights issues of race, nation, gender, class and sexuality in a world where cultural and political borders are being reconstituted by capital. Focuses on themes of nationalism and belonging, citizenship, migration, cultural practices, and diasporas. Puri.

SOCI 225 Social Movements (F-1,2)

4 sem. hrs.

Examines a variety of social movements around the world including the environmental movement, labor movement, peace movement, the civil rights movement in the United States, white supremacy movement anti-abortion/pro-choice movement. Explores theoretical explanations for the rise of social movements in modern societies. Pays special attention to the ways in which movements intersect and are informed by one another.

Sandoval Gir6n.

SOCI 230 Family and Society*

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

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 (F-1,2)

4 sem. hrs. Prereq.: SOCI 101.

Examines sociological knowledge about children, including the social construction of childhood, social structures that affect children's lives, and the implications of these social factors for individual children. Comparisons will be made with other societies to help students understand children's lives in U.S. society. Leiter.

SOCI/AST/WGST 232 Race, Gender and Health

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-1,2; S-1)

4 sem. hrs. Prereq.: SOCI 101.

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, Sandoval Gir6n.

SOCI 241 Health, Illness and Society (F-1,2; S-1)

4 sem. hrs.

Emphasizes social determinants of physical and mental health and cross-cultural experiences of illness and seeking care. Pays special attention to contemporary health care issues, including the unequal distribution of health and illness in population health and health social movements as agents for change. Leiter.

SOCI 242 Death and Dying (F-1,2; S-2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241 or consent of the instructor.

Analyzes social and cultural patterns in the meanings, attitudes, rituals, and institutional practices associated with dying, death, and bereavement. Examines individual and medicalized dying with associated ethical and political concerns, and public/political dying, such as homicide, capital punishment, and genocide. Staff.

SOCI 245 International Health (F,1-2)

4 sem. hrs.

Examines health and illness from a global perspective. Current public health dilemmas are analyzed, highlighting the role of colonialism, culture, development, and public health policies. Case studies will focus on how health issues are handled in different parts of the world, highlighting the roles of culture and political economy. Leiter.

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

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

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

SOCI 261 Urban Sociology (S-2)

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

Presents sociological contributions to understanding the contemporary city and selected urban issues using Boston as an example. Focuses on the cross-cultural study of the development of urban communities and urban policy and planning. Provides service-learning placements in Boston. London.

SOCI 262 Criminology (F-1,2)

4 sem. hrs.

Critically examines types and patterns of behaviors socially defined as criminal. Focuses on major theories and research studies in criminology and issues relating to the three major elements of the criminal justice system: police, courts, and prisons. London.

SOCI 263 Sociology of Education (S-2)

4 sem. hrs. Prereq.: SOCI 101. Education majors are exempt from the prerequisite.

Focuses on the contributions of sociological theories and research applied to an understanding of the structure and functions of educational systems in contemporary society. Topics include such areas as education and social stratification, student subcultures, and race and education. Service learning includes working collaboratively as a class with a sixth-grade class in a Boston public school. London.

SOCI 266 Sociology of Sports (F-2)

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

Examines diverse ways organized sports reflect and influence the values and social structures of society. Analyzes major political, economic, and social functions of sports in historical and cross-cultural contexts. Topics include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics. London.

SOCI 267 Globalization (F-2)

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 resistance to cultural and economic globalization. Sandoval Gir6n.

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SOCI 268 Applications of Sociological Theory (S-1,2)

4 sem. hrs. Prereq.: SOCI 101.

Examines classical and contemporary theoretical schools of thought in sociology. Emphasizes the contributions of women social theorists and scholars of color. Addresses application of sociological theory to selected social issues and personal social behavior. Thompson.

SOCI 270 South Asia: People and Power (F-1,2)

4 sem. hrs.

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 (F-2)

4 sem. hrs. Prereq.: SOCI 101.

Explores the interrelationship between birth and death as literal and metaphorical realities. Examines how structural inequalities shape people's birth and death rituals and how race, class, nation, and gender impact birthing and dying processes. Explores birth and death as uniquely individual and profoundly social processes. Thompson.

SOCI 277 Introduction to Latin American Studies (M5) (S-1,2)

4 sem. hrs.

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. Sandoval Gir6n.

SOCI/AST 311 Critical Race Legal Theory (F-1)

4 sem. hrs. Prereq.: AST 101, PHIL 226, SOCI 249, or consent of the instructor.

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.

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 (S-2)

4 sem. hrs. Prereq.: SOCI 239.

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-1,2)

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

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

SOCI 344 Sociology of Poetry and Prose (S-2)

4 sem. hrs. Prereq.: SOCI 101.

Focuses on what C.W. Mills refers to as the “socio-logical imagination” in the poetry and memoirs/autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. Examines how social location shapes writers’ approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. Thompson.

SOCI 345 Health Systems and Policy (S-1,2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241 or consent of the instructor.

Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. Leiter.

SOCI 347 Antiracism and Justice Work (F-1)

4 sem. hours

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 (S-2)

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 349 Directed Study

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.

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

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

SOCI 355 Thesis (S-1,2)

8 sem. hrs. (Over two semesters, 4 sem. hrs. each semester) Prereq.: Consent of the department

SOCI 370 Internship (S-1,2)

8 or 16 sem. hrs. Prereq.: Consent of the department.

Includes weekly seminar.

SOCI 380 Fieldwork (F-1,2; S-1-2)

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

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Department of Women's and Gender Studies

Jill McLean Taylor, *Chair and Associate Professor of Women's and Gender Studies and Associate Professor of Education*

Diane Raymond, *Dean of the College and Professor of Philosophy and Women's and Gender Studies*

Carole Biewener, *Professor of Economics and Women's and Gender Studies*

Mary Jane Treacy, *Professor of Women's and Gender Studies and Director of the Honors Program*

Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Laura Prieto, *Associate Professor of History and Women's and Gender Studies*

Dawna Thomas, *Assistant Professor of Women's and Gender Studies and Africana Studies*

Jo Trigilio, *Assistant Professor of Philosophy and Women's and Gender Studies*

Diane Hammer, *Director of Simmons Institute for Leadership and Change*

Meghan Killian, *Administrative Assistant*

The goals of the Department of Women's and Gender Studies are to educate students in theoretical, empirical, and methodological perspectives for studying 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 such as 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 per-

sonal, 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:

1. Twelve semester hours: 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

And both:

WGST 200	Women, Nation, Culture
WGST 204	Roots of Feminism

2. Four semester hours in a race/ethnicity course selected from one of the following:

HIST 213	Race and Ethnicity in U.S. History
AST/SOCI/ WGST 232	Race, Women and Health
PHIL 223	Philosophy of Race and Gender
SJ 220	Working for Social Justice
SOCI 249	Inequality: Race, Class, and Gender in Comparative Settings

3. 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.

4. WGST 354 Feminist Theories and four additional semester hours of advanced work chosen from WGST 360, 352, 350, 354, 355, 370, ENGL 308, HIST 360, PHIL 300, SOCI 311, or SOCI 348. A course taken to fulfill the race/ethnicity requirement may not also count toward this requirement.

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 plus 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) (F-1,2; S-1,2)

4 sem. hrs.

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. Taylor, Thomas.

WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (M6) (S-1,2)

4 sem. hrs.

Introduces students to the interdisciplinary field of lesbian, gay, bisexual and transgender studies. Examines LGBT identity, sexuality, gender, politics, and culture from a variety of disciplinary and theoretical perspectives, including history, sociology, philosophy, and science. Trigilio.

WGST/ECON 125 Women and Work (M5) (S-1,2)

4 sem hrs.

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the gender wage gap. Biewener.

WGST/ENGL 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem hrs.

Explores 19th and 20th century literature written by and about women. Considers how women writers have challenged conventional notions of who women really are and who they long to become. Studies writers including Jane Austen, Charlotte Bronte, Louisa May Alcott, Mary Shelley, Dorothy Canfield, Jhumpa Lahiri, Ahdaf Soueif, and others. Hager.

WGST 200 Women, Nation, Culture (M5) (S-1,2)

4 sem. hrs.

Explores the links between women, gender, race, colonialism and nationalism. Focuses on women at the center of debates of tradition and modernity, as representatives of culture and nationhood, as central actors and objects of war and conflict, and as participants in the arena of international politics. Explores the possibilities of feminist alliances across cultural and national borders. Puri.

WGST 204 Roots of Feminism (S-1,2)

4 sem. hrs. Prereq.: One of the following: WGST 100, WGST 111, WGST 125, 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. Treacy.

WGST 206 Gender and Sexuality (F-1,2)

4 sem. hrs.

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of different discourses in constructing notions of

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gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. Puri, Taylor.

WGST/AST/SOCI 232 Race, Gender and Health (F-1,2)

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 (S-1)

4 sem. hrs.

Examines an issue, theme, or subject of importance in the field of women's and gender studies. Staff.

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

4 sem. hrs. Prereq.: One of the four 100-level

WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor.

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

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

4 sem. hrs. Prereq.: Consent of the faculty supervisor. Staff.

WGST 353 Special Topics Seminar (S-1,2)

Prereq.: WGST 200 or 204; junior standing; or consent of the instructor.

Intensively examines a significant issue in women's and gender studies. Staff.

WGST 354 Feminist Theories (S-1,2)

4 sem. hrs. Prereq.: WGST 200 and 204 and junior standing, or consent of the instructor.

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Raymond, Trigilio.

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

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

A formal thesis proposal should be submitted in the semester prior to commencing thesis research. Successful completion of WGST 350 Independent Study required before registering for WGST 355. Staff.

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

4-8 sem. hrs. Prereq.: Consent of faculty supervisor.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 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.

ELECTIVE COURSES

AST 210 African American Women

AST/WGST/
SOCI 232 Race, Gender, and Health

AST 300 Seminar in Selected Topics in
Africana Studies (as appropriate)

ART 248 Women and Art

BIOL 109 Biology of Women

ECON 214 Women in the World Economy
ENGL 252 Studies in Film Genre

ENGL 307 Jane Austen and Virginia Woolf

ENGL 308 The Postcolonial Novel

ENGL 320 American Women's Poetry

ENGL 398 Feminist Film 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
MGMT 224	Socially-Minded Leadership
MGMT 321	Managing the Diverse Workforce
PHIL 223	Philosophy of Race and Gender
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/AST 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
SPAN 336	Latin American Women Writers (offered in Spanish)
SOCI 249	Inequality: Race, Class, and Gender in Comparative Settings
SOCI 347	Antiracism and Justice Work
SOCI 348	Re-envisioning the Third World
WGST 200	Women, Nation, Culture
WGST 204	Roots of Feminism
WGST 340	Intimate Family Violence

Minor in Social Justice

The interdisciplinary minor in social justice is for students interested in "activism." Through an integration of academic study and community-based learning, students gain theoretical, historical, and practical backgrounds that will assist them in advancing progressive social change. The minor thus offers students an academic complement to social justice activist work, enabling them to explore and debate the meaning of "social justice," to grapple with the moral and ethical issues involved in undertaking social justice work, to engage in extensive community-based learning in urban communities of color, to understand and evaluate alternative perspectives and strategies pertaining to

political and organizational social change, and to develop an informed action plan for furthering social change in a particular area of concern. The minor consists of five courses, including three required core courses and two electives. The core incorporates community-based learning in all of the courses and is designed to provide a common foundation that offers students depth and progression in the level of analysis and engagement. The interdisciplinary approach complements a wide range of majors across the social sciences, sciences, and humanities and is designed to accommodate a wide array of areas for social justice work. The minor in social justice is administered by the Social Justice Steering Committee, which consists of faculty from the departments of Africana studies, economics, sociology, and women's studies; staff from the Scott/Ross Center for Community Service and the Simmons Institute for Leadership and Change; and students pursuing the minor in social justice. 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-1,2)

4 sem. hrs. Prereq.: Sophomore standing. Combines study of the psychosocial, moral and ethical issues of social justice and social activism with community-based learning. Explores what it takes to become citizens who are committed to rectifying the myriad political, economic and social problems we face. Ward.

SJ 222 Organizing for Social Change (M5) (S-1,2)

4 sem. hrs. Prereq.: Sophomore standing. Offers a theoretical and practical foundation for understanding and evaluating progressive social

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change strategies and organizations. Addresses different perspectives on social change, a 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, Taylor.

SJ 380 Integrative Capstone Project (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SJ 220 and SJ 222, junior standing, and consent of the coordinator. Addresses a particular student-defined social justice issue, researches past and current organizing efforts and strategies, develops a community action plan, and culminates in a term paper. Staff.

Elective courses:

(It is strongly recommended that students take electives from two different disciplines.)

- | | |
|----------|---|
| AST 210 | African American Women |
| AST 240 | African American Intellectual and Political History |
| AST 313 | The Black Struggle for Schooling in the United States |
| ECON 214 | Women in the World Economy |
| ECON 216 | Economic Development |
| ECON 225 | Political Economy of U.S. Capitalism |
| HIST 211 | The African American Experience since Reconstruction |
| 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 223 | Philosophy of Race and Gender |
| PHIL/ | Theories of Justice |
| POLS 232 | |
| 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 |
| SOCI 225 | Social Movements |
| SOCI/ | Inequality: Race, Class, and |
| AST 249 | 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/ | Women and Work |
| ECON 125 | |
| WGST 200 | Women, Nation, Culture |
| WGST 204 | Roots of Feminism |
| WGST/AST/ | Intimate Family Violence |
| SOCI 340 | |

DIRECTORY OF FACULTY AND ADMINISTRATORS

Appointment date refers to the date of original hire to the College.

FACULTY, COLLEGE OF ARTS AND SCIENCES

Paul Abraham, Associate 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 and Director of the Master's in Communications Management Program
BA, MS, Simmons College; MPA, Harvard University. Appointed 1999.

Zachary Abuza, Professor and Chair of Political Science and International Relations
BA, Trinity College, MALD; PhD, Tufts University. Appointed 1996.

Susan Ainsleigh, Assistant Professor of Education and Coordinator of Mentoring
BS, MS, Simmons College. Appointed 1997.

Masato Aoki, Associate Professor and Chair of Economics
BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. Appointed 1993.

Judith Aronson, Assistant Professor of Communications
BA, University of Michigan; MFA, MCP, Yale University. Appointed 1998.

Judah Axe, Instructor in 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, Instructor 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, Clinical Assistant Professor of Education and Westford Campus Coordinator
BA, University of Colorado; MEd, Antioch College. Appointed 1999.

Carole Biewener, Professor of Women's and Gender Studies and Economics
BA, Douglass College; PhD, University of Massachusetts. Appointed 1987.

Allan S. Blume, Clinical Assistant Professor of Education and Program Coordinator for Landmark and Melmark
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, Clinical Senior Lecturer in Modern Languages and Literatures
BA, MA, University of Haute-Bretagne II; PhD Candidate, University of Massachusetts, Amherst. Appointed 2008.

Edith Bresler, Instructor of 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.

Sarah Burrows, Internship Program Director and Instructor of Communications
Appointed 1999.

Tulio Campos, Spanish Preceptor, Modern Languages and Literatures
BA, Pontificia Universidad Catolica del Peru. Appointed 2006.

Michael Cameron, Assistant Professor of Education and Program Coordinator of Behavioral Education
BA, Rhode Island College; MA, PhD, Northeastern University. Appointed 1998.

Changqing Chen, Clinical Assistant Professor of Chemistry
BE, Xi'an Jiatong University; MS, Peking University; PhD, University of Connecticut, Storrs. Appointed 2005.

Michelle Chen, Assistant Professor of Physics
BS, BA, MS, University of Chicago; PhD, University of Pennsylvania. Appointed 2008.

Janet Chumley, Clinical Instructor of Education
BA, Antioch College; MEd, Boston University. Appointed 1996.

Florence Cirt-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, Distinguished Lecturer 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 Crumacker, Professor and Chair of History
BA, Simmons College; AM, Harvard University; PhD, Boston University. Appointed 1978.

Maryellen Cunnion, Associate Professor of Education
BA, College of Mt. St. Vincent; MA, Trinity College; MS, Johns Hopkins University; EdD, Harvard University. Appointed 1993.

Ellen May Davidson, Clinical Assistant Professor of Education
BA, Antioch College; MA, State University of New York at New Paltz. Appointed 1998.

Leanne Doherty, Assistant Professor of Political Science and International Relations
BA, Clark University; MA, PhD, Northeastern University. Appointed 2000.

Vladimir Douhovnikoff, Assistant Professor of Biology
BA, MS, PhD, University of California, Berkeley. Appointed 2005.

Christine J. Evans, Clinical Assistant Professor of Education and Program Director for New England Center for Children
BA, Hartwick College; MEd, Lesley College. Appointed 1993.

Eduardo Febles, Assistant Professor 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 of Psychology
BA, Hofstra University; MA, PhD, Boston University. Appointed 1998.

Barbara F. Gentile, Associate Professor and Chair of Psychology
BA, University of Rochester; PhD, Cornell University. Appointed 1971.

Sheldon George, Assistant Professor of English
BA, The City College of New York; PhD, Boston College. Appointed 2005.

Velda Goldberg, Professor and Chair of Physics
BA, State University of New York, Potsdam; MS, PhD, Boston College. Appointed 1984.

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 and Director of the Urban Education Program
BA, Yale University; MEd, EdD Harvard University. Appointed 2006.

D. Bruce Gray, Associate Professor of Biology
BS, Tufts University; MS, Columbia University; PhD, University of Connecticut. Appointed 1993.

David Gullette, Professor of English
AB, Harvard College; PhD, University of North Carolina. Appointed 1967.

Richard W. Gurney, Assistant Professor of Chemistry
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
BA, Rice University; PhD, University of California, Irvine. Appointed 2001.

Maria Hegarty, Instructor of Education and Coordinator of Madrid Program
BA, Boston College; MA, Simmons College. Appointed 2007.

Raquel M. Halty, Professor of Modern Languages and Literatures and Director of the Graduate Program in Spanish
BA, Chatham College; AM, PhD, Harvard University. Appointed 1975.

Margaret Hanni, Associate Professor of Art and Music
BA, Simmons College; MA, PhD, Boston University. Appointed 1996.

Jane Hardin, Clinical Assistant Professor of Education and Program Coordinator for Accept and South Coast
BA, University of Massachusetts; MEd, Framingham State College. Appointed 1995.

Thomas N. Hull, Joan M. and James P. Warburg Professor of International Relations
BA, Dickinson College; MA, MIA, Columbia University. Appointed 2007.

Alister Inglis, Assistant Professor of Modern Languages and Literatures
BA, University of Canberra; PhD, University of Melbourne. Appointed 2003.

LaShaune Johnson, Assistant Professor of Sociology
BA, Wellesley College; MA, PhD, University of California, Santa Barbara. Appointed 2008.

Lynda K. Johnson, Distinguished Professor of Practice and Educational Outreach Director in the Department of Education
BA, MS, Simmons College; CAGS, Boston University. Appointed 1992.

Michael Jordan, Assistant Professor of 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, Senior Lecturer in Education and Director of the Educational Leadership Program
BA, Tufts University; MS, Lesley University.
Appointed 1995.

Colleen Kiely, Assistant Professor of Art and Music
BFA, Rhode Island School of Design; MFA, School of the Museum of Fine Arts. Appointed 2005.

Nancy Lee, Associate Professor of Chemistry
BA, University of Pennsylvania; PhD, Brown University. Appointed 1994.

Valerie Leiter, Associate Professor of Sociology and Co-director of the Program in Public Health
BA, State University of New York at Albany; AM, Harvard University; PhD, Brandeis University.
Appointed 2003.

Sarah Leonard, Assistant 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, Instructor of 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, Instructor of Art and Music
BA, University of Kansas. Appointed 2006.

Abby Machamer, Clinical Instructor of Education and Director of Language and Literacy and Program Coordinator of the Reading Institute in Williamstown
BA, Lycoming College; MBA, New Hampshire College; EdS, Simmons College. Appointed 2002.

Russell Maguire, Assistant Professor of Education
BA, New York State University at Buffalo; MA, PhD, Northeastern University. Appointed 2007.

Leonard Mailloux, Clinical Instructor in 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.

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 and Chair of Mathematics
BA, MA, PhD, Washington State University.
Appointed 1976.

Gary Oakes, Assistant Professor of Education and Assistant Director of the Master's in the Art of Teaching and Director of the Multidisciplinary Core Course
BA, University of South Florida; MA, Florida State University; EdD, Boston University. Appointed 2000.

Barbara O'Brien, Assistant Professor of Art and Music and Director of the Trustman Art Gallery
BA, BS, University of Kansas; MFA, Rhode Island School of Design. Appointed 2006.

Akiko Okusu, Assistant Professor of Biology
BA, Hamilton College; PhD, Harvard University.
Appointed 2007.

Robert Oppenheim, Professor of Art and Music
BFA, Rhode Island School of Design; MFA, Michigan State University. Appointed 1969.

Stephen Ortega, Assistant Professor of History
BA, New York University; MA, Harvard University;
PhD, University of Manchester. Appointed 2006.

Mary H. Owen, Associate Professor and Chair 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.

Ausra Park, Assistant Professor of Political Science and International Relations
BA, Vytautas Magnus University; MA, College of Europe, Poland; PhD, University of South Carolina.
Appointed 2006.

Lowry Pei, Professor of English
AB, Harvard College; MA, PhD, Stanford University. Appointed 1985.

Dolores Peláez-Benítez, Associate Professor and Chair of Modern Languages and Literatures
Licenciatura, PhD, Universidad Complutense de Madrid. Appointed 1992.

J. Douglas Perry, Jr., Associate Professor and Chair 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, Associate Professor of History
BA, Wellesley College; MA, PhD, Brown University.
Appointed 1997.

Madalaine Pugliese, Clinical Instructor of 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 and Chair of Sociology and Director of the Graduate Program in Gender/Cultural Studies
BA, Bombay University; PhD, Northeastern University. Appointed 1996.

Diane Raymond, Dean of the College of Arts and Sciences and Professor of Philosophy and Women's and Gender Studies
BA, Vassar College; MA, PhD, New York University.
Appointed 1985.

John Reeder, Assistant Professor of Psychology
BA, McMaster University; PhD, Princeton University. Appointed 2004.

Judith Richland, Clinical Instructor of Communications
BS, Cornell University; MA, Boston University; MFA, Massachusetts College of Art. Appointed 2005.

Isabel Cedeira Rivas, Clinical Senior Lecturer in Modern Languages and Literatures
BA, University of Santiago de Compostela; MA, University of Kansas. Appointed 2008.

Alfred A. Rocci, Jr., Clinical Associate Professor of Education
AB, MEd, Tufts University; CAGS, Boston College.
Appointed 1993.

Jennifer Roecklein-Canfield, Assistant Professor of Chemistry
BS, University of Maryland; PhD, State University of New York at Stony Brook. Appointed 1999.

Bruce Rosow, Clinical Instructor of Education
BA, University of Vermont; MEd, Norwich University. Appointed 2003.

Charlotte Russell, Assistant Professor of Biology
B.Med.Sci., University of Birmingham; PhD, University of Manchester. Appointed 2007.

Anna Sandoval Gir6n, Assistant Professor of Sociology
BS, Oregon State University, Corvallis; MA, PhD, University of California, Santa Barbara. Appointed 2005.

Barbara A. Sawtelle, Professor of Economics
BA, University of New Hampshire; PhD, Massachusetts Institute of Technology. Appointed 1970.

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 and Chair 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.

Leonard Soltzberg, Hazel Dick Leonard Professor and Chair of Chemistry

BS, University of Delaware; MA, PhD, Brandeis University. Appointed 1969.

Sue P. Stafford, Professor of Philosophy

BA, Wheaton College; MA, University of Illinois, Chicago; PhD, University of Connecticut. Appointed 1990.

Anna Staniszewski, Writer in Residence

BA, MA, MFA, Simmons College. Appointed 2008.

Ruihua Sun, Clinical Senior Lecturer in Modern Languages and Literatures

BA, Nanjing University; MA, Tsukuba University. Appointed 2008.

Jill Taylor, Professor of Education and Women's and Gender Studies and Chair of Women's and Gender Studies

BA, New Zealand School of Physiotherapy; BA, University of Massachusetts, Boston; EdM, EdD, Harvard University. Appointed 1990.

Dawna Thomas, Assistant Professor of Africana Studies and 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 and Chair of Computer Science and Information Technology
 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 Women's and Gender Studies and Director of the Honors Program

BA, Emmanuel College; MA, PhD, Boston University. Appointed 1972.

Jo Trigilio, Assistant Professor of 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

ScB, Brown University; MSEE, PhD, Boston University. Appointed 1999.

Edward T. Vieira, Jr., Associate Professor of Communications

BA, Rhode Island College; MBA, Bryant College; PhD, University of Connecticut. Appointed 2004.

Marta Villar, Spanish Preceptor, Modern Languages and Literatures

Licenciatura, Universidad Complutense de Madrid; MA, EL PAIS de Madrid; MA, University of Rhode Island; PhD, Boston University. Appointed 2003.

Phyllis Waldman, Instructor of Communications

BS, MA, Emerson College. Appointed 2007.

James Walsh, Associate Professor of Education

BA, Boston College; MA, Boston State College; PhD, Boston College. Appointed 2001.

Janie Ward, Professor of Education and Africana Studies 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.

Cheryl B. Welch, Professor of Political Science and International Relations
BA, Simmons College; MPhil, PhD, Columbia University. Appointed 1990.

Bob White, Professor of Communications
AB, College of the Holy Cross; MS, Boston University. Appointed 1971.

Richard Wollman, Associate Professor of English
BA, Brandeis University; MA, MPhil, PhD, Columbia University. Appointed 1993.

ADMINISTRATIVE DIRECTORS, COLLEGE OF ARTS AND SCIENCES

Jessica Bell, Associate Director, Undergraduate Admissions
BS, Tufts University; MA, Bowling Green State University. Appointed 2006.

Catherine Childs-Capolupo, Director, Undergraduate Admission
BA, Stonehill College; BA, Simmons College. Appointed 1999.

Janet Ferrari, Senior Associate Director, Event Coordinator, Undergraduate Admissions
BA, Stonehill College; MS, Simmons College. Appointed 2002.

Kristen Haack, Director, Graduate Studies Admission
BA, Wheelock College; MAT, Boston University. Appointed 2002.

Diane E. Hammer, Administrative Director, Simmons Institute for Leadership and Change
BA, State University of New York at Binghamton; MS, Simmons College. Appointed 1978.

Carolyn Grimes, Program Director of Graduate Community Engagement and Service, Scott/Ross Center for Community Service
BA, Boston College; MS, Simmons College. Appointed 2003.

Todd Herriott, Director, Center for Academic Achievement
BA, Drake University; MS, Iowa State University. Appointed 2004.

Terry Müller, Director, Writing Center
BA, Bowdoin College; MA, UMass Boston; Ed.D. University of Phoenix.

Jeremy Poehnert, Associate Director of Undergraduate Civic Engagement, Scott/Ross Center for Community Service
BS, Vanderbilt University. Appointed 2001.

Timothy Rogers, Associate Director, Disability Services, Center for Academic Achievement
BA, Miami University; MA, University of Connecticut. Appointed 2007.

Josephine Shaddock, Associate Director, Center for Academic Achievement
MEd, Institute for Open Education, Antioch University. Appointed 1985.

Andrea Wolf, Director of the Career Education Center
BS, Ohio State University; MEd, University of Cincinnati. Appointed 2007.

FACULTY AND STAFF, SCHOOL FOR HEALTH SCIENCES

Sabriyah M. Al-Mazeedi, Clinical Assistant Professor of Physical Therapy
BSPT, University of Southern California-Los Angeles; MSPT, Massachusetts General Hospital Institute of Health Professions; ScD, Boston University. Appointed 2005.

Josephine Atinaja-Faller, Clinical Assistant Professor of Nursing
BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. Appointed 2004.

Anne-Marie Barron, Assistant Professor of Nursing
BSN, Boston College; MSN, University of Massachusetts, Amherst; PhD, Boston College. Appointed 1999.

Judy A. Beal, Associate Dean and Professor and Chair of Nursing
BSN, Skidmore College; MSN, Yale University; DNSc, Boston University. Appointed 1989.

Victor Bell, Clinical Assistant Professor of Nursing
BSN, Northeastern University; MSN, Massachusetts General Hospital Institute of Health Professions. Appointed 2004.

Kathleen Benedetti, Clinical Assistant Professor of Nursing
BSN, Fairfield University; MSN, Simmons College.
Appointed 2004.

Charlene Berube, Clinical Assistant Professor of Nursing
BSN, Saint Anselm College; MSN, Boston University. Appointed 1994.

Terry Mahan Buttaro, Clinical Assistant Professor of Nursing
MSN, Simmons College. Appointed 2003.

Jean Christoffersen, Clinical Assistant Professor of Nursing
BSN, State University of New York, Brooklyn; MSN, Boston College. Appointed 2004.

Margaret Costello, Instructor of Nursing
BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy.
Appointed 2004.

Robert F. Coulam, Research Professor of Health Care Administration
BA, Harvard College; JD, Harvard Law School; PhD, Harvard University. Appointed 2004.

Terry Davies, Clinical Assistant Professor of Nursing
MSN, Simmons College. Appointed 2004.

Colette Dieujuste, Clinical Assistant Professor of Nursing
BSN, Columbia Union College; MSN, Boston College. Appointed 2000.

Anne Marie Dupre, Clinical Assistant Professor of Physical Therapy
BS, Simmons College; MSPT, DPT, Massachusetts General Hospital Institute of Health Professions.
Appointed 2002.

Susan Duty, Assistant Professor of Nursing
BSN, University of Massachusetts, Boston; MSN, Simmons College; ScD, Harvard University.
Appointed 2002.

Sari Edelstein, Assistant Professor of Nutrition
BS, Florida State University; MS, Florida International University; PhD, University of Florida. Appointed 2002.

Lynn Foord-May, Director of Online Teaching and Learning, School for Health Studies
BS, Middlebury College; MEd, Cambridge College; MSPT, Duke University; PhD, Walden University.
Appointed 1985.

Carmen Fortin, Assistant Dean and Director of Admission, School for Health Studies
BA, University of Maine; MA, University of Connecticut. Appointed 2000.

Teresa Fung, Associate Professor of Nutrition
BS, MS, Cornell University; ScD, Harvard University. Appointed 2000.

Gary Gaumer, Assistant Professor of Health Care Administration
BS, Bradley University; PhD, Northern Illinois University. Appointed 2003.

Priscilla Gazarian, Clinical Assistant Professor of Nursing
BSN, University of Massachusetts, Dartmouth; MSN, University of Massachusetts, Boston.
Appointed 2002.

Shelley Goodgold, Professor of Physical Therapy
BS, New York University; MS, ScD, Boston University. Appointed 1985.

Karlynn Grimes, Instructor of Nutrition and Dietetic Internship Coordinator
BA, Colgate University; MS, Boston University.
Appointed 1998.

Nancie H. Herbold, Ruby Winslow Linn Professor and Chair of Nutrition
BS, University of Rhode Island; MS, EdD, Boston University. Appointed 1976.

Stephanie Johnson, Assistant Professor of Physical Therapy and Clinical Coordinator
BS, Simmons College; MBA, University of Houston. Appointed 1995.

Rebecca Koeniger-Donohue, Assistant Professor of Nursing
BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island.
Appointed 1988.

Gerald Koocher, Dean and Professor, School for Health Studies
BA, Boston University; MA, PhD, University of Missouri. Appointed 2001.

Jocelyn Loftus, Clinical Assistant Professor of Nursing
BSN, University of Massachusetts, Boston; MSN, Simmons College. Appointed 1998.

Carol Love, Professor Emerita and Director of Health Professions Education-CAGS, School for Health Studies
BS, Simmons College; MEd, Xavier University; PhD, University of Cincinnati. Appointed 1985.

John Lowe, Associate Professor and Chair of Health Care Administration
BS, Duke University; MS, Ohio State University; PhD, University of Illinois. Appointed 1993.

Eileen McGee, Assistant Professor of Nursing
BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. Appointed 2003.

Elizabeth Metallinos-Katsaras, Assistant Professor of Nutrition
BS, MS, PhD, University of California, Davis. Appointed 1999.

Linda Moniz, Clinical Assistant Professor of Nursing
BS, Boston State College; BSN, MSN, Salem State College. Appointed 2004.

Susan Neary, Clinical Assistant Professor of Nursing
BA, Emmanuel College; BSN, St. Louis University; MSN, Simmons College; PhD, Boston College. Appointed 1989.

Angela Patterson, Instructor of Nursing
BSN, MSN, Simmons College. Appointed 1998.

Janet Rico, Clinical Assistant Professor of Nursing
BSN, St. Anselm College; MSN, University of North Carolina; MBA, Boston University. Appointed 2000.

Patricia Rissmiller, Associate Professor of Nursing
BSN, Catholic University; MSN, DNSc, Boston University. Appointed 1992.

Clare Safran-Norton, Assistant Professor of Physical Therapy
BS, Northeastern University; MS, Boston University; MS, University of Massachusetts, Boston. Appointed 1995.

Alice Sapienza, Professor of Health Care Administration
BS, Stonehill College; MA, Boston College; MBA, DBA, Harvard University. Appointed 1990.

Karen Teeley, Clinical Assistant Professor of Nursing
BSN, Fairfield University; MSN, Boston University. Appointed 2002.

Julie Vosit-Steller, Clinical Assistant Professor of Nursing
BSN, College of Our Lady of the Elms; MS, MSN, University of Massachusetts, Boston. Appointed 2004.

Sarah Volkman, Associate Professor of Nursing
BA, University of California, San Diego; ScD, Harvard University. Appointed 2001.

Janet Washington, Instructor of Nutrition
BS, University of Minnesota, St. Paul; MPH, Boston University. Appointed 2004.

Patricia A. White, Assistant Professor of Nursing
BSN, MSN, Boston College. Appointed 1987.

FACULTY AND STAFF, SCHOOL OF MANAGEMENT

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, Research Faculty, CGO

BS, University of Maryland; MA, PhD, University of Michigan. Appointed 2002.

Linda Boardman Liu, Assistant Professor

BS, Merrimack College; MBA, Simmons College; DBA candidate, Boston University. Appointed 2008.

Hugh Colaco, Assistant Professor

B.Com., University of Bombay, India; MBA, Xavier University; PhD, University of Connecticut. Appointed 2006.

Patricia Deyton, Senior Lecturer 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.

Indra Guertler, Senior Lecturer

BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. Appointed 2000.

Vipin Gupta, Associate Professor, Roslyn Solomon Jaffe Chair in Strategy and Director, SOM International Outreach

B.Com, Shri Ram College; MBA, Indian Institute of Management; MA, PhD, Wharton School, University of Pennsylvania. Appointed 2005.

Denise Haile, Director, MBA Admissions

AB, Harvard University; MBA, Bentley College. Appointed 2006.

Susan Hass, Professor

BS, Boston University; MBA, Harvard University; CPA MA and MD. Appointed 1981.

Lori Holder-Webb, Associate Professor

BBA, University of Texas at San Antonio; PhD, Texas A&M University. Appointed 2008.

Cynthia Ingols, Associate Professor, CGO Faculty Affiliate

BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. Appointed 1996.

Deborah M. Kolb, Professor, Deloitte Ellen Gabriel Professor for Women and Leadership, CGO Faculty Affiliate

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.

Deborah Marlino, Professor and Associate Dean, Faculty and Curriculum

BA, MBA, University of Tennessee; PhD, University of California, Los Angeles. Appointed 1989.

Sylvia Maxfield, Associate Professor, CGO Faculty Affiliate

BA, Cornell University; MA, PhD, Harvard University. Appointed 2001.

Deborah Merrill-Sands, Dean, CGO Faculty Affiliate

BA, Hampshire College; MA, PhD, Cornell University. Appointed 1995.

Lynda Moore, Associate Professor, CGO Faculty Affiliate

BA, Hollins College; MEd, Antioch Graduate School; EdD, University of Massachusetts, Amherst. Appointed 1981.

Jane Mooney, Associate Professor

AB, Vassar College; MBA, Wharton School, University of Pennsylvania; PhD, Baruch College, CUNY. Appointed 2005.

Paul Myers, Assistant Professor

BA, Yale University; MA, PhD, Harvard University. Appointed 2001.

Teresa Nelson, Associate Professor, Elizabeth J. McCandless Professor of Entrepreneurship and Director, Entrepreneurship Program, CGO Faculty Affiliate

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.

Kimberly O'Neil, Assistant to the Dean, Budget Manager

BA, University of Massachusetts, Dartmouth. Appointed 2003.

Darla Pires-DeGrace, Associate Director of Academic Programs

BS, Emmanuel College; MS, Simmons College. Appointed 2007.

Susan D. Sampson, Associate Professor and Director, Prince Program

BS, Salem State College; MA, PhD, Kent State University. Appointed 1995.

Mary Shapiro, Senior Lecturer, 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.

Lisa Toby, Director, Career Services Office

BS, Fitchburg State College; MS, Simmons College. Appointed 2002.

Elisa van Darn, Director, Executive Education

BA, Brown University; MBA, Boston University. Appointed 2007.

Bruce Warren, Professor

BS, Bryant College; MBA, Clark University; JD, Suffolk University. Appointed 1970.

Fiona Wilson, Instructor

MBA, Simmons; DBA candidate, Boston University. Appointed 2002.

Nataliya Zaiats, Assistant Professor

BA, Hartwick College; BA, Ivan Franko National University of Lviv, Ukraine; PhD, University of Wisconsin at Milwaukee. Appointed 2008.

ALL-COLLEGE ADMINISTRATION AND STAFF

Megan Abbett, Director of Donor Relations and Scholarship Giving

BA, Boston College; MA, Emerson College.
Appointed 2004.

Kristen Barbarics, Director of the Simmons Fund

BA, Boston University; EdM, Harvard University.
Appointed 2006.

Lynette Benton, Director of Marketing and Communications

BA, Northeastern University; MS, Simmons College. Appointed 1997.

Braddlee, Director, Academic Technology

BA, Hampshire College; MA, The University of Texas at Austin; PhD, Indiana University.
Appointed 1999.

Marie Brais, Director of Major Gifts

BA, Simmons College. Appointed 2000.

Jeanais Brodie, Director of Residential Life

BA, Hampshire College; MA, San Francisco State University. Appointed 2004.

William Concannon, Director of Business Affairs

BA, Saint John's Seminary; MPA, Suffolk University. Appointed 2006.

Louise Deraney, Manager, Payroll

BBA, University of Massachusetts. Appointed 2007.

Donna M. Dolan, Registrar

BA, MS, Simmons College. Appointed 1973.

Helen G. Drinan, President

BA, Mount Holyoke College; MBA, MLS, Simmons College. Appointed 2008.

Jonathan Ehrenworth, Director, J. Garton Needham Counseling Center

BA, Carleton College; PhD, Boston University.
Appointed 1968.

Patricia C. Fallon, Director of Accounting Services

BA, Stonehill College; MBA, MS, Northeastern University; MST, Bentley College. Appointed 1978.

Diane Felicio, Director of Corporate and Foundation Relations

BA, Adelphi University; MA, PhD, University of Vermont. Appointed 2003.

Susan K. Glazer, Director, Health Center

BA, Brandeis University; MBA, Boston University.
Appointed 2000.

Diane M. Hallisey, Director of Student Financial Services

BA, MS, Simmons College. Appointed 1976.

Sadie Hannula, Associate Registrar

BS, Simmons College, MA, Case Western Reserve University. Appointed 1995.

Daphne Harrington, Director of Libraries

BA, University of Massachusetts, Amherst; MLS, State University of New York at Albany. Appointed 1981.

Annmari Heelen, Director of Advancement Research

BA, University of Massachusetts; MS, Simmons College. Appointed 2008.

Cheryl Howard, Vice President of Marketing

BA, Simmons College; MBA, DBA Harvard University.
Appointed 2007.

Allyson Irish, Director of Alumni Communications

BA, Assumption College; MS, Simmons College.
Appointed 1999.

Janet Fishstein, Director of Facilities Planning

BA, University of Massachusetts at Amherst; MPP, Harvard University. Appointed 2005.

Jon A. Kimball, Director of Grants and Sponsored Programs

BA, Keene State College. Appointed 1998.

Robert Kuhn, Executive Director of Technologies

BA, University of Sydney; AM, PhD, Harvard University. Appointed 2003.

Adele Langevin, Vice President of Human Resources

BA, University of Rhode Island; Med, Harvard University. Appointed 2007.

Barbara Martin, Senior Director of Advancement Services

BS, Franklin Pierce College. Appointed 2005.

Diane Millikan, Director of Public Relations

BA, University of North Carolina at Chapel Hill; MA, University of Massachusetts, Boston; MA, Boston University. Appointed 1997.

Sheila Murphy, Dean for Student Life

BA, Stonehill College; EdM, Harvard Graduate School of Education. Appointed 1994.

Sarah Neill, Associate Dean for Student Life

BA, University of Massachusetts Amherst; EdM, Harvard Graduate School of Education. Appointed 1998.

Kathleen Peroni-Callahan, Director of Purchasing and Accounts Payable

BA, Simmons College. Appointed 1967.

Kathleen B. Rogers, General Counsel

BA, Regis College; JD, Northeastern University School of Law. Appointed 2002.

Kristina G. Schaefer, Vice President of Advancement

BA, Allegheny College. Appointed 1998.

Perri Shapiro Gordon, Director of Programs, Office of the Dean for Student Life

BA, Skidmore College; MEd, University of Vermont. Appointed 2002.

Lisa Smith McQueenie, Assistant Dean for Students and Director of Multicultural Affairs

BA, Hampton University; MA, Northeastern University. Appointed 1990.

Deborah Taft, Associate Vice President of Advancement

AB, Harvard University; MBA, Simmons College. Appointed 2008.

Donna Webber, College Archivist, Colonel Miriam E. Perry Goll Archives

BA, Concordia University; MA, MALS, University of Wisconsin. Appointed 2004.

Lorita Williams, Executive Director of Alumnae/i Relations

BA/BS, Northeastern University. Appointed 2005.

Rebecca Yturregui, Senior Director of Marketing Publications, Marketing

BA, Simmons College. Appointed 1994.

ATHLETIC DIRECTORS

R. Douglas Backlund, Aquatics Director and Swim Coach, Athletics and Physical Education

BS, Springfield College; MA, Montclair State University. Appointed 1997.

Alice Kantor, Director of Athletics and Physical Education

BA, Franklin & Marshall College; MS, University of Michigan. Appointed 1988.

Anthony Price, Assistant Director and Head Basketball Coach, Athletics and Physical Education

BA, Worcester State. Appointed 2000.

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

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

Teresa Carterette, PhD

Professor of Psychology, Emerita

Peter Castle, PhD

Associate Professor of Psychology, Emeritus

Dana C. Chandler, Jr., BS

Professor of Art, Emeritus

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

Deborah Fraioli, PhD

Professor of Modern Languages, Emerita

Sophie Freud, PhD

Professor of Social Work, Emerita

Anne Soloveichik Gerber, MA, MSW

Professor of Social Work, Emerita

Marlyn Gillis, MA, MBA, MS

Associate Professor of Management, Emerita

Lillian Grayson, PhD

Associate Professor of Psychology, Emerita

Elaine Hagopian, PhD

Professor of Sociology, Emerita

Henry James Halko, PhD

Professor of History, Emeritus

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 <i>Professor of History, Emeritus</i>	Marion Mason, PhD <i>Ruby Winslow Linn Professor of Nutrition, Emerita</i>
Sheila Intner, DLS <i>Professor of Library and Information Science, Emerita</i>	James Matarazzo, PhD <i>Dean and Professor of Library and Information Science, Emeritus</i>
Reginald L. Jackson, PhD <i>Professor of Communications, Emeritus</i>	James Mendrick McCracken, Jr., MSW <i>Professor of Social Work, Emeritus</i>
Anne Jardim, DBA <i>Founding Dean and Professor, Emerita</i>	Carroll French Miles, PhD <i>Professor of Government, Emeritus</i>
Estelle Jussim, DLS <i>Professor of Library and Information Science, Emerita</i>	Margaret Bonney Milliken, MA <i>Associate Professor of English, Emerita</i>
Susan M. Keane, PhD <i>Associate Professor of French, Emerita</i>	Phyllis Moore, DNSc <i>Professor of Nursing, Emerita</i>
Ann Kittler, MSN <i>Professor of Nursing, Emerita</i>	Charlotte M. Morocco, MEd <i>Dean of the College, Emerita</i>
Lawrence L. Langer, PhD <i>Professor of English, Emeritus</i>	Paul Raymond Nichols, PhD <i>Professor of Economics, Emeritus</i>
Ruth Shaw Leonard, MS <i>Associate Professor of Library Science, Emerita</i>	George W. Nitchie, PhD <i>Professor of English, Emeritus</i>
Ann E. Lord, MS <i>Professor of Nursing, Emerita</i>	Carol Ochs, PhD <i>Professor of Philosophy, Emerita</i>
Carol Love, PhD <i>Professor of Nursing, Emerita</i>	Doris Olmstead, MEd <i>Associate Professor of Athletics, Emerita</i>
Richard Lyman, PhD <i>Professor of History, Emeritus</i>	M. Lynn Palmer, PhD <i>Professor of Physical Therapy, Emerita</i>
Charles R. Mackey, PhD <i>Dean of Humanities and Professor of French, Emeritus</i>	Ynhui Park, PhD <i>Professor of Philosophy, Emeritus</i>
Helen Mamikonian, MA <i>Associate Professor of Foreign Languages, Emerita</i>	James Piper, PhD <i>Professor of Chemistry, Emeritus</i>
William Manly, MA <i>Associate Professor of English, Emeritus</i>	Alden W. Poole, BS <i>Professor of Journalism, Emeritus</i>
	Edward Prenowitz, MA <i>Professor of Physics, Emeritus</i>

Elizabeth Rawlins, EdD

*Professor of Education and Associate Dean,
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*

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

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

Donald Thomas, PhD

Professor of Psychology, Emeritus

Everett Leroy Tuttle, PhD

Associate Professor of Biology, Emeritus

Robert C. Vernon, PhD

Professor of Physics, Emeritus

Diana P. Waldfogel, MSW

Dean and Professor of Social Work, Emerita

Martha Gorovitz Waldstein, MSS

Associate Professor of Social Economy, Emerita

Elizabeth Weiant, DEd

Associate Professor of Biology, Emerita

Sandra Williams, PhD

Professor of Biology, Emerita

Judith Wittenberg, PhD

Professor of English, Emerita

Alden Wood, BS

Lecturer on Editorial Procedures, Emeritus

STUDENT AWARDS AND PRIZES

All-College Awards

Alumnae Award for Academic Achievement

To a student with a distinguished academic record who shows exceptional professional promise.

Alumnae Honor Award

To a senior who combines scholarship, participation in student activities, and contributions to college life in a way that exemplifies the general all-around excellence of an ideal Simmons student.

Contributions to a Multicultural Community Award

To a student who, by involvement, attitude, and action, has enhanced the development of a multicultural community at the College.

Danielson Memorial Award

To a senior resident student who exemplifies a deep interest in and devotion to students and a constant concern for the growth and future of the College.

Charlotte Mae Morocco Award

To a graduating senior who has demonstrated success in academic and co-curricular pursuits, sensitivity to the value of diversity, self-confidence, creativity, and compassion.

Palmer Award

To a senior who has been a superior student in the humanities and social sciences, and who has made a significant contribution to extracurricular activities in the area of inter-group relations.

President's Leadership Award

To a graduating senior who has made significant contributions to the College.

Robert Rankin Award

To a student who best displays the qualities of friendliness, understanding, and interest in her fellow human beings.

DEPARTMENTAL/PROGRAM AWARDS

Department of Africana Studies

Maya Angelou Award for Academic Excellence
Winnie Mandela Award for Academic
Excellence and Community Service

Department of Art and Music

Alicia Craig Faxon Award in Art History
Robert Gronquist Memorial Award in Music
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
Department of Chemistry 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

Department of Computer Science & Information Technology

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
George J. Kachavos Award
Dutch Leonard Award in Public Policy
Patricia Anne McGrory Award
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 Faculty Book Award
School of Management Peer Award
Wall Street Journal Award

Department of Mathematics

Mathematics Award

Financial 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 Shaghnessy Award

Department of 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 P. Beiter '34 Scholarship Fund
 Alice M. Bell Scholarship
 Eva Bayard Berger '28 Scholarship
 Margaret Sandberg Bergfors Scholarship
 Ruth Dane Bernat '35 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
 Chrisman Scholarship
 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 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 Fund
 Class of 1958 Scholarship Fund
 Dorothy Cleaveland Scholarship
 Fannie F. & Alice W. Clement Scholarship

- Cleveland Simmons Club Scholarship in
 Memory of Kay Moore '41
 Ruth H. Cleveland Scholarship
 Josephine and Ernest Cohen Scholarship
 Jane Conard 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
 June Richardson Donnelly 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
 Jane E. Fisher '57LS Scholarship
 Florida Alumnae/i Scholarship
 Juan Freudenthal Scholarship
 Thomas J. Galvin '56LS Scholarship
 Mary Garland Continuing Scholarship
 Edward and Janet Hyde Gildea '45 Scholarship
 Dorothy Giles Social Work Scholarship Fund
 Alice Ives Gilman 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 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
 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
 Barbara L. Hayes '57 Nursing Scholarship
 Lawrence Hayes Scholarship
 Eleanor Hayward Memorial Scholarship
 William Randolph Hearst Scholarship
 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
 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
 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
 Library Science Scholarship
 Bernice Linde '39 Scholarship
 Ruby Winslow Linn Award
 Ruby W. Linn Scholarship
 Stephen London Community Service Scholarship
 Miriam Gosian Madfis '40 Award
 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
 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
 Rebecca Cohen Ober Scholarship
 E. Marilyn Oberle '49 Scholarship Fund
 Kristin Olson Trust and Mark Lieberman Scholarship
 Anna R. Pandiscio 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 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	Catherine W. Smith Scholarship
Christine Ricker Scholarship Fund for Institutional Studies	Miriam M. Smith '12 Scholarship
Annis M. Rideout Scholarship	F. Mary Sneed Loan Forgiveness Grant
Agnes Spencer Roach Scholarship	Maida Herman Solomon Scholarship
Florence R. Robertson Scholarship	Ann DeForest Baker Spaulding '48 Merit Fund Memorial Endowment
Rochester Simmons Club Scholarship	Dorothy Spaulding Scholarship
Pauline Rogers Scholarship	Edna G. Spitz Scholarship
Dr. Barbara J. Rosen Scholarship	Susan K. Stasiowski Scholarship
Harriet L. Rourke '29 Scholarship	Katharine Lent Stevenson Scholarship
Phyllis Dawson Rowe Memorial Scholarship	May Bosworth Stocking Scholarship
Sachs Family School of Social Work Scholarship	Student Aid Scholarship Fund
Sue Sadow Scholarship	Edna M. Sutter Memorial Scholarship
Ruth Leavitt Saklad '30 and Joseph Saklad Scholarship	Clare L. Sweeney Scholarship
Peter E. Salgo '01 SW Award Fund	Charlotte E. Taskier '42, '73GS Scholarship
Nora Saltonstall Scholarship	K. D. Thompson Social Work Scholarship
Mrs. Winthrop Sargent Scholarship	Tobin Family Scholarship for Study Abroad
Cornelia Noyes Savage and Edward P. Savage Scholarship	Libby Friedman Topol Scholarship
Dolores M. Sayles '29LS Endowed Scholarship	Marion Treuthardt Scholarship
Dolores Sayles Scholarship	Annie Studley Tripp Scholarship
Elsa Ruth Olson Schlotterbeck '38 Scholarship Fund	Anna Gogos Tseklenis '53 Scholarship
Scholarship for Continuing Education	Ruth Tyler Scholarship
School of Social Work Class of 1974 Urban Leadership Scholarship	US Steel Scholarship
Mary and Nevin Scrimshaw Fund for Travel	Martha Gorovitz Waldstein Scholarship
Elinor A. Seevak Scholarship	Patricia Ann Wallace '78 Scholarship
Sewall Scholarship	Emily Ann Parker Walton Scholarship
Jane Bergwall Shattuck '48 Scholarship for Study Abroad	Joan Melber Warburg '45, '97HD Scholarship
Mary Lagace Shaughnessy '54 Award in Physical Therapy	May Alden Ward Memorial Scholarship
Sheldon Family Scholarship	Edith B. Warren and Alice T. Smith Scholarship
Rachel Josefowitz Siegel '44 Scholarship	Joy Disbro Warren '68 Scholarship
Edna M. Silverman Scholarship	Mary Louise Washburne '15 Scholarship
Simmons Club of Boston Scholarship	Katherine Wellman Scholarship
Simmons College Alumnae Scholarship	Lucille Wert Scholarship
Simmons College Legacy Scholarship for Commuter Students	Ruth E. Hills Wheeler Scholarship
Martin I. Slate Scholarship	Eva Whiting White Scholarship
Caroline T. Slater Scholarship	Hattie Melancon White Scholarship
Beverly Ryd Small '57LS Scholarship	Helen H. White Scholarship
Smalley Foundation Scholarship Award	Amasa J. Whiting Scholarship
Albert Henry Smith Scholarship	Roland and Olive Whittaker Scholarship
	Shirley M. Wiesenfeld Scholarship
	Ida Wilkoff '26 Scholarship
	Sue Williamson 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
 Boston Book Builders Scholarship
 Boston Simmons Club Scholarship
 Cape Cod Simmons Club 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
 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
 Peninsula Simmons Club Scholarship
 President's Global Initiatives Fund
 Linda Roemer Health Care Administration
 Scholarship
 Scarf Scholarship
 Schrafft Trust Scholarship
 Simmons Faculty/Staff Scholarship
 Harry and Rebecca Simon Scholarship
 Social Work 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
 Coleman Mockler Endowed Chair in Business
 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 Chouljian '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 Galember 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
 Homer Jenks Award
 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
 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
 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

2008

Charlayne Hunter-Gault
Doctor of Journalism

Craig Cameron Mello, PhD
Doctor of Science

Bianca Jagger
Doctor of Human Rights

Marilyn Nelson
Doctor of Letters

Allyson Schwartz '70
Doctor of Public Service

Margot Stern Strom
Doctor of Education

2007

Brigadier General Dana H. Born, PhD
Doctor of Humane Administration

Dr. Josephine Morello Butz '57
Doctor of Humane Sciences

Dr. Nancy Yuk-Yu Ip '77
Doctor of Humane Sciences

John Prendergast
Doctor of Public Service

Dr. Sidney Verba
Doctor of Humane Library Science

2006

Mary Bartlett Bunge '53
Doctor of Humane Science

Eve Ensler
Doctor of Communications

Richard M. Freeland
Doctor of Humane Administration

Cornelia Kelley
Doctor of Letters

Vivian W. Pinn
Doctor of Public Service

Esta Soler '68
Doctor of Humane Service

Daniel S. Cheever, Jr.
Doctor of Education and Humane Administration

2005

G. Rita Dudely-Grant '73
Doctor of Humane Sciences

Edna Hibel
Doctor of Fine Arts

Cheryl Jacques
Doctor of Public Service

Lisa Jean Mullins '80
Doctor of Journalism

Amartya Sen
Doctor of Humane Service

2004

Sarah Molloy Crane
Doctor of Public Service

Anne Garrels
Doctor of Journalism

Ngina Lythcott
Doctor of Health Services

Nancy D'Alessandro Pelosi
Doctor of Public Service

Lewis H. Spence
Doctor of Humane Letters

2003

Carmen Aponte Baez
Doctor of Communications

Allan Rohan Crite
Doctor of Fine Arts

David Macaulay
Doctor of Children's Literature

Elizabeth B. Rawlins
Doctor of Education

Amy Tan
Doctor of Letters

2002

Jan Cellucci
Doctor of Public Service

Sister Mary Dooley, SSND
Doctor of Humane Service

Jerome Groopman
Doctor of Humane Science

Joyce Kulhawik
Doctor of Communications

Beverly Malone
Doctor of Humane Science

Nina Totenburg
Doctor of Journalism

Roman Totenberg
Doctor of Fine Arts

Vivian Waixal
Doctor of Journalism

2001

Beryl Hardaker Bunker
Doctor of Humane Service

Myrlie Evers - Williams
Doctor of Public Service

Anna Faith Jones
Doctor of Humane Letters

Barbara F. Lee
Doctor of Public Service

Barbara Washburn
Doctor of Science

Bradford Washburn
Doctor of Science

2000

Olivia Cohen-Cutler
Doctor of Business Administration

Ida F. Davidoff
Doctor of Human Service

The Honorable Harriet L. Elam-Thomas
Doctor of Public Service

Rehema Ellis
Doctor of Journalism
 Jane Curtin Halko
Doctor of Humane Administration
 Anita F. Hill
Doctor of Laws
 Elinor Lipman
Doctor of Letters
 Evelyn G. Lipper
Doctor of Humane Service
 The Honorable Thomas M. Menino
Doctor of Public Service

1999

Berthé M. Adams Gaines
Doctor of Library Service
 Charles K. Gifford
Doctor of Public Service
 Cathy E. Minehan
Doctor of Public Service
 Linda K. Paresky
Doctor of Humane Letters

1998

Anne Coghlan
Doctor of Science
 Miriam A. Drake
Doctor of Library Science
 Alicia Craig Faxon
Doctor of Humane Letters
 Ann M. Fudge
Doctor of Management

1997

Denise Di Novi
Doctor of Public Arts
 Sylvia A. Earle
Doctor of Humane Science
 Loretta C. Ford
Doctor of Humane Science
 Gail Snowden
Doctor of Public Service
 Joan Melber Warburg
Doctor of Humane Letters

1996

Sophie Freud
Doctor of Social Service
 Lawrence L. Langer
Doctor of Humane Letters
 Gail Levin
Doctor of Letters
 Liz Walker
Doctor of Journalism

1995

Gwen Bell
Doctor of Humane Science
 William J. Holmes
Doctor of Humane Letters
 Stacey Kabat
Doctor of Human Service
 Evelyn Fox Keller
Doctor of Humane Science
 Florence C. Ladd
Doctor of Humane Letters

1994

Hortensia de los Angeles Amaro
Doctor of Humane Letters
 Barbara B. Kennelly
Doctor of Public Service
 Ruth S. Leonard
Doctor of Library Science
 Sheila Widnall
Doctor of Public Service

1993

Diane M. Capstaff
Doctor of Human Service
 Gwen Ifill
Doctor of Journalism
 Laurel Thatcher Ulrich
Doctor of Literature
 Faye Wattleton
Doctor of Public Service

1992

Peggy Charren
Doctor of Human Service

Franklin K. Hoyt
Doctor of Humane Letters

Susan Love, MD
Doctor of Humane Service

Lynn Martin
Doctor of Public Service

1991

Marian Wright Edelman
Doctor of Human Service

Allan R. Finlay
Doctor of Humane Letters

Mary Abbott Hess
Doctor of Humane Letters

Klaus Gerhard Saur
Doctor of Humane Letters

1990

Cathleen Black
Doctor of Humane Letters

Joyce C. Clifford
Doctor of Humane Science

Robert M. Coard
Doctor of Public Service

1989

Ana Maria Magaloni de Bustamente
Doctor of Humane Letters

Her Royal Highness, The Princess Mother
of Thailand
Doctor of Humane Science

Elizabeth Janeway
Doctor of Literature

Patricia Scott Schroeder
Doctor of Laws

1988

David Anderson
Doctor of Public Service

Ruth M. Batson
Doctor of Human Service

Mildred Custin
Doctor of Business Management

Doris Kearns Goodwin
Doctor of Letters

Priscilla L. McKee

Doctor of Humane Administration

1987

Maya Angelou
Doctor of Letters

Jack H. Backman
Doctor of Public Service

Larry Kessler
Doctor of Human Service

1986

Yen-Tsai Feng
Doctor of Library Science

Ellen Goodman
Doctor of Letters

Kip Tiernan
Doctor of Human Service

1985

Ethel L. Heins
Doctor of Children's Literature

Paul Heins
Doctor of Children's Literature

Ruby Winslow Linn
Doctor of Humane Letters

Robert E. White
Doctor of Public Service

1984

Patricia Neal
Doctor of Public Arts

Muriel Sutherland Snowden
Doctor of Human Service

Otto Phillip Snowden
Doctor of Human Service

1983

David McCord
Doctor of Children's Literature

Evelyn Murphy
Doctor of Public Service

1982

Doriot Anthony Dwyer
Doctor of Music

W. Arthur Garrity, Jr.
Doctor of Humane Letters
 H. E. Sir Shridath Ramphal
Doctor of Humane Letters
 Margaret E. Readdy, MD
Doctor of Humane Science

1981

Jan Fontein
Doctor of Fine Arts
 Elizabeth Holtzman
Doctor of Laws

1980

Margaret E. Kuhn
Doctor of Humane Letters
 Robert F. Rutherford
Doctor of Social Service
 Roy Wilkins
Doctor of Humane Letters

1979

Gregory R. Anrig
Doctor of Public Service
 F. Adetowun Ogunsheye
Doctor of Library Science
 Julia M. Walsh
Doctor of Business Administration

1978

Bancroft Beatley
Doctor of Humane Letters
 Ethel Bere
Doctor of Business Administration
 Rosamond Lamb
Doctor of Fine Arts
 Elda Robb
Doctor of Public Service
 Louise S. Scott
Doctor of Letters
 Kenneth Shaffer
Doctor of Library Science
 Dorothy Williams
Doctor of Journalism

1977

Shirley Anita St. Hill Chisholm
Doctor of Humane Letters
 Henry Beetle Hough
Doctor of Letters
 Alice Rossi
Doctor of Laws

1976

Harriett Moulton Bartlett
Doctor of Social Service
 Rhetaugh Graves Dumas
Doctor of Public Service
 William Edgar Park
Doctor of Laws
 Elie Wiesel
Doctor of Letters

1975

Sarah Caldwell
Doctor of Fine Arts
 Arthur R. Taylor
Doctor of Humane Letters

1973

Eugene Adam Acheson
Bachelor of Applied Arts
 Gloria Steinem
Doctor of Human Justice
 Wylie Sypher
Doctor of Humane Letters

1972

Edith Fishtine Helman
Doctor of Letters
 Coretta Scott King
Doctor of Humane Letters

1971

Melnea A. Cass
Doctor of Humanities
 J. Garton Needham
Doctor of Humane Letters

CAMPUS DIRECTORY

ADMINISTRATIVE OFFICES, ACADEMIC DEPARTMENTS AND PROGRAMS

This listing provides on-campus extensions. Calls from off-campus should be dialed using 617-521-xxxx. Please use the following key to determine locations. In most cases, the first letter of the room number indicates the building location.

MCB – Main Campus Building, 300 The Fenway **C** – MCB Center Wing **E** – MCB East Wing
L – MCB Beatley Library **S** – MCB Park Science Center **W** – MCB West Wing
MRC – Main Residence Campus, Brookline Ave & Pilgrim Road **HC** – Health Center
SC – Sports Center **SM** – School of Management, 409 Commonwealth Avenue
P – One Palace Road

NOTE: The following information is subject to change. Please consult www.simmons.edu/directory.html for the most recent directory.

DEPARTMENT	EXT	FAX	LOC
Academic Technology (AT) and Pottruck Technology Resource Center (PTRC), <i>see Technology</i>	2736	3044	P313
Accounting Services	2016	3197	W103
Administration & Planning, Office of the Senior Vice President for	2154	3196	C219
Business Affairs	2282	3196	C219
Facilities	2287	3170	W109
Libraries	2741	3093	L228A
Registrar's Office, Friars	2111	3144	C210
Senior Vice President	2154	3196	C219
Sponsored Programs	2414	3083	W204
Technology	2190	3082	P310
Administrative Systems, <i>see Technology</i>	2192	3018	E304
Admission Offices			
Graduate Studies Admission (CAS)	2915	3058	W101
Health Studies	2605	3137	S340
Library and Information Science	2868	3192	P111J
Management, Graduate	3840	3880	SOM
Social Work	3939	3980	P106
Undergraduate (CAS, Dix Scholars, SOM)	2051	3190	C116
Advancement, Assistant Vice President of	2315	3791	L418
Donor Relations	2379	2303	L431
Major Gifts	2385	3791	L415

DEPARTMENT	EXT	FAX	LOC
Planned Gifts	2382	2303	L415
Advancement Research	2344	2303	L415
Advancement Services	2331	2303	L430
Advancement Research	2344	2303	L430
Advancement, Vice President of	2339	2303	L418
Advancement Services	2331	2303	L430
Alumnae/i Relations	2321	2303	L405
Advancement, Assistant Vice President of	2315	2303	L418
Corporation & Foundation Relations	2340	2303	L433
Vice President	2339	2303	L418
Simmons Fund	2316	2303	L410
Africana Studies, Department of	2257	3199	C319
<i>Abafazi</i> Journal	2256	3199	C319
Alumnae/i Relations	2321	2303	E101
ARAMARK, <i>see Dining Services</i>	2894	2916	C008
Archives, Colonel Miriam E. Perry Goll	2440	3093	L301
Archives Management, <i>see History & Archives</i>			
Management, Dual Degree Graduate Program in	2258	3199	C319
Art & Music, Department of	2268	3199	C426
Arts and Sciences, College of (CAS)	2915	3185	C209
Admission, Graduate Studies	2910	3058	W101
Admission, Undergraduate	2051	3190	C116
Africana Studies, Department of	2257	3199	C319
Art & Music, Department of	2268	3199	C426
Biology, Department of	2667	3086	S259
Career Education Center	2488	3172	P304
Center for Academic Achievement	2474	3079	P304A
Chemistry, Department of	2720	3086	S443
Arts and Sciences, College of (CAS) (continued)	2091	3185	C209
Communications, Department of	2838	3136	L302
Communications Mgmt, Master's in	2848	3149	L302
Computer Science & Information Technology	2707	3086	S210
Dean, Office of the	2091	3185	C209
Economics, Department of	2594	3175	E203
English, Department of	2220	3199	C310
Education, Department of	2577	?	C316
History, Department of	2258	3199	C319
Leadership & Change, Institute (SILC)	2480	3090	C205
Mathematics, Department of	2707	3086	S210

DEPARTMENT	EXT	FAX	LOC
Modern Languages & Literatures, Dept	2183	3199	L334
Multidisciplinary Core Course (MCC)	2545	None	L313
Philosophy, Department of	2220	3199	C310
Physics, Department of	2720	3086	S443
Political Science & International Relations	2571	3175	E203
Psychology, Department of	2613	3199	S173
Scott Ross Center for Community Service	2700	3070	W102
Sociology, Department of	2595	3090	C205
Study Abroad	2128	2303	E110
Undergraduate Admission (CAS)	2051	3190	C116
Women's Studies, Department of	2224	2090	C205
ASC, <i>see Academic Support Center</i>	2474	3079	P304A
Assistive Special Education Technology			
Graduate Program in	2521	3174	W303
AT, Academic Technology, <i>see Technology</i>	2736	3044	P313
Athletics & Physical Education	1080	1026	SC
Barnes & Noble, <i>see Bookstore</i>	2054	3098	C001
Bartol Hall, <i>see Dining Services</i>	1073	1182	MRC
Beginning Teacher Center, Education	2626	2577	C316
Behavioral Education, Education	2083	3151	C216
Benefits, <i>see Employee Services and Resources</i>	2034	3702	W105
Biology, Department of	2667	3086	S259
Bookstore (Barnes & Noble)	2054	3098	C001
Manager	2365	3098	C001
Building Services (UNICCO)	2683	3153	S104
Assistant Director	2602	3153	S104
Director	2615	3153	S104
Grounds	2683	3153	S104
Housekeeping	2683	3153	S104
Shipping/Receiving	2300	3194	E010
Buildings & Grounds, <i>see Building Services</i>	2683	3153	S104
Business Affairs	2282	3196	C219
Building Services (UNICCO)	2683	3153	S104
Campus Card Office (Shark Card)	2273	3177	E007
Campus Services	1053	3196	C219
Conferences & Special Events	2158	3196	C219
Dining Services (ARAMARK)	2894	2916	C008
Director	2282	3196	C219
Public Safety	1112	3186	E008

DEPARTMENT	EXT	FAX	LOC
Cable TV Help Desk, <i>see Technology</i>	2222	3082	L331
Cafeteria, <i>see Dining Services</i>			
Bartol Hall	1073	1182	MRC
Fens Café	2894	2916	Coo8
Call Center (Work order requests for Facilities and Building Services)	1000		
Campus Card Office	2273	3177	E007
To Report a Lost/Stolen Card			
During Business Hours	2273		
After Business Hours (24 hours/day)	1112		
Campus Services	1053	3196	C219
Bookstore (Barnes & Noble)	2054	3098	C001
Call Center	1000		
Copy & Mail Center	2428	3199	E002
Residence Campus Services	1055	1110	HC 2nd
Career Education Center	2488	3172	P304
Career Resources Library, Miller/Knopf (CRL)	2510	3093	P304E
Career Services, <i>see Career Education Center</i>	2488	3172	P304
Career Services, SOM	3857	3893	SOM
CarePoints	2522	3137	S332F
CAS, <i>see Arts and Sciences, College of</i>	2091	3185	C209
Catering, <i>see Dining Services</i>	2904	2916	Coo8
Catholic Chaplaincy, <i>see Religious Life</i>	2468	3049	W009
Centers for Academic Achievement	2474	3079	P304A
Centers (Academic)			
Beginning Teacher Center	2626	2577	C313
Center for Gender in Organizations	3824	3878	SOM
Competitive Intelligence Center	2809	3192	P205C
Gustavus Myers Center for the Study of Bigotry and Human Rights	2171	3090	C310H
Scott Ross Center for Community Service	2700	3070	W102
Zora Neale Hurston Literary Center	2220	3199	C310
Chaplaincy, <i>see Religious Life</i>			
Chemistry, Department of	2720	3086	S443
Children's Literature, Graduate Program	2540	3199	C301
CIC, Competitive Intelligence Center	2809	3192	P205C
Circulation Desk, Beatley Library	2786	3093	Lib 1st
Cleaning, <i>see Building Services</i>	2683	3153	S104
College Counsel, <i>see General Counsel</i>	2074	3065	C208

DEPARTMENT	EXT	FAX	LOC
Communications, Department of	2838	3136	L302
Communications Management, Master's in	2848	3149	L302
Competitive Intelligence Center (CIC)	2809	3192	P205C
Computer Help Desk, <i>see Technology</i>	2222	3082	L331
Computer Labs, <i>see Technology</i>	2769	3082	L104
Computer Science and Information Technology, Program in	2707	3086	S210
Computer Lab	2769	3082	L204
Conferences & Special Events	2158	3196	C219
Continuing Education, GSLIS	2803	3192	P212L
Copy & Mail Center	2428	3199	E002
Corporation & Foundation Relations	2340	2303	L433
Counsel, College, <i>see General Counsel</i>	2430	3065	C208
Counseling Center, J. Garton Needham	2455	3091	P305
Counseling Services	2455	3091	P305
CRL, <i>see Miller/Knopf Career Resources Library</i>	2510	3093	P304E
Deans			
Arts and Sciences	2091	3185	C209
Health Studies	2654	3137	S340
Library and Information Science	2800	3192	P111D
Management	3827	3881	SOM
Social Work	3936	3956	SSW
Student Life	2125	3049	C211
Development and Alumnae Relations, SOM	3830	3886	SOM
Dining Services (ARAMARK)	2894	2916	Coo8
Bartol Hall	1073	1182	MRC
Catering	2904	2916	Coo8
Director	1072	1182	Bartol
Fens Cafe	2894	2916	Coo8
Java City	4200	None	Col Ctr
Quadside Café and Convenience	1150	None	Smith
Disability Services, <i>see Center for Academic Achievement</i>	2474	3079	P304A
Dix Scholars, Dorothea Lynde <i>see Undergraduate Admission</i>	2051	3190	C116
Donor Relations	2379	2303	L431
Dunn, Kathleen Scholars Program			
(5 year BA/MA in Education)	2562	3133	C316
East Asian Studies, Program in	2571	3175	E203
Economics, Department of	2594	3175	E203

Education, General, Department of,

DEPARTMENT	EXT	FAX	LOC
<i>see Education, Department of</i>	2577	3174	C316
Education, Special, Department of,			
<i>see Special Education, Department of</i>	2570	3174	W303
EMERGENCY, <i>see Public Safety</i>	1111		
Employee Services & Resources			
Human Resources	2084	3151	C216
Payroll and Benefits	2034	3702	W105
Employment, <i>see Employee Services & Resources</i>	2084	3151	C216
Employment, Student, <i>see Career Education Center</i>	2488	3172	P304
English, Department of	2220	3199	C310
English, Graduate Programs in	2220	3199	C310
Executive Education, SOM	3870	3880	SOM
Facilities	2287	3170	W109
Fens Café, <i>see Dining Services</i>	2894	2916	C008
Finance & Treasurer,			
Office of the Senior Vice President for	2870	3789	C115
Accounting Services	2016	3197	W103
Employee Services & Resources			
Human Resources	2084	3151	C216
Payroll	2034	3702	W105
Benefits	2083	3151	WC216
Purchasing & Accounts Payable	2153	2065	E004
Senior Vice President	2870	3789	C115
Student Financial Services	2001	3195	W207
Financial Aid, <i>see Student Financial Services</i>	2001	3195	W207
Five-year BA/MA in Education,			
<i>see Kathleen Dunn Scholars Program</i>	2562	3133	C316
Food Services, <i>see Dining Services</i>	2894	2916	C008
Foreign Languages & Literatures,			
<i>see Modern Languages & Literatures</i>	2183	3199	L334
French, Graduate Program in,			
<i>see Modern Languages & Literatures</i>	2183	3199	L334
Friars Registrar's Office	2111	3144	C210
GCS, <i>see Gender/Cultural Studies</i>	2224	3090	C205
Gender in Organizations, Center for, SOM	3824	3878	SOM
Gender/Cultural Studies Graduate Program	2224	3090	C205
General Counsel	2074	3065	C202
Dunn, Kathleen Scholars Program			
(5-year BA/MA in Education)	2562	3133	C316

DEPARTMENT	EXT	FAX	LOC
Education, Undergraduate	2562	3133	C316
Educational Leadership	2551	3133	C316
Gear Up	2562	None	C316/C205
Master of Arts in Teaching (MAT)	2543	3133	C316
Master of Arts in Teaching English as a Second Language (MATESL)	2579	3133	C313
MAT/Dual Degree Program	2543	3133	C316
School Library Media Specialist	2797	3192	L202
Urban Master's Program	2241	3133	C316
Graduate Studies Admission (CAS)	2910	3058	W101
Grounds, <i>see Building Services</i>	2683	3153	S104
GSLIS, Library & Information Science, Graduate School of Gustavus Myers Center for the Study of	2800	3192	P111
Bigotry and Human Rights	2171	3090	C310H
HCA, <i>see Health Care Administration, Dept of</i>	2377	3046	S338
Health Care Administration (HCA), Dept of	2377	3046	S338
Health Center	1020	3467	HC
Health Education	1001	1110	HC 11
Health Studies,			
School for (SHS)	2654	3137	S340
Admission	2605	3137	S340
Dean	2654	3137	S340
Health Care Administration (HCA), Dept of	2377	3046	S338
Nursing, Department of	2141	3045	S332
Nursing Egyptian Career College	2304	none	S155
Nursing Online CAGS	2141	3045	S332
Nutrition, Department of	2711	3137	S334
Online Teaching and Learning (SHS), Dept of	2518	3032	S329A
Physical Therapy, Department of	2635	3032	S328
Help Desk (Computers, Cable TV, Telephone)	2222	3082	L331
Hillel Director, <i>see Religious Life</i>	2137	3049	Woog
History, Department of	2258	3199	C319
History and Archives Management,			
Dual Degree Graduate Program in	2258	3199	C319
Holmes Sports Center	1080	1026	SC
Honors Program	2554	N/A	C313
Housekeeping	2683	3153	S104
Human Resources, <i>see Employee Services & Resources</i>	2084	3151	C202

DEPARTMENT	EXT	FAX	LOC
Hurston, Zora Neale, Literary Center	2220	3199	C310
Information Technology, <i>see Technology</i>	2190	3082	P310
Institute for Leadership & Change (SILC)	2480	3090	C205
Instructional Computing Tech Desk and Labs, <i>see Technology</i>	2762	3082	Lib 2nd
International Relations, <i>see Political Science & International Relations</i>	2571	3175	E203
Internet Marketing	2027	3024	E105
Intramurals, <i>see Athletics & Physical Education</i>	1080	1026	SC
Java City	4200	None	Col Ctr
Jewish Chaplaincy (Hillel Director), <i>see Religious Life</i>	2137	3049	W009
Language-Based Learning Disabilities	2598	3174	C316
Language Lab	2180	3199	C311
Languages, <i>see Modern Languages and Literatures</i>	2183	3199	L334
Leadership & Change, Institute (SILC)	2480	3090	C205
Leadership and Activities, Office of Student Box Office	3858 2422	3886 None	SOM SAC Lobby
LEAP, Lifelong Exercise and Activities Program <i>see Athletics & Physical Education</i>	1080	1026	SC
Libraries	2741	3093	L305
Access Services	2786	3093	Lib 1st
Administration	2741	3093	L305
Archives	2441	3093	L220
Career Resources Library, Miller/Knopf	2510	3093	P304E
Circulation Desk	2786	3093	Lib 1st
GSLIS	2825	3093	L116
Public Services	2741	3093	L310-314
Reference Desk (Beatley)	2784/2785	3093	Lib 1st
Reference Desk (GSLIS)	2825	3093	L403
Reference Desk (SSW)	3953	3093	L115
SOM	3851	3885	SOM
Technical Services	2742	3093	L114
Library Access Services	2786	3093	Lib 1st
Library, Public Services	2741	3093	L116
Library, Access Services	2741	3093	Lib 1st
Library, Technical Services	2742	3093	LL114
Library & Information Science, Graduate School of (GSLIS)	2882	3192	P111
Admission and Recruitment	2868	3192	P111J
Continuing Education	2803	3192	P212L

DEPARTMENT	EXT	FAX	LOC
Dean	2800	3192	P111D
Faculty Office	2810	3035	P204B
GSLIS Library	2825	3093	L403
Mt. Holyoke College Program	Ph: 413-533-2400 Fx: 413-533-4334		
Technology	2834	3192	P204
Website and Publications	2738	3192	P213
Licensure (Certification) Programs, <i>see Special Education</i>	2570	3174	W303
Lifelong Exercise and Activities Program (LEAP), <i>see Athletics & Physical Education</i>	1080	1026	SC
Literature, <i>see Modern Languages and Literatures</i>	2183	3199	L334
Longitudinal Study, SSW	3932	3980	P414
Mail			
Copy & Mail Center, Main Campus	2428	3199	E002
Residence Campus Mailroom	1078	None	Smith
Maintenance, <i>see Facilities</i>	2287	3194	W109
Major Gifts	2385	2303	L415
Management, School of (SOM)	3800	3880	SOM
Admissions, Graduate	3826	3880	SOM
Admission, Undergraduate	3826	3190	C116
Career Services	3857	3893	SOM
Center for Gender in Organizations	3824	3878	SOM
Dean	3827	3881	SOM
Development and Alumnae Relations	3830	3886	SOM
Executive Education	3870	3880	SOM
Library	3851	3885	SOM
Marketing	3831	3880	SOM
MBA Program and Administration	3832	3880	SOM
MBA Operations and Special Events	3800	3880	SOM
Undergraduate Management & Prince Program	2400	3138	E208
Marketing, Office of the Vice President for	2131	3024	E106
Advancement Communications	2380	2303	E108
Internet Marketing	2027	3024	E105
Marketing & Communications (CAS)	2516	3024	E104
Marketing Publications	2336	3024	E106
Public Relations	2368	3024	E104
Vice President	2506	3024	E104
Master's in Communications Management	2848	3149	E104
MAT, <i>see Master of Arts in Teaching</i>	2577	3133	W304

DEPARTMENT	EXT	FAX	LOC
MAT/Dual Degree Program	2577		W304
MATESL, <i>see Master of Arts in Teaching</i>			
<i>English as a Second Language</i>	2579	3133	C313
Mathematics, Department of	2707	3086	S350
MBA Operations and Special Events	3800	3880	SOM
MBA Program and Administration	3832	3880	SOM
MCC, <i>see Multidisciplinary Core Course</i>	2545	None	C301B
MCM, Communications Mgmt, Master's	2848	3149	L517
Media Services, <i>see Technology</i>	2765	3106	P108
Media Specialist, School Lib (Graduate)	2797	3192	L305
Miller/Knopf Career Resources Library (CRL)	2510	3093	P304E
Modern Languages & Literatures, Department of	2183	3199	C316
Language Lab	2180	3199	L334
Mt. Holyoke College GSLIS Program	Ph: 413-533-2400 Fx: 413-533-4334		
Multidisciplinary Core Course (MCC)	2545	None	C301B
Multimedia Networks, <i>see Technology</i>	2222	3082	P310
Music, <i>see Art & Music, Department of</i>	2268	3199	C426
Myers, Gustavus, Center for the Study of Bigotry and Human Rights	2171	3090	C310H
Network and Servers, <i>see Technology</i>	2222	3082	P310
Nursing, Department of	2141	3045	S332
Graduate	2141	3045	S332
Nursing Egyptian Career College	2304	none	S155
Nursing, Department of (continued)	2141	3045	S332
Nursing Online CAGS	2141	3045	S332
Undergraduate	2532	3045	S332
Nutrition, Department of	2711	3137	S334
Off-Site Programs in Special Education	2626	3174	W303Q
Online Teaching and Learning (SHS), Dept of	2518	3032	S329A
Parking, <i>see Public Safety</i>	2886	3177	E007
Payroll, <i>see Employee Services & Resources</i>	2034	3702	W105
Philosophy, Department of	2220	3199	C310
Physical Education, <i>see Athletics & Physical Education</i>	1080	1026	SC
Physical Therapy, Department of	2635	3032	S328
CarePoints	2522	3137	S332F
Physics, Department of	2720	3086	S443
Planned Gifts	2594	2303	L415
Political Science & International Relations, Department of	2571	3175	E203

DEPARTMENT	EXT	FAX	LOC
Pottruck Technology Resource Center (PTRC)	2736	3044	P113
President, Office of the	2073	3065	C202
Prince Program in Retail Management	2400	3138	E208
Protestant Chaplaincy, <i>see Religious Life</i>	2167	3049	Wo09
Psychology, Department of	2613	3199	S173
PTRC, <i>see Pottruck Technology Resource Center</i>	2736	3044	P113
Public Relations	2363	3024	E104
PUBLIC SAFETY			
EMERGENCY	1111		
Public Safety	1112	3186	E008
Non-Emergency & After Hours	1112		
Assistant Director	2295	3186	E008
Director	2296	3186	E008
Lieutenant	2293, 2294	3186	E008
Parking	2886	3177	E007
Purchasing & Accounts Payable	2153	2065	E004
Quadside Café and Convenience, <i>see Dining Services</i>	1072	None	Smith
Recreation, <i>see Athletics & Physical Education</i>	1080	1026	SC
Reference Desk, Beatley Library	2784/2785	3093	Lib 1st
Registrar's Office, Friars	2111	3144	C210
Religious Life			
Catholic	2468	3049	Wo09
Jewish (Hillel Director)	2137	3049	Wo09
Protestant	2167	3049	Wo09
Residence Campus Mailroom	1078	none	Smith
Residence Campus Services	1055	1110	HC 2nd
Residence Life, Office of	1096	1110	HC 2nd
Retail Management, Prince Program	2400	3138	E208
School Library Media Specialist Program	2797	3192	L305
Scott Ross Center for Community Service	2700	3070	W102
Shark Card, <i>see Campus Card Office</i>	2273	3177	E007
To Report a Lost/Stolen Card			
During Business Hours	2273		
After Business Hours (24 hours/day)	1112		
Shipping/Receiving	2300	3194	E010
SHS, Health Studies, School for	2654	3137	S340
SILC, Leadership & Change, Institute	2480	3090	C205
Simmons Fund	2316	2303	E110
Social Work,			

DEPARTMENT	EXT	FAX	LOC
School of (SSW)	3900	3980	SSW
Admission	3939	3980	SSW
Dean	3935	3956	SSW
Longitudinal Study	3932	3980	P414
Urban Leadership Initiative	3924	3980	SSW
Sociology, Department of	2595	3090	C205
SOM, Management, School of	3800	3880	SOM
SOM CGO, Gender in Organizations, Center	3824	3878	SOM
Spanish, Graduate Program in, <i>see Modern Languages & Literatures</i>	2183	3199	C316
Special Education, Department of	2570	3174	W303
Assistive Special Education Technology	2521	3174	W303
Behavioral Education	2569	3174	W303
Graduate Program	2570	3174	W303
Language-Based Learning Disabilities	2598	3174	W303
Special Education Administrator	2570	3174	W303
Licensure (Certification) Programs	2570	3174	W303
Off-Site Programs	2561	3174	W303
Undergraduate Program	2570	3174	W303
Special Education Administrator Program	2570	3174	W303
Sponsored Programs	2414	3083	W204
Sports Center, Holmes	1080	1026	SC
SSW, Social Work, School of	3900	3980	SSW
STAC, Student Activities Center	West Wing Lower Level		
Student Accounts, <i>see Student Financial Services</i>	2001	3195	W207
Student Activities, Office of	2423	3148	W002
Student Box Office Lobby	2422		STAC
Student Financial Services	2001	3195	W207
Student Life, Office of the Dean for	2124	3049	C211
Athletics & Physical Education	1080	1026	SC
Counseling Services	2455	3091	P305
Dean	2124	3049	C211
Health Center	1020	3467	HC
Leadership & First Year Programs, Office of	2423	3148	W002
Religious Life			
Residence Life, Office of	1096	1110	HC 2nd
Student Activities, Office of	2423	3148	W002
Upward Bound	2620	3073	S126
Study Abroad	2128	3185	C208

DEPARTMENT	EXT	FAX	LOC
TASC, <i>see Technology</i>	2190	3082	P310
TDD Line	2489		
Teaching Programs, <i>see General Education</i>	2562	3133	C313
Technology (TASC)	2190	3082	P310
Academic Technology and			
Pottruck Technology Resource Center	2736	3044	P313
Administrative Systems	2192	3018	E304
Network and Servers	2222	3082	P310
Multimedia Networks	2222	3082	P310
User Services	2222	3082	P310
Help Desk (Computers, Cable TV, Phone)	2222	3082	P310
Instructional Computing Tech Desk and Labs			
Media Services	2765	3106	P108
Web Services	2669	3044	P313A
Technology Resource Center, Pottruck (PTRC)	2736	3044	P113
Telephone Repair Help Desk, <i>see Technology</i>	2222	3082	P310
Undergraduate Admission (CAS)	2051	3190	C116
UNICCO, <i>see Building Services</i>	2683	3153	S104
Upward Bound	2620	3073	S126
Urban Leadership Initiative, SSW	3924	3980	SSW
Urban Master's Program, General Education	2241	3133	W304
User Services, <i>see Technology</i>	2222	3082	P310
Vice Presidents			
Administration & Planning (Senior VP)	2154	3196	C219
Advancement	2339	2303	E108
Finance & Treasurer (Senior VP)	2870	3789	C115
Marketing	2516	3024	C216
Web Services, <i>see Technology</i>	2669	3044	P313A
Women's and Gender Studies, Department of	2224	3090	C205
Zora Neale Hurston Literary Center	2220	3199	C310

RESIDENCE CAMPUS OFFICES	EXT	FAX	LOC
Dining Services (ARAMARK)	1073	1182	Bartol
Health Center	1020	3467	HC
Health Education	1001	1110	HC 11
PUBLIC SAFETY			
EMERGENCY	1111		
Non-Emergency & After Hours	1112		
Quadside Café and Convenience	1150	None	Smith
Residence Campus Mailroom	1078	None	Smith
Residence Campus Services	1055	1110	HC 2nd
Residence Life, Office of	1096	1110	HC 2nd

MEETING ROOMS	EXT	LOC
Conference Center, Linda K. Paresky	2022	E301
Faculty/Staff Room	2416	C007
Linda K. Paresky Conference Center	2022	E301
Shepard Room	2914	C124
Special Functions Room	2907	C125

STUDENT MEETING ROOMS	EXT	LOC
Commuter Lounge	2025	C022
Dorothea Lynde Dix Scholars Lounge	2227	C005B
Student Activities Conference Room		W001

STUDENT ORGANIZATIONS	EXT	LOC
Alliance, The	1066	Mesick 1st Fl
America Reads	2596	W003
Amnesty International	2425	W004
Asian Student Association (ASA)	1473	Evans Bsmt
Black Student Organization (BSO)	1511	Evans Bsmt
Campus Activities Board (CAB)	2425	W004
Commuter Student Organization (CSO)	2025	C022
Microcosm/Sidelines	2475	W006
Organizacion Latinoamericano (OLA)	1593	Evans Bsmt
Simmons Community Outreach (SCO)	2467	W003
Simmons Voice (Newspaper)	2442	W006B
Student Box Office	2422	SAC Lobby
Student Government Association (SGA)	2426	W009
Women's Center	2443	W007

CAMPUS BUILDING	LOC	STREET ADDRESS
<i>All buildings are located on either the Main Residence Campus (MRC), which includes 30, 54, 78, 84, 86, and 94 Pilgrim Rd and 255, 275, 291, 305, 321, and 331 Brookline Ave; the Main Academic Campus (MAC), which includes the Main Academic building, One Palace Road, The Park Science Center and the Beatley Library; and the School of Management at 409 Commonwealth Avenue.</i>		
Arnold Hall	MRC	78 Pilgrim Road
Bartol Hall (Dining Hall)	MRC	84 Pilgrim Road
Dix Hall	MRC	30 Pilgrim Road
Evans Hall	MRC	305 Brookline Avenue
Health Center	MRC	94 Pilgrim Road
Holmes Sports Center	MRC	331 Brookline Avenue
Main Campus Building	MAC	300 The Fenway
Management, School of	SOM	409 Commonwealth Avenue
Mesick Hall	MRC	291 Brookline Avenue
Morse Hall	MRC	275 Brookline Avenue
North Hall	MRC	86 Pilgrim Road
Park Science Center	MAC	300 The Fenway
Quadside Café and Convenience	MRC	54 Pilgrim Road, Basement
Simmons Hall	MRC	255 Brookline Avenue
Smith Hall	MRC	54 Pilgrim Road
Social Work, School of	MAC	One Palace Road
South Hall	MRC	321 Brookline Avenue
Sports Center, Holmes	MRC	331 Brookline Avenue

Notes

Directions to Simmons College Academic Campus

300 The Fenway

By Public Transportation

1. From downtown Boston, take MBTA Green Line "E" train marked outbound Heath Street/Arborway to the Museum of Fine Arts stop.
2. Exit train; walk to the right on Louis Prang Street past the Gardner Museum to 300 The Fenway, Simmons College.

From the Airport: Take a free shuttle bus (#22 or #33) to the Airport subway station. Take the Blue Line inbound to Government Center, transfer to the Green Line, and follow the directions above.

From the Back Bay Train Station: Walk two blocks to the Copley subway station, take the Green Line, and follow the directions above.

From South Station: Take the Red Line inbound to Park Street, transfer to the Green Line, and follow the directions above.

From North Station: Take the Green Line, and follow the directions above.

From Bus Terminal: Cross the street to the subway stop near South Station, take the Red Line inbound to Park Street, transfer to the Green Line, and follow the directions above.

By Car

Parking: Due to construction, there is limited parking available on campus. Prospective students and other visitors should contact the office where they have an appointment for information about off-campus parking. For information about area parking lots, call 617-521-2000.

From the Massachusetts Turnpike (I-90)

- Remain on the Mass. Pike until the Prudential Center/Copley Square Exit, #22.
- Take Prudential Center (left lane) exit onto Huntington Avenue, westbound.
- Go one mile (eight lights). You will pass Northeastern University and the Museum of Fine Arts (on your right).
- One block past the Museum, at the traffic light, make a right onto Louis Prang Street.
- Continue straight through the light. The street name will change to The Fenway. Pass the Isabella Stewart Gardner Museum, and the Main Building of Simmons College at 300 The Fenway, on your left.
- Bear left onto Avenue Louis Pasteur. (You will have to turn at this point, as the oncoming traffic is one-way only). Look for Simmons on your left.

From the South/I-93 and from the North/I-93 and Route 1

- Take Storrow Drive west.
- Take the exit marked "The Fenway, Route 1 South."
- After the "Fenway, Route 1 South" exit, take the exit marked "Boylston Street, outbound."
- Bear right. At light, turn left onto Park Drive.
- Follow Park Drive until it intersects with Brookline Avenue (about 0.6 miles).
- Cross Brookline Avenue, bear left, and follow signs to The Fenway.
- Cross Brookline Avenue again to The Fenway.
- Take first right onto Avenue Louis Pasteur. Look for Simmons on your left.

One Palace Road

Follow above directions to 300 The Fenway and turn right at the intersection with Palace Road.

School of Management

The School of Management is located at 409 Commonwealth Avenue. Directions can be found on their website at simmons.edu/som/mba/visit/directions.shtml.

For further information

Simmons College

617-521-2000

www.simmons.edu

MBTA (Subway, Buses)

800-392-6100

MBTA Office for Transportation Access

1-800-533-6282

www.mbta.com

Airport Information

800-235-6426

www.massport.com

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