

SIMMONS COLLEGE

UNDERGRADUATE PROGRAM

COURSE CATALOG

2016-2018

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THE COLLEGE

ABOUT SIMMONS

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

Values:

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

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

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

Student success is a priority at Simmons and is founded on these core characteristics of the College:

- A close-knit, accessible community that encourages collaboration and challenges students to do their best work;
- Faculty and scholars who focus on students' educational and career objectives;

- 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 center for education, medicine, and technology, with unlimited educational, career, and social opportunities.

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

THE EDUCATIONAL PROGRAM

Simmons College offers both graduate and undergraduate programs. Information on graduate programs appears in the graduate catalogs and handbooks of the College of Arts and Sciences, Graduate School of Library and Information Science, School of Management, School of Nursing and Health Sciences, and School of Social Work. The following section describes Simmons's undergraduate curriculum and its philosophy.

The Simmons Education in Context

Dedicated to women's education for more than one hundred years, Simmons prides itself on outstanding undergraduate programs taught by high-quality faculty. The College's commitment to excellence in teaching, small class size, and innovative programs 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 long-standing trademark of the undergraduate program is a simultaneous grounding in the liberal arts and sciences and commitment to professional studies. Independent learning—one of the hallmarks of a Simmons education—challenges students to apply the conceptual skills learned in the classroom to a problem, project, or workplace experience as independent researchers and applied learners. A rigorous independent learning experience enables Simmons students to attain 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/BS-MA/MS programs for qualified undergraduates.

Simmons graduates are lifelong learners. At Simmons, students develop the critical thinking skills needed for personal and professional success 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 enables students to build on their strengths, identify and improve on their weaknesses, and maximize their use of College resources.

Students are assigned academic advisors prior to the beginning of the semester in which they enter the College. Advising assignments are based on the student's expressed area of interest, though faculty and the staff of the Office of Academic Advising and Support has a broad knowledge of the entire curriculum.

Most incoming students will meet with a professional advisor or faculty member during orientation to plan their course of study. First-year students are required to meet with their advisors each semester to change courses, discuss academic concerns, link their academic interests with their professional plans, and strategize for registration for the following semester.

After a student's first year at Simmons, they will be transitioned to a faculty advisor in their intended area of study and to continue their academic journey at Simmons with our well-versed faculty. If a student is still unsure of what they would like to major in, they can remain with their first year advisor until they have decided upon their major(s)

and minor(s).

Professional and faculty advisors assist students in planning academic schedules and interpreting the goals and objectives of a Simmons education. Advisors guide students through departmental requirements while helping them to focus their studies. Advisors are knowledgeable about the requirements and are also prepared to discuss career and graduate school possibilities.

Program Planning

The Simmons approach to liberal education is flexible. Each student develops a program suited to their individual interests and career plans. Some areas of study are sequential and are best elected early in a student's program. Many areas of study allow for a minor or even a second major. Faculty and staff advisors assist students as they consider their options, set goals, and make academic and career plans. 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. Simmons has identified opportunities for study abroad for students in all majors and encourages participation in study abroad offerings. See page 12 for more information on study abroad.

Majors

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

Africana Studies

Art

Arts Administration

Biochemistry

Biology

Biostatistics

Business and Management

Chemistry

Chemistry-Management

Communications

Computer Science

East Asian Studies

Economics

Economics and Mathematics

Education:

- Elementary, Middle, or High School
- Social Studies Education
- Spanish, French, English as a Second Language
- Special Education

English

Environmental Science

Exercise Science

Finance

Financial Mathematics

French

Health Informatics

History

Information Technology

International Relations

Marketing

Mathematics

Music

Neuroscience and Behavior:

- Cognitive Track
- Neurobiology Track

Nursing

Nutrition and Dietetics

Nutrition and Wellness

Philosophy

Physics

Political Science

Psychology

Public Health

Retail Management

Sociology

Social Work

Spanish

Web Design and Development

Women's and Gender Studies

Minors

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

- Business
- Cinema and Media Studies
- Entrepreneurship
- Gender History
- Principled Leadership
- Organizational Studies
- Photography
- Physics of Materials
- Performing Arts
- Public History
- Public Policy Studies
- Scientific Computation
- Statistics
- Sustainability

Other Academic Programs

■ Honors Program

The Honors Program at Simmons College fosters a motivated group of students to explore the complexity of the world and their place in it. The goal of this four year academic program is to encourage depth in a departmental discipline of choice, and to enhance this knowledge through interdisciplinary studies and global awareness.

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 at Simmons. The program includes a Boston Learning Community their first year, opportunities for honors level courses in subsequent years, specially arranged co-curricular activities, and various 1-credit required courses to enhance their academic experience. Students are required to maintain a minimum GPA of 3.4 to remain in the program. Seniors in the Honors Program must complete an Honors version of their Capstone or independent learning requirement through their major.

■ Pre-Law

Unlike pre-medical programs, which are quite specific and virtually obligatory for medical school candidates, pre-law “curriculum” is largely a myth. While no particular curriculum path is the ideal route to law school, Simmons’ strong academic programs, small classes, and extensive opportunities for student/professor interaction and independent learning are an ideal preparation.

A student who is considering law school after graduation should make an appointment with the Pre Law Advisor to discuss specific interests and plans. Through the pre law program, the Pre Law Advisor helps to guide students with their applications to law school; supplies information to help with the application process and with taking the LSAT; and keeps in touch with pre law students through a weekly email blast and in-person meetings. Additionally, the Pre Law Advisor organizes extra-curricular activities of interest to prelaw students: lectures and brown bag lunch discussions, panels of Simmons alumnae who practice law, and internships related to law. For more information, please contact the director of Pre Law Advising, Kristina Pechulis at pechulis@simmons.edu.

■ Pre-Health/Pre-Medical

College Pre-Health Advisor: Dr. Jennifer Canfield, *Department of Chemistry & Physics*

Undergraduate preparation for medical, dental, optometric, or veterinary medicine school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. Admission requirements for medical schools can be fulfilled within the context of almost any liberal arts or science major at Simmons.

Pre-Med students should complete the course requirements listed below by the end of the junior year to be positioned for the MCAT and entrance to medical school in

the year after graduation.

- BIOL 113 and at least one additional semester of biology
- CHEM 113 (or 111), 216, 224, 225, & 345
- MATH 120 & MATH 118 (121 for some institutions)
- PHYS 112 & PHYS 113 (PHYS 201 is strongly recommended)
- 2 semesters of English in writing or literature
- PSYC 101
- SOCI 241

Pre-requisite courses and admissions tests vary for other Pre-Health professions. Please meet with your advisor to discuss your specific goals and academic plan.

First-year students must meet with their academic advisor in the Office of Academic Advising and Support. Students will be assigned a faculty advisor during their second year. The College Pre-Health Advisor, Dr. Jennifer Canfield, also assists students with academic planning, extracurricular initiatives and the application process. 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 a member of Biological Honor Society (Beta Beta Beta).

■ 3 + 1 Accelerated Master's Degree Programs

Qualified students can earn both the Bachelor's and Master's degrees in four years. For more information on the programs listed below, please visit the page noted, the appropriate graduate catalog, or the Simmons College Website for more information.

BS in Computer Science and MS in Library and Information Science – See page 112.

BA in Economics and MA in Public Policy – See page 121.

BA in Political Science and MA in Public Policy – See page 233.

BA in Sociology and MA in Public Policy – See page 260.

Additional 3 + 1 programs are under development. Check the Simmons College website for updated information.

■ 4 + 1 Accelerated Master's Degree Programs

Undergraduates can obtain an accelerated degree in Children's Literature, Education, English, Gender/Cultural Studies, History, Nutrition, Physical Therapy, and others. Undergraduate courses can be counted toward the Master's degree—the number varies by program. A student applies for admission to the graduate program in her junior year. See the catalog page noted below, the appropriate graduate course catalog, or the Simmons web site for specific program requirements.

BA or BS/MA Liberal Arts Majors/Teaching (Kathleen Dunn Scholars) – See page 127.

BA/MA in Children's Literature and BA/MFA in Writing for Children – See page 93.

BS/MS Biology/Nutrition – See page 75.

BS/MS Exercise Science/Nutrition – See page 75.

BS/MS Nutrition/Nutrition and Health Promotion – See page 218.

BS/MS Public Health/Nutrition – See page 218.

BSN-MSN Nursing – See page 206.

BS/DPT Physical Therapy – See page 225.

BA/MBA Management – See page 173.

BA/MA in History – See page 151.

■ Study Abroad

Simmons students are encouraged to study abroad. Options include semester, full academic year, summer, and shorter-term travel courses led by Simmons faculty. Semester, academic year, and summer study abroad is offered through partnerships with other universities and providers. Using partnerships, Simmons is able to identify high quality study abroad opportunities throughout the world for students in all majors. Each year, the College offers travel courses to international (and sometimes domestic) destinations. Enrolled students participate in class sessions during the semester before departure. The travel component of two to four weeks takes place during semester breaks in January or early summer. Often travel courses are taught in English and have no prerequisites, and many fulfill a mode of inquiry requirement.

Students in good standing are eligible for study abroad. The Study Abroad office will help students identify the program that best matches their academic and career interests. Students interested in international study are urged to begin planning early in your academic career by visiting the study abroad website.

■ 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 38 or contact the College Writing Center.

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, nutrition, and physical therapy, for which the Bachelor of Science is awarded, management for which the Bachelor of Science in Business Administration is awarded, and social work for which a Bachelor of Social Work is awarded. In the instance where a student completes a major in both the sciences and in the arts, she may choose either a Bachelor of Science or a Bachelor of Arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree is expected to satisfactorily complete the work of an approved program, including all required courses, within the traditional number of college years. When a student withdraws for a period that would extend the work of her program beyond a traditional 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 institu-

tions must first file a petition for transfer of credit in the Office of the Registrar. Summer courses to be considered for the modern language requirement or major must be approved by the department chair. No more than 16 semester hours of summer school credit from other institutions may be credited toward the Simmons degree. For additional information, contact the Office of the Registrar or consult the Student Handbook.

Department or Program Recommendation

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

Course Numbering

Simmons courses are designated by a department or program abbreviation and a course number. These numbers can be understood in the following way:

COURSE LEVEL	STUDENT LEVEL AND PREREQUISITES
100	All undergraduate students. Some may require specific high school preparation. These courses generally have no prerequisites and are taught at the introductory level.
200	Sophomores and above and for first-year students under advisement or placement by the department. Such courses tend to be more focused than the introductory 100-level courses; prerequisites are 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.
300	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.
400	Limited to graduate students in the program or those students approved to enroll by the director of the program offering the course. In general, undergraduates are not permitted to take 400-level courses.
500	Generally dually listed with an undergraduate course at the 300 level. Graduate students sign up for the 500-level course, undergraduates for the 300-level.

Requirements for the award of the Simmons baccalaureate degree are listed below:

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 4 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 Simmons PLAN (Purpose Leadership ActionN)

THE GENERAL EDUCATION
ADVISORY GROUP

Catherine Paden, *Director of General Education*

Masato Aoki, *Learning Communities Lead*

Leanne Doherty, *Director, Honors Program*

Kristin Dukes, *Simmons Course Explore Lead*

Daren Graves, *Boston Course Lead*

Jennifer Herman, *Director, Center for Excellence in Teaching*

Sarah Neill, *Vice President for Student Affairs/Associate Provost*

Lowry Pei, *All College Curriculum Committee Chair*

Mary Shapiro, *Leadership Course Lead*

Lisa Smith-McQueenie, *Assistant Provost*

Richard Voos, *Assistant Provost*

Janie Ward, *Boston Course Lead*

The Simmons PLAN (Purpose Leadership ActionN), our core curriculum, applies to all students beginning with the Class of 2019. The PLAN will apply to Transfer and Dix students beginning in fall 2017. Members of the classes of 2017 and 2018 and Transfer and Dix students entering before fall 2017, are required to fulfill general education requirements in place prior to the PLAN.

Under the PLAN, students will substantively engage with the city of Boston, develop their own understanding of leadership, engage in integrative learning across academic disciplines, and design key components of their course of study. The Simmons PLAN brings the College's principles and values into the present day. Students will complete the Simmons PLAN over the entire four years of their college experience.

The Essential Capabilities

Based on national surveys of employers and graduate schools, the faculty determined a set of critical skills, which Simmons students should have upon completion of their undergraduate degree at Simmons, beginning with the class of 2019. The skills include: communications, critical thinking and creative problem solving, data analysis and interpretation, ethical leadership, integrative learning, and the navigation of cultural differences. Each required PLAN course develops one or more of these essential capabilities, which is critical to achieving successful employment and post-graduate education, regardless of a student's major/field of study.

Communication – Effective communication develops through iterative experiences across the curriculum. Students should be able to execute the most challenging communication tasks required by a major, manifesting the knowledge, skills, and attitudes characteristic of the chosen discipline. All communication consists of developing and expressing ideas, as well as understanding

The Simmons PLAN: Majors and Minors

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 each department. Please note that some majors require prerequisite courses. The College's programs also offer fieldwork or internships through which students may apply their knowledge and explore opportunities in a career field related to their area(s) of study. Students may elect a single department major or a combination of majors.

The curriculum offers the following options:

OPTIONS	DESCRIPTION
single major	A coherent sequence of courses administered by a single department.
double major	Student fulfills two complete majors.
joint major	A sequence of courses drawn from two departments and advised and administered with the cooperation of both.
interdepartmental major	An interdisciplinary program involving two or more departments or programs.
Option for Personalized Education (OPEN)	Offers an opportunity to design a major with the assistance of a faculty advisor. Enables a student to work out an individualized major in accordance with their own educational needs and goals. Contact the Office of the Dean, College of Arts and Sciences for more information.
minor	An integrated group of courses designed to give a student significant exposure to a subject area other than his or her major. This is different than the 3D Cluster part of the Simmons PLAN. All minors are 20 credits (five courses). Not required for graduation, but can be elected by those students who wish to indicate an area of interest that complements and refines their major, suggests a distinct area of concentration, or expresses a particular passion or avocation. <i>For a full list of Courses Fulfilling Key Content Area (KCA), Quantitative Literacy (QL), and Honors Designated KCA/QL Courses, please see Appendix A, page 22.</i>

and applying meaning-making practices in cultural, historical, and institutional contexts. Written, visual, oral, and sonic forms of communication can be synthesized into an integrated work and accessed by reading, listening and viewing.

Critical Thinking and Creative Problem-Solving – Critical thinking and creative problem-solving skills help students succeed in their chosen fields and as citizens and community members. These intellectual abilities are developed through learning experiences in the classroom and laboratory and during internships and educational opportunities outside of the classroom. Creative problem-solving applies critical thinking to answer questions or achieve goals in innovative ways.

Data Analysis and Interpretation – Students apply data analysis and interpretation skills to locate and use quantitative and qualitative data both as citizens and in their major discipline. Data analysis encompasses distinct ways of thinking and quantitative and qualitative research methodologies and techniques, developed through experiences inside and outside the classroom.

Ethical Leadership – Leadership is situational, relational, and behavioral. Any individual, regardless of title or position, may choose to lead when moved by a sense of purpose to foster positive change. Success is largely dependent upon building relationships across diverse people, grounded in self-knowledge (values, ethics, social identity, and life experiences) and context. Leadership development entails identifying that sense of purpose and fostering collaborative relationships, building commitment to common goals, and cultivating people's ability to contribute.

Integrative Learning – Students' capacity for integrative learning is central to personal success, social responsibility, and civic engagement. Students face a rapidly changing and increasingly connected world where

integrative learning has become a necessity. The ability to make connections across courses and disciplines, over time, between campus and community life, and among multiple perspectives enables students to apply their learning across academic, professional, personal, and social boundaries.

Navigation of Cultural Differences – Navigating cultural differences, both domestically and internationally, relies on understanding the implications of historical and contemporary power structures—social, economic, and political—on diversity, inclusion, and inequality. Students will develop the cognitive, affective, and behavioral skills that support appropriate and effective interaction in a variety of cultural contexts.

The Simmons PLAN Requirements

■ YEAR ONE

The Boston Course

Fall Semester, 4 credits

In this writing-intensive first year seminar, students will engage with the City of Boston. Based on faculty passions and expertise, these courses run the gamut of disciplinary focus. They share a focus on the development of writing skills, information literacy, and critical analysis.

The Simmons Course: Explore

Fall Semester, 2 credits

This course supports Simmons students in their transition to college. The primary goals of the course are to introduce students: to Simmons, to navigating cultural differences, to self-management, and to what it means to engage with your community.

The Leadership Course

Spring Semester, 4 credits

This course challenges students to think about themselves as leaders from a leadership model based on engaging others in the quest for positive social outcomes. This course will include skill development in building relationships across differences;

communicating a compelling narrative in writing and public speaking; ethical decision making; speaking up in the face of injustice; and creating team leadership and follower-ship.

■ YEAR TWO

The Learning Community

Fall or Spring Semester, 8 credits

The Learning Community will provide students with an opportunity to understand a topic from multiple disciplinary perspectives. This approach to integrative learning will allow students to grasp the habits of mind and intellectual methods of two disciplines (via two 3-credit courses) and how they may be brought to bear on a topic, issue, or problem (via a 2-credit integrative seminar jointly taught by the two course instructors).

The Simmons Course: Experience

Spring Semester, 1 credit

The second year Simmons Course will focus on academic and career planning, further development of self-management skills, and will prepare students to choose their 3D courses in their third year.

■ YEAR THREE

3D–Design Across Diverse Disciplines

Years 3 and 4, 12 credits

Before spring registration of their second year, students will design and propose a cluster of three courses that address a topic, problem, or issue from various disciplinary perspectives. Students will explain the rationale for their selection of these courses, focusing on the intellectual coherence of the courses they have chosen.

The Simmons Course: Excel

Fall or Spring Semester, 1 credit

In the final segment of The Simmons Course, students will join others in their major to focus on career and life planning, considering internships, research, and ser-

vice; employment and graduate school; and financial independence and planning.

■ YEAR FOUR

The Capstone

Fall or Spring Semester

All students will take a Capstone experience in their major, which will be designed by individual departments. Regardless of discipline, Capstone experiences will address career and graduate school preparation. (One Capstone in a student's major is required to fulfill PLAN requirements; students with multiple majors may be required to fulfill Capstones in each major, depending on major requirements.)

Graduation Requirements

■ LANGUAGE REQUIREMENT

The language requirement applies to all students regardless of background. Learning another language develops cognitive skills such as critical thinking, creativity, and flexibility. Furthermore, as students become familiar with a particular language and its literature and culture, they develop knowledge of the intellectual and social history of the people who speak that language. Additionally, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. In so doing, they become aware of their own cultural assumptions and preconceptions. Finally, fluency in another language provides a significant advantage in the marketplace for students who want to advance in their careers.

Two semesters of coursework in the same foreign language taken sequentially is required of all students, regardless of incoming language proficiency. Students may pursue a previously studied language or start a new one.

Table 1: PLAN Requirements, Purpose, and Double Counting

	PLAN REQUIREMENT	PURPOSE	DOUBLE COUNTING
Year 1	The Boston Course fall semester, 4 credits	Engagement with Boston; communication essential capability	
	The Simmons Course: Explore fall semester, 2 credits	Engagement with Simmons Communities; academic skill-building	
	The Leadership Course spring semester, 4 credits	Leadership, teamwork	
Year 2	Learning Community • 2 courses, 3 credits each • 1 integrated seminar, 2 credits	Interdisciplinary and inte- grated learning	• Learning Community courses may count as a KCA • One Learning Community course may count in major/minor. For students with multiple majors/minors, one LC course may count in each. • One 3-credit course from the LC may be included in a student's 3D cluster
	The Simmons Course: Experience spring semester, 1 credit	Academic skill-building; 3D planning	
Years 3 and 4	3D–Design Across Diverse Disciplines	3 courses that are topically connected; interdisciplinary and integrated learning	• Each 3D course may count as a KCA • One 3D course may count in each major/minor course of study • 3D courses must be drawn from different disciplines • One 3D course may have been taken during first or second year • The Capstone is in the major • The Simmons Course: Excel is in the major
	Capstone	Expertise in student's field of study	
	The Simmons Course: Excel 1 credit	Post-graduation support/ planning; careers, graduate school	
Any year	Key Content Areas (4 courses) • Social/Historical • Artistic, Literary Aes- thetic • Global/Cultural • Scientific	Exposure to content across disciplines	• Each KCA may be fulfilled through the Learning Community; 3D; in a major/minor course of study (if applicable) • The QL requirement may be fulfilled through a course in student's major/minor course of study (if applicable) • Language courses may fulfill a KCA
	Quantitative Literacy (1 course)	Critical thinking and problem solving; literacy in numeric systems	
	Language Requirement (2 courses in the same language)	Linguistic and cultural skill development	

Exemptions/Alternate Requirement

- Dix Scholars are exempted from the language requirement.
- Students with a documented learning disability, or other disability, affecting their ability to acquire a foreign language will fulfill the language requirement through the completion of two courses related to global perspectives and cross-cultural understanding. Such students should contact the Disabilities Services Office and consult their academic advisor for the list of approved courses.
- Continuing a previously-studied language.

Starting a New Language

- Students who want to start a language which they have not previously studied can register for the 101 level in the following languages at Simmons College: Chinese, French, Italian, Japanese, and Spanish.
- Typically, Arabic and American Sign Language are offered through the Colleges of the Fenway. Please visit the Registrar's Office for details.

Policies

- *Students are strongly encouraged to finish the language requirement within their first two years of study at Simmons College.*

Table 2a: Placement for Language Courses

For students who want to continue their studies of Chinese, French, Japanese, or Spanish, the following methods will be used for placement:

LANGUAGE	REQUIREMENT
French	AP, IB or SAT exam <i>or</i> Online placement exam administered by the Office of Academic Advising
Spanish	AP, IB or SAT exam <i>or</i> Online placement exam administered by the Office of Academic Advising
Chinese	Online placement exam administered by the Office of Academic Advising
Japanese	Must consult with Professor Zhigang Liu, Department of Modern Languages and Literatures

Students register for the level indicated based on their test score. Students cannot register for a different level without approval from the Modern Languages and Literatures Department.

Students who have studied three or more years of the language will be automatically placed into the 102 level, regardless of placement exam results.

American Sign Language may be taken to fulfill the Language Requirement.

- Courses taken to fulfill the language requirement
 - may not be taken pass/fail;
 - may not be taken online;
 - may fulfill a Key Content Area requirement;
 - may be part of a student's 3D cluster;
 - may count towards the major or minor in French or Spanish if they are at the 245 level or above; in order to count towards the major or minor, French 245 and Spanish 245 must be taken at Simmons College.

- Language courses taken abroad can be used to fulfill the language requirement. Pre-approval must be obtained from the Department of Modern Languages and Literatures. Please contact the Chair of the Modern Languages and Literatures Department for approval.

- Language courses transferred from other institutions may fulfill the language requirement pending pre-approval from the Department of Modern Languages and Literatures. Please contact the Chair of the Modern Languages and Literatures Department for approval. This applies also to languages not offered at either Simmons or the Colleges of the Fenway consortium. In

that instance, placement will be decided by the host institutions if needed.

■ MATH COMPETENCY REQUIREMENT

Students will be required to demonstrate competency in mathematics in one of the following ways before they are able to take a Quantitative Literacy course:

- Pass the College's mathematics competency exam administered by the Office of Academic Advising numerous times during the year
- Successfully complete MATH 101 or a higher level mathematics course at Simmons College
- Achieve a sufficiently high score on the mathematics section of the SAT, the mathematics achievement test, or an Advanced Placement exam in Math
- Present evidence of satisfactory completion at another accredited college of a mathematics course at the level of MATH 101, or above, to the Registrar's office
- Students must satisfy the math competency requirement during their first year at Simmons. Students who do not pass the mathematics competency exam during

Table 2b: Placement/Credit by Language Exam Score

AP	IB	SAT
Score of 3: No credit; student is placed into 202	Score of 5: No credit; student is placed into 202	Score of 560 or higher: No credit; student is placed into 202
Score of 4 or 5: 4 general credits; student is placed into 245	Score of 6 or 7: 4 general credits; student is placed into 245 No credit or placement for the "ab initio" exam: students are required to take the placement exam	Score of 650 or higher: No credit; student is placed into 245

orientation, or who do not meet the math competency requirement in one of the other ways described above, may choose to take MATH 101 in their first semester or to retake the test in November. If they do not pass the November test, they will enroll in MATH 101 in the spring semester. Students who matriculate in January who do not pass the mathematics competency exam, or do not meet the requirements in one of the ways described above, may take MATH 101 during their first semester or retake the exam in March. If they fail the test in March, they will enroll in Math 101 in the following fall semester.

■ QUANTITATIVE LITERACY REQUIREMENT (QL)

Quantitative Literacy (QL) is a “habit of mind,” competency, and comfort in working with numerical data. Courses in this area will develop a student’s ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. QL courses will develop the skills necessary to understand and create sophisticated arguments supported by quantitative evidence, and to clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

■ THE SIMMONS PLAN 4 KEY CONTENT AREA (KCA) REQUIREMENTS

The key content areas pertain to phenomena as objects of study across the disciplines, rather than modes of inquiry defined by a particular discipline or set of disciplines. Indeed, these categories describe areas of knowledge from multidisciplinary perspectives. The phenomena included under each of the four areas listed below thus admit of a wide variety of ways of knowing or disciplinary approaches. Students must complete one course from each of the following areas:

1] Scientific Inquiry (SCI)

Courses in this area focus on phenomena in the natural and physical world and on ways of knowing these phenomena, particularly through experimental approaches. This requirement is primarily met by courses in the sciences and psychology; the requirement may also be met by courses in other disciplines providing perspectives on scientific phenomena. All courses meeting this requirement include a “hands on” component providing students the opportunity to understand and appreciate the scientific method.

2] Global Cultural (GC)

The term “global cultural” is broadly construed; it includes all cultures, past and present, within and beyond the U.S., and in their multiple forms of manifestation. Courses in this area offer our students the opportunity to understand and learn to appreciate cultural differences as they have made themselves manifest in humankind. This requirement can be met by courses in any discipline—from the liberal arts, to the sciences, and the professions—that provide a multicultural perspective of the world. For example, courses that focus on cross-cultural practices, or on minority cultures in the U.S., or on non-European cultures, or that provide world surveys of cultures would all meet this requirement.

3] Social and Historical (SH)

Courses in this area focus on phenomena in society and history as well as ways of knowing these phenomena. This requirement can be met by courses in the social sciences, including economics, political science, sociology, social psychology, social work, and history. Courses in other disciplines that provide perspectives of social and historical phenomena as defined above also meet this requirement. For example, a course that focuses on the social applications

of management principles would provide such perspectives.

4] Aesthetic, Literary, and Artistic (ALA)

Courses in this area focus on phenomena in art and literature as well as ways of knowing or creating original works or aesthetic approaches to these phenomena. This requirement can be met by courses in any of the creative and performing arts as well as

in any courses in the study of literature, art, and music. Courses in other disciplines that provide perspectives of aesthetic, literary, and artistic phenomena as defined above also meet this requirement. For example, a course that studies the digital or computational aspects of artistic creation would meet this requirement.

Appendix A: Key Content Area (KCA) and Quantitative Literacy (QL) Requirements

Aesthetic, Literary, and Artistic (ALA) Key Content Areas

Art and Music

AADM-236	Arts Administration Institute/Nyc
AADM-390	Seminar: Arts in the Community
ART-100	Objects & Ideas: A Museum History of Art
ART-111	Draw What You See
ART-112	Introduction to Studio Art - Color
ART-117	Printmaking
ART-119	Introduction to Sculpture
ART-120	Special Topics in Studio Art: Printmaking Workshop: Woodblock Prints
ART-121	Artist's Books
ART-138	The Poetry of Photography
ART-139	Color Photography CSI
ART-141	Intro to Art Hist: Egypt to Mannerism
ART-142	Baroque to the 20th Century
ART-145	American Art
ART-154	Contemporary Art
ART-183	Life Drawing
ART-211	Drawing II: Contemporary Approaches
ART-213	Painting I: Observation & Expression
ART-215	Screen Printing
ART-216	Screen Printing and Propaganda
ART-217	Intro to Studio Art: Printmaking
ART-220	Photo Screen Printing
ART-222	Collage & Mixed Media
ART-230	Photography & Collaboration
ART-231	*Special Topics in Studio Art
ART-232	Advanced Digital Photography
ART-232B	Photo on the Open Road
ART-237	Advanced Black and White Photography
ART-239	Documentary Photography
ART-243	Rise and Fall of French Impressionism
ART-244	20th Century Art
ART-245	American Art
ART-246	Art in the Age of Rembrandt
ART-248	Women and Art
ART-249	History of Photography
ART-252	*Arts of China and Japan

ART-254	Contemporary Art
ART-255	African American Art
ART-256	*Approches in Contemporary Photography
ART-258	Color Photo in the Digital Lab
ART-347	*Art of the Gardner Museum
ART-348	Women & Art
MUS-110	Language of Music
MUS-111	How Music Works
MUS-120	Introduction to Music: The Middle Ages to Early Romanticism
MUS-121	Making Music Modern
MUS-125	The Symphony
MUS-130	Music in Austria: The Imperial Legacy
MUS-165	Music in Film
MUS-232	Back to Beethoven 18th Century

Art and Music/ Education

ART-205	Thinking Through Art
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Children's Literature

CHL-313	*Survey Lit for Chl & Yng Adlts
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Communications

COMM-120	Communications Media
COMM-121	Visual Communication
COMM-138	The Poetry of Photography
COMM-139	Intro to Photo & Digital Lab
COMM-163	Radio Operations & Performance
COMM-210	Introduction to Graphic Design Principles and Practices
COMM-220	Video Production
COMM-222	Animation
COMM-239	Documentary Photography
COMM-240	Intermediate Graphic Design I: Typography
COMM-244	Web I: Design for the World Wide Web
COMM-248	Intermediate Graphic Design II
COMM-262	Media Convergence

COMM-265 Editing Copy and Proof
 COMM-286 Intro to Advertising
 COMM-344 *Senior Seminar: Storytelling

Education/Art and Music

EDUC-205 Thinking Through Art

English

ENGL-105 Creative Writing: Non-Fiction
 ENGL-107 Creative Writing: Fiction
 ENGL-109 Creative Writing: Poetry
 ENGL-110 Introduction to Literature
 ENGL-111 Greek Mythology & Religion
 ENGL-112 The Bible
 ENGL-121 Shakespeare
 ENGL-138 American Poetry
 ENGL-139 Modern Poetry
 ENGL-161 *Amer Lit to Civil War
 ENGL-162 *American Literature From 1865–1900
 ENGL-163 African Influences in Amer. Lit and Cult
 ENGL-172 20th-Century U.S. Fiction
 ENGL-176 African American Fiction
 ENGL-178 Multicultural Themes in Modern American Literature
 ENGL-184 World Drama Survey
 ENGL-193 Women in Literature
 ENGL-195 Art of Film
 ENGL-199 Approaches to Literature
 ENGL-200 *Introduction to Theory
 ENGL-210 Critical Interpretation
 ENGL-211 From Alice to Eeyore
 ENGL-214 The Invented Self in American Fiction
 ENGL-220 African American Autobiographies
 ENGL-221 The Critical Lens: Introduction to Film & Media Theory
 ENGL-231 English Lit of the 17th Cent.
 ENGL-235 *Identity and Race in American Literature
 ENGL-243 English Novel Through Austen
 ENGL-252 Studies in Film Genre
 ENGL-254 The English Novel From Victorians to Moderns
 ENGL-261 American Literature to the Civil War
 ENGL-262 American Literature From 1865–1920
 ENGL-274 American Poetry
 ENGL-275 American Modernism and The Harlem Renaissance
 ENGL-276 African American Fiction
 ENGL-304 Problems in Romantic Literature: The Romantic Rebel
 ENGL-305 Adv Creative Writ: Non-Fiction
 ENGL-306 Victorian Literature and Culture
 ENGL-307 Jane Austen & Her Contemporaries
 ENGL-308 The Postcolonial Novel
 ENGL-310 Advanced Poetry Workshop
 ENGL-311 Victorian Children's Lit

ENGL-312 Classic American Writers
 ENGL-313 Survey of Literature for Children and Young Adults
 ENGL-314 The Invented Self in American Fiction
 ENGL-315 Chaucer's Canterbury Tales
 ENGL-316 Native American Literature
 ENGL-317 Toni Morrison and American Literature
 ENGL-318 The Dramatic Imagination in America
 ENGL-320 American Women's Poetry
 ENGL-321 Studies in Shakespeare
 ENGL-323 Special Topics in Literature
 ENGL-324 James Joyce
 ENGL-325 Modern Irish Literature
 ENGL-326 Medieval & Renaissance Lit
 ENGL-327 Race and Gender Psychoanalytical Discourse
 ENGL-328 American Ghosts
 ENGL-329 Film & Historical Representation
 ENGL-330 Postcolonial Film
 ENGL-331 Literary Boston
 ENGL-332 English Lit of the 17th Century
 ENGL-342 18th Century Literature
 ENGL-350 Independent Study
 ENGL-354 Studies in Film Genre
 ENGL-390 Seminar in Literary Scholarship
 ENGL-398 Feminist Media Studies

General Education

LC-201-07 Writing for Public Relations and Integrated Marketing Communications

History

HIST-254 History Through Novels & Film

Honors Program

HON-304 *Specimens & Collections: Science in Vic Lit.
 HON-307 *Creator, Patron, Muse: Roles of Women in Music

Modern Languages Graduate

CHIN-214 Contemporary Chinese Cinema
 CHIN-245 Advanced Intermediate Chinese
 CHIN-246 Advanced Intermediate Chinese II
 CHIN-250 Masterpieces in Chinese Literature
 CHIN-251 Fiction From China's Imperial Past
 CHIN-260 Chinese Calligraphy
 CHIN-320 Reading Chinese Newspapers
 CHIN-325 Masterworks of Chinese Modern Literature
 FREN-245 Conversation & Composition
 FREN-266 The Quest for Identity: The Self and The Other in The French Literary Tradition
 FREN-326 *The City as Text: Paris and Its Literary Representations
 JAPN-245 Composition and Conversation

JAPN-320	Newspaper Kanji and Translation
JAPN-325	Japanese Fables and Onomatopoeia
SPAN-245	Conversation & Composition
SPAN-265	20th c. Hispanic Short Story
SPAN-266	Independence & Identity Latin American Literature
SPAN-269	The Image of Bourgeoisie in the 19th- and 20th-Century Spanish Novel
SPAN-320	*The World of Don Quijote
SPAN-322	*Love, War & Parody Span Fiction
SPAN-332	*Contemporary Fiction in Latin America
SPAN-336	*Latin American Women Writers
APN-246	Advanced Composition and Conversation

Philosophy

PHIL-132	Philosophy and the Arts
PHIL-152	Philosophy Through Literature and Film

Political Science & Intr. Rel

POLS-236	Political Novels
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Women & Gender Studies

WGST-193	Women in Literature
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*Honors Course

Global Cultural (GC) Key Content Area

Africana Studies

AST-101	Introduction to Africana Studies
AST-101	Introduction to Africana Studies
AST-210	Sisters of African Diaspora
AST-210	Sisters of African Diaspora
AST-249	Inequality: Race, Class, & Gender in Comparative Settings
AST-249	Inequality: Race, Class, & Gender in Comparative Settings
AST-269M	African Survivals and the Study of the Garifuna People of Belize
AST-269M	African Survivals and the Study of the Garifuna People of Belize
AST-300	Black Bodies in Motion Black Bodies in Motion

Art and Music

AADM-143	Start of the Arts: Intro to Arts Admin.
ART-241	Special Topics: Islamic Art
ART-251	African Art: 3000 BC to the Present
ART-252	Arts of China and Japan
MUS-222	Music in America

Communications

COMM-269	Globalization on a Shoestring
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Computer Science

*CS-334	Special Topics in Comp Sci
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Economics

*ECON-124	BRICS and the Global Economy
ECON-214	Women in the World Economy
ECON-216	Economic Development
ECON-222	Comparative Economies of East Asia

General Education

LC-200-09	Health Promotion
LC-201-01	Modern Art in Mexico
LC-201-06	Inside France: Studies in French Culture

*Honors Course

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:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = .67

F (Fail) = 0

P (Pass)*

AU (formal audit)*

W (Approved Withdrawal)*

**not included in GPA*

Grading Options

A student may select 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 for-credit course pass/fail in any given semester. The following courses may not be taken pass/fail:

- 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.

- 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, the student will receive credit for the course, but the P will not be averaged into her GPA. If the student receives an F in a pass/fail course, no credit for the course will be given, and the F will be averaged into the GPA as a 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 the student 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 the student 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. Informal audits do not go through the Office of the Registrar.

Incomplete Evaluations

Required coursework must ordinarily be completed by the last day of final exam-

inations. 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. Failure to formally petition for an incomplete will result in automatic assignment of an F grade.

Course Repeat Policy

The course repeat policy allows student to repeat up to two courses 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.
- A student who repeats one 4-credit course must complete 132 credits in order to still have 128 unique credits and meet that requirement for earning a degree.
- A student who repeats two 4-credit courses must complete 136 credits to still have 128 unique credits and meet that requirement for earning a degree.

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 a retroactive

withdrawal) any student whose semester or cumulative grade point average is below 2.0, any student who as a result of their 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 from the College. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and a parent or guardian (if the student is dependent) may be notified.

Warnings of academic difficulty are forwarded to the director of the Office of Academic Advising and Support by individual faculty members throughout the academic year, and counseling and assistance are made available.

Academic Honors and Recognition Programs

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

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

lating the Honor Code of Responsibility.

In some cases, individual departments may have more specific guidelines for departmental honors. See the individual department listings for 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. For more information contact the Office of the Dean for the College of Arts and Sciences.

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 of 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 one 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 work of the student's own creation and for not representing as their own work that which is not theirs.

• 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 an agreement between 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 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 the student 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 early as possible. An advisor is also 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 grievance with the Office of the Dean of their college.

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.

Educational Record Privacy Policy

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

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

Equal Access Policy

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, gender identity, 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, but is open to both men and women.

Withdrawal from the College

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

Community Commitment to Diversity and Inclusion

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 identity and expression, 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, co-curricular programming, admissions, and other activities.
- Fostering an open, dynamic, and critical intellectual environment of respect, civil engagement, and dialogue about differences.
- 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 is met 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 Procedure

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. The 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, gender identity, 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 Amendment Act of 2008.

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, gender identity, religion, age, national origin, ancestry, disability, or veteran's status.

Complaints of discrimination or harassment should be addressed to the Vice President of Talent & Human Capital Strategy 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 Office of the General Counsel, Room C-208, 617-521-2074. 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 disability discrimination laws and/or 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 non-discrimination 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. 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 Amendment Act of 2008 (the ADAA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADAA 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 to the Disability Services Office, 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 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 Director of Disability Service 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 Director of Disability Services, Tim Rogers.

Religious Observance

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

Section 2B. That law states:

Any student in an educational or vocational training institution, other than a religious or a denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work missed because of such absence on any particular day, provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing himself of the provisions of the sections.

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

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 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 and Senior Vice President, 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,

the Study Abroad Office and the Office of Academic Advising and Support report to the Provost. In the president's absence, the provost serves 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. Katie Conboy, Ph.D., is the current Provost.

The Vice Presidents leads the 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.

The Vice President and General Counsel is responsible for providing a 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.

ADMISSION

First-Year Students

Simmons students come from most of the 50 states and more than 40 countries. They represent varied geographic, religious, racial, ethnic, and economic backgrounds and have a variety of interests—in their studies as well as their extracurricular activities.

Retaining this diversity and maintaining a high standard of academic achievement is the responsibility of the Admission Committee. The faculty and administration that make up the Admission Committee meet regularly to review each applicant's credentials and discuss applications individually, selecting for admission those students who appear to be best qualified for Simmons. The most important credential for each applicant is the high school record. A careful study of the number and level of academic courses that a student has taken, their grades, and their recommendations gives the committee an indication of the kind of work the student 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 themselves, particularly in the application essay and during the interview, provides the committee with a sense of what kinds of interests and activities the student has devoted their time and energy to. The additional requirement of the standardized test scores 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. There are two Early Action deadline options:

- **Early Action I:** complete an application by November 1 to receive a decision in mid-December
- **Early Action II:** complete an application by December 1 to receive a decision in mid-January

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

Required Credentials

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

1. Application Form: The Simmons application or The Common Application should be submitted online to the Office of Undergraduate Admission for regular-decision candidates by February 1. Early-action candidates should apply by November 1 or December 1. Students applying for the spring semester, which begins in January, should submit an application by December 1.

2. Application for Financial Aid: Refer to page 42 for application details.

3. Tests: Every applicant must take either the Scholastic Assessment Test (SAT) or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students (page 37). 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 testing agency or the student's high school. (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 [\[board.com\]\(http://board.com\) or the American College Testing Assessment website at \[www.act.org\]\(http://www.act.org\).](http://www.college-</p>
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4. Secondary School Record: An official transcript from the secondary school or homeschool is required, along with a detailed curriculum for homeschooled students.

5. Recommendations: The applicant must submit two official recommendations: one from a guidance counselor and one from a teacher. A student may submit additional recommendations if they so choose.

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 4:30 p.m., and during certain times of the year on Saturday from 9:00 a.m. to 1:00 p.m. Appointments are required. Students may also request a phone or Skype interview if they are unable to visit campus, or meet with a Simmons admission counselor when we are traveling for college fairs and high school visits.

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. The student must submit a tuition deposit and the request must be submitted in writing to the Office of Undergraduate Admission prior to the expected enrollment date. A student may only defer acceptance for one year. After one year, deferred students must reapply to the College.

Academic Credits and Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement (AP) exams, International Baccalaureate (IB) courses, or A-Level exams in secondary school. Please see AP/IB Credit evaluation list to see how many credits are allocated for certain scores and the courses

they can be used to substitute. These credits may not be used to replace the required first-year course sequence.

Merit Scholarship Programs

Simmons College offers several academic scholarships for incoming undergraduate students. These awards are determined by the Office of Undergraduate Admission and are awarded upon review of the admission application. Merit scholarships are renewable for four years (eight consecutive semesters) of full-time undergraduate coursework. They may not be used for summer sessions (except for students in 3 + 1 programs), 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 relatives (typically children, grandchildren, or siblings) 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, however applicants should identify alumnae/us in their admission application.

The Gilbert and Marcia Kotzen Scholarship

The Kotzen Scholarship, a full tuition scholarship renewable with a 3.3 GPA, is the most prestigious merit scholarship that Simmons offers, and is awarded to up to ten students who have an exceptional record of academic excellence and leadership. Kotzen Scholars are eligible to receive an additional award of \$3,000 to be used toward study abroad, short-term courses, summer internship tuition, or research support. A separate application is required. Application instructions may be found at www.simmons.edu/kotzen or through the Office of Undergraduate Admission.

The Presidential Scholarship

The Presidential Scholarship, a \$19,000-

\$21,000 award renewable with a 3.00 Simmons GPA, is awarded to admitted students who have demonstrated outstanding academic achievement. The Presidential Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

The Dean's Scholarship

The Dean's Scholarship, a \$17,000-\$18,000 award renewable with a 3.00 Simmons GPA, 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 Dean's 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 their high schools and communities. Leadership, service, and co-curricular achievements distinguish candidates for this annual scholarship of \$6,000-\$12,000. The Achievement Scholarship is renewable for four years with a 3.0 GPA. A separate application is not required.

The Boston Scholarship

Select graduates of Boston public high schools are chosen annually as Boston Scholars and receive full tuition scholarships. The scholarship is renewable as long as the student is enrolled full-time (12 credits per semester) and maintains a 3.0 cumulative GPA. A separate application is 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. For more information on this selective program,

please see page 26. Students may apply for the program on the Common Application or on the College's website. For more information, please write to honors@simmons.edu.

Transfer Students

Students with advanced standing are also admitted to the College as transfers. A transfer student is anyone enrolling in Simmons for the first time who has attempted at least 17 college-level credits as a degree-seeking student at another accredited institution and is 23 years old or younger. Transfers are accepted for both the spring and fall terms. Transfer credit is generally granted for courses comparable to those offered by Simmons that were successfully completed with a grade of C or higher 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 a C. To be eligible for the Simmons degree, transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit. Students 24 years of age or older or students seeking a second bachelor's degree should apply to Simmons using the Dorothea Lynde Dix Scholars admission application. Please see page 12 for details.

Application Procedure for Transfers

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

1. Application Form: The Simmons Transfer application or The Common Application should be submitted to the Office of Undergraduate Admission by the preferred April 1 deadline for students interested in transferring for the fall semester. Admission decisions are on a rolling basis. Accepted students who apply by April 1 and decide to enroll are required to submit a nonrefund-

able deposit no later than June 1. Students who apply after April 1 will be given a deposit deadline based on the date of decision. Students applying as transfer candidates to begin the nursing program in the fall semester are strongly encouraged to apply by January 1. Students interested in enrolling for the spring semester should apply no later than November 15.

2. Application for Financial Aid: Refer to pages 40–42 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 their high school directly for this information.

4. Tests: Standardized test results are required of each applicant. This requirement may be met by taking either the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Assessment. Students who have completed a full year of undergraduate work are generally exempt from this requirement. However, all applicants for nursing and physical therapy must submit standardized test scores. For information concerning these tests, visit the College Board website at www.collegeboard.com 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 or ACT. Scores for tests taken before college entrance may be submitted. In all cases, the applicant is responsible for having the test results forwarded to the Office of Undergraduate Admission. Applicants who have not taken any tests should contact the Office of Undergraduate Admission.

5. College Record: An official transcript from each college attended is required. If a student is enrolled in classes at the time of application, the applicant must file a supple-

mentary transcript with final grades.

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

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

Advanced Placement for Transfer Students

To receive advanced placement credit, a transfer student must have taken the College Board Advanced Placement (AP) Examination, a Higher-Level International Baccalaureate (IB) course test, or the A-Level test before matriculating at the college they attended as a first-year student, and they must apply for credit no later than the end of their first semester at Simmons. They must also submit the official Educational Testing Service's verification of their scores to the Office of the Registrar. For additional information about advanced placement credit, please see page 33.

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

Second Bachelor's Degree

Qualified students holding a baccalaureate

degree may be admitted to the College as candidates for another Bachelor's degree. They are allowed to apply, where appropriate, up to 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 up to \$15,000 for incoming undergraduate transfer students. These awards are determined by the Office of Admission and are awarded upon review of the admission application. Merit scholarships are renewable for a maximum of four years (eight consecutive semesters) of full-time undergraduate coursework. They may not be used for summer sessions, graduate coursework, or study-abroad programs and may not be combined with other waivers or merit scholarships.

The Simmons Alumnae Scholarship

Simmons Alumnae Scholarships are renewable scholarships provided for select relatives (typically children, grandchildren, or siblings) 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, however applicants should identify alumnae in their admission application.

The Achievement Scholarship

The Admission Committee grants the Achievement Scholarship to a select group of transfer students to acknowledge their academic achievement in both high school and college, as well as their contributions to these communities. Academic achievement, leadership, service, and co-curricular achievements distinguish candidates for this annual scholarship of \$5,000. The

Achievement Scholarship is renewable for a maximum of four years with satisfactory academic progress. A separate application is not required. The scholarship may not be used for summer sessions, graduate coursework, or study-abroad programs and may not be combined with other waivers or merit scholarships.

Honors Program

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

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. Merit and Financial Aid: Students who are not U.S. citizens or permanent residents are not eligible for need-based financial aid at Simmons College. However, international students are still considered for all merit scholarships under the same criteria as U.S. students. 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, they should arrange to take the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS) or a comparable test. A minimum score of 560 on the paper exam or an 83 on the Internet-based TOEFL is required. For the IELTS, the minimum required score is 6.5. If English is a student's primary language, they are required to take the Scholastic Assessment Test (SAT), or the American College Testing Assessment (ACT). Any questions or concerns may be directed to the Office of Undergraduate 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 wanting to start in the Fall is February 1. Applicants will be notified of an admission decision as soon as it is made. An F-1 student visa eligibility document (I-20) will be sent following the admission decision letter and receipt of the student's enrollment

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

Adult Undergraduate Students

Admission Options for Adult Undergraduate Students–Dorothea Lynde Dix Scholars

Simmons offers students 24 years of age and older a supportive environment in which to pursue an undergraduate education that combines a degree in the liberal arts or sciences with professional preparation. Students of any age seeking a second Bachelor's 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. Dix Scholars enter Simmons for many reasons: to complete an undergraduate degree, to fulfill prerequisites for graduate school, to expand their knowledge and competence as professionals, to gain enrichment, or to take courses as guest students from other colleges. The Office of Undergraduate Admission provides a highly individualized admission process designed to help students transition from work or family life into college. Students are able to complete or supplement their educations on a flexible basis, either full- or part-time.

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

Admission Options

Degree Candidacy: Students who wish to earn their undergraduate degree may apply for any of Simmons's degree programs

by filling out the Dix Scholars 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 Bachelor's 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 2-credit seminar, IDS 227, facilitated by the faculty CPL advisor, Terry Müller. Please contact the Office of Undergraduate Admission for more information. Dix Scholars must complete all College requirements (see pages 13–22), with the exception of the language requirement. Dix Scholars transferring credits can often apply those credits to complete graduation requirements. The Registrar provides an audit of the applicant's previous coursework that matches all academic experience to the Simmons curriculum.

Non-Degree (Special) Candidacy:

Students who wish to take classes but do not necessarily want to earn a degree may apply as non-degree candidates. Non-degree candidates are allowed to take classes but are not eligible for graduation status unless they become degree candidates after applying. Non-degree candidates are not eligible to receive financial aid.

Application Procedure for Dix Scholars

Please note that all admission materials and supporting documentation become the property of Simmons and may not be

returned to the applicant at any time.

1. Application Form: The Simmons Dix Scholar application should be submitted online to the Office of Undergraduate Admission by the appropriate deadline.

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

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

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

5. Standardized Test Scores: Students applying to the nursing and physical therapy programs for their first bachelor's degree must report scores from the SAT, ACT, or TEAS. Scores will be accepted from official high school transcripts. For scores being sent directly by the College Board/SAT Score Report, the Simmons College code is 3761. Simmons does not require SAT Subject Tests. If English is not the native language, TOEFL, IELTS, or a comparable test is required.

6. Résumé: Recommended for all applicants.

7. Statement of Purpose: Dix Scholars must prepare an essay that is a reflection upon their personal and professional ex-

periences, and how these experiences have influenced them to attend college as an adult student. Statements should be double-spaced and between two to four pages in length.

8. Nursing License: Registered nurses applying for the RN-BSN degree completion program are required to submit a copy of their registered nurse license.

Housing for Dix Scholars

On-campus housing is available in residence halls reserved for graduate students and Dix Scholars pursuing a baccalaureate degree 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 taken rather than flat tuition. This policy enables the adult student to have greater flexibility in completing their desired program. See page 43 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 adult students 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 currently valued at \$3,400 per year at Simmons.

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. Dix Scholars

entering Simmons as degree candidates have the opportunity to apply to the honors program. While this program is highly selective, students with excellent combined experience in work and academics are encouraged to apply. To be eligible for the honors program, Dix Scholars must begin full-time (at least 12 credits) study at Simmons during the fall semester and have fewer than 40 credits in coursework from another institution, or have sophomore standing at the start of their enrollment at Simmons. Exceptions are made on a case-by-case basis. For more information about how to apply, please write to honors@simmons.edu or contact the Office of Undergraduate Admission.

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 400 special endowed funds; however, the total grant amount will not change. Endowed scholarships/grants are part of the pool of Simmons need-based funds made possible by the generosity of alumnae and friends of the College who believe in providing opportunities for needy students at Simmons.

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

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

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

Loans: Federal and Institutional

Unlike scholarships and grants, loans must be repaid. Students are required to sign a promissory note for all loans. Repayment begins after graduation or when a student drops below a halftime 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. This loan program is being discontinued by the Federal Government and new borrowers are no longer being accepted after the 2015-2016 academic year.

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 Direct Loan: This federally subsidized loan is made available by the federal government. Students who demonstrate financial need are eligible for this loan. The maximum annual loan for first-year students is \$3,500; for sophomores, \$4,500; and for juniors and seniors, \$5,500. The cumulative maximum for undergraduate study is \$23,000. The rate of interest is set annually. The interest is paid by the federal government while the student is enrolled at least half time in a degree program. Re-

payment begins six months after a student ceases to be enrolled at least half-time. The standard repayment term is 10 years, and may be extended through various repayment options.

Unsubsidized Federal Direct Loan: This loan is available to students who do not qualify on the basis of need for subsidized loan funds. Eligibility is the difference between the cost of education and total financial aid (including any subsidized loan) up to the annual maximum. Total loan limits for both subsidized and unsubsidized programs, either singularly or combined, are \$5500 for first-year students; \$6500 for sophomores; and \$7500 for juniors and seniors. Independent undergraduates, and dependent students whose parent is unable to borrow through the Federal Plus Loan Program, may borrow an additional \$4,000 (first-year students/ sophomores) or \$5,000 (juniors/seniors) annually. The rate of interest is set annually. Accrual of interest begins immediately, but it may be capitalized and paid during the repayment period after a student ceases to be enrolled at least half-time.

Parental Loan Programs and Payment Plans

The College is committed to assisting families in pursuing additional financing options. The Federal PLUS Loan for parents is the recommended loan option for families to finance educational expenses over a 10 year, or longer, period. For more information about monthly payment plans, see page 39. Monthly payment plans are a means of budgeting education costs over the academic year without borrowing, thereby allowing families to pay for current academic-year expenses out of current monthly income and savings. In addition to these loan programs, there are several funds designed to help students during the semester when emergencies arise. These short-term loans are available to students no more than once each semester.

Part-Time Employment

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

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

Applying for Financial Aid

First-year Students

Prospective first-year students interested in applying for financial aid should do so at the time of their application for admission. The admission process is separate, and the application for financial aid will not influence the decision for admission. All first-year students are required to submit the Free Application for Federal Student Aid (FAFSA) which can be completed or downloaded at www.FAFSA.gov, the Simmons Student Information Form, and all other requested documents. Detailed application instructions and deadline dates are in the Simmons undergraduate application for admission. Award notifications are sent in mid March for the fall semester and on a rolling basis for the spring semester. Beginning with the 2017-2018 academic year, the FAFSA will become available in October of the prior

year for the upcoming academic year. Award notification mailing dates are expected to change to match this new timeline.

Continuing Undergraduates

Current undergraduate students should submit the FAFSA by February 15 to assume timely notification of awards. Students will be notified beginning in mid June. To maintain financial aid eligibility, a student must demonstrate financial need, submit all necessary application materials by the requested dates, be enrolled at least half-time, and maintain satisfactory academic progress.

Transfer Students

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

Financial Aid for Dix Scholars

Newly enrolling Dix Scholars receive a Dix Scholarship of \$3,400. Dix Scholars working toward their first undergraduate degree are eligible to apply for federal and state funds and Simmons grant funding. Students seeking a second degree are also eligible for aid on a limited basis. Any Dix Scholar is welcome to apply for financial aid by submitting the Simmons Student Information Form, the FAFSA, and all other requested documents. Students over the age of 24 are not required to submit their parents' financial information on the FAFSA. Necessary application materials and instructions are

available from the Office of Student Financial Services or the Office of Undergraduate Admissions. Students should submit their financial aid applications concurrently with their applications for admission. Notice of awards will begin in March for the fall and summer semesters and in December for the spring semester.

REGISTRATION AND FINANCIAL INFORMATION

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

Expenses: 2016-2017

Tuition for full-time undergraduates (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2016–2017 academic year is \$18,750 (\$20,575 for nursing students) per semester. Tuition for part-time undergraduates (registered for fewer than 12 credits) and Dorothea Lynde Dix Scholars is based on a \$1,170 (non-nursing) and \$1,290 (nursing) charge per credit hour of instruction. In addition, all full-time undergraduates (12 or more semester hours per semester) and all part-time resident students must pay a health center fee (\$415 per semester). The health center fee entitles a student to the services of the Simmons College Health Center but does not include any accident or health insurance. The cost for room and board for undergraduates is \$7,250 per semester (\$8,000 for Dix Scholars). All full-time undergraduates and full-time Dix Scholars pay a \$130 per semester student activity fee, which supports a number of student-run activities and events. A \$450 fee is charged each semester for students in study abroad programs.

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

Simmons College Student Health Insurance Plan

All students taking 9 or more credits are required by Massachusetts State law to enroll in the Student Health Insurance Plan or be covered by a health insurance plan with comparable coverage. To ensure compliance with Massachusetts State law, Simmons College students are automatically enrolled in and billed for the Student Health Plan, which is separate from the Health Center fee. Students are not allowed to waive coverage with a foreign insurance carrier or Health Safety New Plan.

Simmons College does not offer student Health Insurance to students enrolled in less than 9 credits OR the dependent(s) of any Simmons College student.

If you are covered under a comparable insurance plan you may be eligible to waive the Student Health Insurance Plan. Waivers must be completed online at the website of our insurance provider, www.universityhealthplans.com. The deadline to waive the Student Health Insurance Plan for the fall semester is September 17th and the deadline to waive for the spring semester is February 4th. Failure to waive by these dates will result in mandatory enrollment with no possibility of reversal or refund of the insurance costs.

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 fall semester, December 15 for the spring semester, and May 5 for the summer semester. The College cannot assure that

payments received after the due date will be processed in time to clear the student's official registration. Students who do not settle their accounts prior to the first day of classes may have to select courses on a space-available basis. Students whose payments are received after the due dates will be charged a \$200 late payment fee (\$100 is assessed at the due date; an additional \$100 is assessed on the first day of the term). A fee of \$20, in addition to the above late payment fees, will be charged for any dishonored check.

Simmons College provides the convenience of making quick and easy online payments toward your student account balance. MasterCard, Visa, American Express and Discover are accepted. Please note that a convenience fee of 2.75% of the total payment amount will also be charged to the credit card. Simmons College neither charges nor collects the convenience fee. You may also make a check payment online using the Electronic Check option. There is no fee

for an Electronic Check payment. Students can gain access to both the Electronic Check and Credit Card payment options using the Online Student Account Center through AARC.

Authorized users are individuals such as parents, an employer, a spouse, etc. who can make payments on behalf of a Simmons student. In order to become an authorized user, the student must first grant access. After access has been granted, the authorized user will automatically receive an email with instructions to login and make payments. Authorized users will only have access to the financial information the student has made available to them through the Student Account Center. They will NOT have access to other information in AARC such as grades or registration information. If you have already been granted access as an authorized user you may access your account here: https://secure.touchnet.com/C21377_tsa/www/login.jsp

Full-Year Budget (2016-2017)		
TUITION	RESIDENT	COMMUTER
Non-Nursing	\$37,500	\$37,500
Nursing	\$41,500	\$41,500
Residence	\$14,500	N/A
Resident (Dix Scholars)	\$15,376	N/A
Health Center Fee	\$830	\$830
Student Activity Fee	\$260	\$260
Non-Nursing Total	\$53,090	\$38,590
Nursing Total	\$56,740	\$42,240
Approximately \$1200 should be budgeted for books and supplies.		

Payment by paper check should be mailed to either of the two addresses stated below:

Payment with Billing Stub:

Simmons College
PO Box 414104
Boston, MA 02241-4101

Payment without Billing Stub:

Simmons College
Cashier Window, W-207
300 The Fenway
Boston, MA 02115-5898

or presented at the Cashier Window at the College.

The college participates in Higher One's TuitionPay Payment Plan. Families that wish to pay in interest free, monthly installments are encouraged to enroll in this plan. The monthly payment plan is a plan beginning in May or June for the fall semester and in November for the spring semester. Enrollment information is available at tuitionpayment-plan.com/simmons or by calling 1-800-635-0120.

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

If the College refers a delinquent account to a collection agent or attorney, these costs, plus all expenses associated with the collection effort, will be due and payable. Many parents and students prefer to pay tuition and other fees in monthly installments and have found satisfaction with programs offered by a number of banks and other reputable financial institutions offering services

along these lines. Newly accepted students and their families will often receive direct mail advertisements from these firms. Arrangements should be made well in advance of the start of the academic year. The College is not able to control such offerings and suggests that any tuition proposal be studied carefully before its terms are accepted.

Tuition and Residence Deposits

A tuition deposit of \$250 is required of all candidates upon acceptance. The deposit is credited on the first bill, but it is forfeited if the student does not register for courses during the year for which she is accepted. A residence deposit of \$250 is required before a room can be reserved on the College campus. It will remain on deposit while the student is in residence. New students receive the bill for this deposit with their admission acceptance notice.

Refund Policies

Undergraduate 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.) Refund policy applies to any course dropped after the start of the term.

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 re-

Tuition General Refund Policy		
COURSES DROPPED ON OR BEFORE		TUITION CHARGES CANCELLED
FALL SEMESTER 2016	September 16	100 percent
	September 23	80 percent
	September 30	60 percent
	October 7	40 percent
	October 14	20 percent
	on or after October 15	0 percent
SPRING SEMESTER 2017	January 26	100 percent
	February 2	80 percent
	February 9	60 percent
	February 16	40 percent
	February 23	20 percent
	on or after February 24	0 percent

sponsible for adhering to rules established by the federal government that determine the amounts of federal financial aid (Stafford, Pell, Perkins, SEOG, TEACH) a student is allowed to keep toward college charges. The federal rules assume that a student earns her aid based on the period of time she remained enrolled. State funds are also subject to change due to withdrawal. If a student is considering withdrawal, she should meet with a financial aid counselor to discuss the financial implications. All non-financial aid students who withdraw from some or all classes are subject to the Simmons general refund policy, which provides partial refunds of tuition only for the first four weeks of classes. When a student withdraws, any adjusted Simmons charges that have not yet been paid are still owed to the College. The College will attempt to collect any unpaid charges, as well as late fees and interest charges. If the account is referred for collec-

tion, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the College, including the release of academic transcripts. Questions regarding refunds should be directed to the Office of Student Financial Services.

Dropping a Course

Registration reserves a student's place in a class. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the registrar (using the add/drop form, available on the registrar's website and/or 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.

Registration and Billing

Registration: New Students

New and returning students should finalize their registrations by September 8 date with the Registrar) for the fall semester and by January 17 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

Initial tuition bills are mailed in mid-June for the fall semester and mid-November for the spring semester. They are sent to the student's permanent address as maintained by student on their AARC account. Tui-

tion bills are also uploaded monthly to the Online Student Account Center which can be accessed via AARC. Any student who does not receive a bill by these dates should request one from 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.

Registration: Returning Students

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

Billing: Returning Students

Tuition bills are mailed Mid June for the fall semester and mid-November for the spring semester. They are sent to the student's permanent address as maintained by the student on AARC. Any student who does not receive a bill by these dates should request one from Student Financial Services.

DEPARTMENTS & PROGRAMS

DEPARTMENT OF AFRICANA STUDIES

Janie Ward, *Chair and Professor*

Theresa Perry, *Professor*

Dawna Thomas, *Associate Professor*

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

1. The study of African and European American relationships beginning in the 16th century.
2. The study of African/African American community building, i.e., African Americans' founding and organization of economic, educational, religious, and cultural institutions and related achievements of self-determination.
3. Africanity and diaspora studies in the Americas, Africa, and Europe.
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), interdisciplinary studies (e.g., women's and gender studies, management, education) or in professional programs (nursing, teacher preparation, social work). An AST major or minor is appropriate for students with strong interests in studies of Americans of color; in the intersectional 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 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	Black Cultures in U.S. Society
AST 240	African American Intellectual and Political History

- Eight semester hours contributing to an interdisciplinary knowledge of Africana studies, no more than four hours of which may be taken in any one department. Courses that count toward the satisfaction of this requirement include:

AST/ WGST 210	Sisters of the African Diaspora
AST/ SOCI 249	Inequality: Race, Class, and Gender in Comparative Settings
AST 275	Soul, Funk, and Civil Rights
AST 300	Seminar in Selected Topics in Africana Studies
AST 307	Black History at the Movies: Truth Telling or Story Telling
AST 313	The Black Struggle for Schooling in the United States
AST/SOCI/ WGST 365	Intimate Family Violence: A Multicultural Perspective
AST 388	Black Popular Culture and the Education of Black Youth
ENGL 163	African Influences in American Literature and Culture

ENGL 176 African American Fiction
 ENGL 275 American Modernism and the
 Harlem Renaissance
 POLS 215 The Politics of Exclusion
 POLS 242 African Politics

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

Other electives are:

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

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

Any AST course numbered 350 and above will satisfy half of the College’s Independent Learning requirement. Two such courses will satisfy the entire Independent Learning requirement. Students may also satisfy the College’s Independent Learning requirement by taking appropriate courses or completing approved projects in an area other than Africana Studies.

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.

Departmental Honors

Departmental honors is offered to eligible students according to the College requirements on page 26. 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.

COURSES

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

4 sem. hrs.

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

AST 102 Black Cultures in U.S. Society (F-1)

4 sem. hrs.

Black communities today are more diverse than ever as they include African Africans, African-descended people from the West Indies and elsewhere, and people from various African nations. This course will review key historical events, social movements, legal decisions, and migratory patterns from post-civil war to the present that serve to shape the national, regional, and historical contexts in which black people reside and the cultures produce. Topics include identity development, educational achievement, intellectual traditions, institutional development, cultural productions, black migrations, and current issues as they arise. *Ward*

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

4 sem. hrs.

An interdisciplinary lens is used to examine Black women’s experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. The study of Black women across the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) illustrates how lived experiences transcend national and societal boundaries, challenging common assumptions of black womanhood.

Thomas

AST/SOCI/WGST 232 Race, Gender and Health (M5) (F-1)

4 sem. hrs.

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

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

4 sem. hrs. Not offered in 2014-2016.]

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]

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered in 2014-2016.]

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

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

4 sem. hrs. Not offered in 2014-2016.]

Studies the history, culture, and language diversity of Belize with focus on the Garifuna

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

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

4 sem. hrs.

Elements of black creative expression provide the backdrop and the timeline for our interrogation of the social movements, racial politics, and ultimate remaking of U.S. culture in the 1960s and 70s. Major topics to be covered include the Black Liberation Movements (i.e. the civil Rights and the Black Power Movements), the emergence of racial consciousness and its impact on film and TV, the Black Arts Movement, and the emerging voices of black feminist thought. The unforgettable music produced and consumed by African Americans (and others) in that time period (R&B, soul, funk, and disco) expands our understanding of U.S. history, philosophy, literature, politics, and the arts today. *Ward*

AST 300 Seminar in Selected Topics in Africana Studies (F-1)

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

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

AST 307 Black History at the Movies: Truth Telling or Story Telling (F-2)

4 sem. hrs.

Examines the ways commercial films construct the memory and history of critical events in African American cultural life and history. The course interrogates representations of enslavement, the Black Freedom Struggle, Jim Crow and integration in commercial films, specifically *12 Years a Slave*, *The Rosa Parks Story*, *Once upon a Time When We Were Colored*, *42-The Jackie Robinson Story*, *A Raisin in the Sun*, and *Malcolm X*. Analyzes the work of racial narratives (perspectives and ideology) in post-civil rights America. *Perry*

[AST/SOCI 311 Critical Race Legal Theory]
4 sem. hrs. Prereq.: AST 101, PHIL 226, AST/SOCI 249, or consent of the instructor. Not offered in 2014-2016.]

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

[AST 313 the Black Struggle for Schooling in the United States]

4 sem. hrs. Not offered in 2014-2016.]

Examines African Americans' struggle for the right to an education in the United States, focusing on the content (historical and socio-political) 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)

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)

4 sem. hrs.

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

AST 349 Directed Study (F, S)

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

AST 350 Independent Study (F, S)

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

AST 355 Senior Thesis (F, S)

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

AST/SOCI/WGST 365 Intimate Family Violence: A Multicultural Perspective (S-1)

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

AST 370 Internship (F, S)

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

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 10 to 15 hours per week (for 4 credits) in workplace sites connected to their major. *Staff*

AST 388 Black Popular Culture and the Education of Black Youth (F-1)

4 sem. hrs.

Examines Black popular culture formations ("Black Twitter", hip-hop, spoken word, web series, reality TV, movies) that are produced by Black people in the United States. Course focuses on the contradictions, problematics and possibilities in these cultural formations, asking whether and under what conditions can they be resistant, subversive and critically inform the education of Black youth. Draws on scholarship in education, sociology, African American studies, media studies and sociolinguistics. *Perry*

DEPARTMENT OF ART AND MUSIC

Margaret Hanni, *Chair and Associate Professor*

Gregory Slowik, *Professor*

Colleen Kiely, *Associate Professor*

Heather Hole, *Assistant Professor*

Edie Bresler, *Associate Professor of Practice*

Bridget Lynch, *Director, Trustman Art Gallery,*
Associate Professor of Practice

Kimberlee Cloutier-Blizzard, *Lecturer*

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

Marcia Lomedico, *Administrative Assistant*

ADDITIONAL TEACHING FACULTY

Sara Egan

Randi Hopkins

Jaclyn Kain

Helen Popinchalk

Guhapriya Ranganathan

Wendy Seller

- 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.
- Students may not take required courses or required electives for their major pass/fail. In order to pass, students must earn at least a C- in pass/fail courses in the Department of Art and Music.

Department Learning Goals**I. Develop visual or aural literacy.**

Students will:

- Identify and utilize significant practices and processes of art or music.
- Understand artistic and musical terminology, critical methods and historical contexts to analyze, criticize and interpret visual and musical texts.
- Apply their knowledge in effective oral and written presentations.

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

Students will:

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

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

Students will:

- Articulate, orally and in writing, the cul-

tural and institutional purposes—historical and contemporary—for the creation of art and music.

- Engage in sophisticated oral or written communication and critical discussions in which students argue and defend ideas and offer new perspectives.
- Recognize and analyze the significance of cultural diversity in the creation of art and/or music.

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

Students will:

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

Art and Music Departmental Honors

- Students must have a 3.5 GPA to apply.
- A thesis-quality research paper or an independent study project in art or music would be eligible.
- Students submit a written proposal to the faculty supervisor with whom she would like to work and then to the department for approval.
- Project must be proposed and approved by April 15 for completion in the following fall semester or by October 30th for spring semester completion.
- The student must receive an A grade from professor for the project in order to be awarded Department Honors.

■ A R T

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

Major in Art

The major in art includes courses in art history and studio art practice. Students choose either area to emphasize, depending upon interest and career plans. Either emphasis can serve as a foundation for further study at the graduate level in art history or practice. The study of art leads to careers in a wide variety of fields, such as teaching, publishing, arts administration, museum or gallery work, commercial art and design, architecture, city planning, painting, photography, or printmaking, etc. In all of these areas, the major in art would profitably be combined with a major in another area, such as English, history, philosophy, management, communications, or mathematics. Each student is encouraged to augment the required courses with in-depth study in the liberal arts and additional courses in the major; each student works with her advisor to develop a coherent course program that will meet her educational goals.

Requirements: Students are required to take 28 semester hours in art, exclusive of the inde-

pendent learning requirements. Students will choose an emphasis in art history or art studio.

Art History Track

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

The required courses are:

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

Studio Art Track

- Students must take five courses in studio art and two courses in art history.
- Students must take at least one of the following studio art courses: ART 111, ART 112, ART 138, and/or ART 139.
- Students must take one 200 or 300 level course.
- The remaining three studio courses are electives.
- One of the two art history courses must be ART 154 OR ART 244; the other course is an elective. ART 100 is not accepted for the major.
- The independent learning requirement may be taken in art or another field.

Minors in Art

The Department of Art and Music offers four minors in art as listed below. For transfer students, 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: Students must take four art history courses and one of the following studio art courses: ART 111, ART 112, ART 138, or ART 139.
- Studio Art: Students must take four studio

art courses, one of which must be ART 111, ART 112, ART 138, and/or ART 139 plus one art history course.

- ART 100 is accepted for the art minor.

Minor in Arts Administration

See page 62.

Minor in Photography

A minor in photography requires five courses from the following:

- ART/COMM 138 and/or 139.
- Two or three 200 level photography courses.
- Either ART 249 or ART 154.

Minor in Music

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

COURSES | ART STUDIO

ART 111 Draw What You See (M1) (F, S)

4 sem. hrs.

Drawing requires developing awareness of how and what you see - perceptually, personally and culturally. In this introductory course, students develop formal/technical skills, learn to use various wet and dry media and drawing processes, and stretch the imagination while exploring the complexity of vision. Requires no previous studio experience. *Kiely, Lynch, Seller*

ART 112 Color Studio (M1) (F, S)

4 sem. hrs.

This introductory studio course immerses you in the evocative and complex world of color and its applications in art, design and culture. Students learn color theory and develop technical, perceptual and conceptual skills through hands-on weekly assignments, both formal and experimental. Working in paint and mixed media, you will explore the interdependent relationship between color and issues of visual communication. Requires

no previous experience, although ART 111 is strongly encouraged. *Kiely, Lynch, Ranganaathan, Seller*

ART 117 Printmaking (M1) (F)

4 sem. hrs.

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

ART 119 Sculpture (M1) (F)

4 sem. hrs.

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

ART 121 Artist's Books (M1) (S)

4 sem. hrs.

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

ART/COMM 138 The Poetry of Photography (M1) (F, S)

4 sem. hrs.

Like a poem, the art photograph often uses metaphor, allusion, rhythm, and profound attention to detail. In this course students learn to create artful photographs while acquiring the skills and craft of using a 35mm camera, developing black and white film and making gelatin silver prints in the darkroom. 35mm cameras are available for students enrolled in the course. *Bresler, Kain*

ART/COMM 139 Color Photography CSI (M1) (F, S)

4 sem. hrs.

Observing what's in front of you is a discipline akin to a detective solving a mystery. In this course students learn to successfully operate a digital camera (DSLR) and apply Camera Raw and Photoshop to produce dynamic color prints. Our goal is exercising visual and critical thinking muscles while enlivening personal vision. DSLR cameras available for students enrolled in the course. *Bresler*

ART 183 Life Drawing (M1) (F)

4 sem. hrs.

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

ART 211 Drawing II: Contemporary Visions (S)

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

Find your voice in drawing! This course builds on skills developed in ART 111 or ART 183 and emphasizes drawing as a cross-media tool and a conceptual process. Students are introduced to the use of color and mixed media and experiment with approaches including the perceptual, conceptual, non-objective, narrative and the process-driven, culminating in an independent series of related works. *Kiely, Lynch*

ART 213 Painting: Observation to Expression (M1) (F)

4 sem. hrs. Students are strongly encouraged to have taken ART 111 or ART 112.

Develop basic painting skills while exploring the expressive potential of paint. This course instructs the beginning painter in the materials and techniques of painting. Students learn various indirect and direct approaches

to painting—underpainting, glazing, impasto, wet-in-wet—developing formal, perceptual and critical skills. Emphasizes color as it relates to both individual expressive concerns and pictorial structure, and introduces students to examples of historical and contemporary painting. *Kiely, Lynch*

ART 215 Screen Printing (M1) (F)

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

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

ART 216 Screen Printing and Propaganda (S)

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 Silk Screen Printing (F)

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 221 About Face: Portraits Now (S)

4 sem. hrs. Prereq.: ONE of the following courses: ART 111, ART 112, ART 183, ART 211, ART 213, ART 222 or consent of the instructor.

Contemporary portraiture includes a multitude of possibilities that go beyond the depiction of an individual to create a portrait of our lives, cultures and times. In this course, you

will create portraits with processes including drawing, painting, collage and mixed media and explore traditional, expressive and conceptual approaches to creating portraits. *Kiely*

ART 222 Collage & Mixed Media (F)

4 sem. hrs. Prereq.: ONE of the following courses: ART 111, ART 112, ART 183, ART 211, ART 213 OR consent of the instructor. Recycle and transform your raw materials into art! This course explores a variety of forms of representation from the 1950s to the present, focusing on collage and mixed media. Students work with traditional (ex: paint, drawing media) and non-traditional materials (ex: recycled and found materials) emphasizing experimentation, culminating in an independent body of work. Processes include photomontage, collage, assemblage, transfer techniques and appropriation. *Kiely*

ART/COMM 230 Special Topics in Photography (F,S)

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

Focusing on a timely theme or methodology in contemporary photography, our aim is deepening students' connection with changes in the medium. Visiting artists as well as field trips to galleries and museums strengthen class investigations. Students produce a final portfolio of color or black and white prints. Themes and topics for particular semesters will be posted before registration begins. 35 mm cameras and DSLRs are available for students enrolled in the course. *Bresler*

ART 231 Special Topics in Studio Art (F,S)

4 sem. hrs. Prereq.: One 100 level course or consent of the instructor.

Offers students an opportunity for immersion and concentrated study in topical themes in studio art, resulting in an independent project. Themes and topics for particular semesters will be posted before registration begins. *Kiely, Lynch, Popinchalk*

ART/COMM 232 Advanced Digital Sandbox (S)

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

A playful workshop where students master cutting edge digital techniques and the craft of archival inkjet printing. We investigate a variety of artists' practices at the forefront of the evolving digital praxis, along with field trips to artist studios, galleries and museums. Students work on long-term projects of their choosing, in color or black and white, with film or digitally. DSLRs and 35 mm cameras are available for students enrolled in the course. *Bresler*

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

4 sem. hrs. Prereq.: ART/COMM 138. Students expand their knowledge of traditional darkroom printing by engaging in advanced exposure and printing techniques, including working with gelatin silver fiber paper and the alternative process known as cyanotype. 35 mm cameras are available for students enrolled in the course. *Bresler, Kain*

ART/COMM 239 Art of the Real: Documentary Photography (F)

4 sem. hrs. Prereq.: ART/COMM 138 or 139. How do you connect with honest, clear and provocative story telling? In this class, students engage with the documentary tradition by investigating cultural, political, ideological or personal topics of their own choosing. Along the way they are encouraged to refine their technical and aesthetic skills. Students work in digital, film, color or black and white. 35 mm and DSLR cameras are available for students enrolled in the course. *Bresler*

ART/COMM 261 The Art of the Open Road (F, S)

4 sem. hrs. Prereq.: ART/COMM 138 or 139. For photographers, "road trip" means freedom and personal discovery. No matter what road you travel, close observation between the here and there is an opportunity to connect with your surroundings and yourself. In this class students will follow and photograph traces of a

chosen path while learning about historical as well as contemporary photographers who have contributed to the art of the open road. 35mm and DSLR cameras are available for students enrolled in the course. *Bresler*

ART/COMM 256 Approaches in Contemporary Photography (F,S)

4 sem. hrs. Prereq.: ART/COMM 138 or 139. From portraits to staged narratives, appropriation to the conceptual landscape, students explore a diverse range of methods and styles. Combining discussions, with visiting artists, field trips to gallery and/or museum exhibitions, students produce a final portfolio of deeply intentional and considered photographs. 35 mm and DSLR cameras are available for students enrolled in the course. *Bresler*

ART/COMM 275 Photography in Collaboration (S)

4 sem. hrs. Prereq.: ART/COMM 138 or 139. Students working collaboratively experience many benefits and inspirations from joining forces with someone else. They also learn valuable strategies for working through creative frictions that may develop. Remaining open while acquiring new ways of working is at the heart of innovation and creativity. The goal of this class is offering students an opportunity to experience how collaboration can broaden their creative approach and outcome. The group will apply to present their collaborations at the spring Undergraduate Symposium. To this end we will write abstracts and edit larger portfolios for presentation to the public. 35 mm and DSLR cameras are available for students enrolled in the course. *Bresler*

ART 331 Special Topics in Studio Art (F,S)

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

Offers students an opportunity for immersion and concentrated study in topical themes in studio art. Classes incorporate readings, trips to museums/galleries and visiting artist talks to develop critical awareness of the field. Students create a portfolio of related works as a

final project. Topics or themes for a particular semester will be posted in advance of registration. *Kiely, Lynch*

COURSES | ART HISTORY

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

4 sem. hrs.

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

ART 141 Introduction to Art History: Egypt to The Renaissance (M1) (F)

4 sem. hrs.

Why do cultures and people make art? What does it convey about their beliefs or values and how does it do that visually? What art has survived from ancient times and why? What is the role of female and male artists and patrons in different cultures? Students become fluent in the language of visual art, explore different kinds of cultural expression and study painting, sculpture, and architecture from the Egyptian pyramids to Michelangelo's Sistine Ceiling. Includes frequent visits to the Museum of Fine Arts and the Gardner Museum. *Hanni, Cloutier-Blizzard*

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

4 sem. hrs.

What do we expect of art? What stories does it tell and why? How does it communicate to the viewer through purely visual means? How do we read a work of art? Students learn the language of western art from 1600 to the 20th century and how it changes, by studying how it looks, and the ideas and values it conveys over three centuries in Europe and the United States. Students become familiar with differ-

ent periods in art, the careers of significant artists and the historical role of women in the production and commissioning of art. Uses the collections of the Museum of Fine Arts and the Gardner Museum for class visits and discussions as well as for individual study of the original works of art on view. *Hanni, Cloutier-Blizzard*

ART 154 Contemporary Art (M1) (F)

4 sem. hrs.

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

ART 210 Architecture of Boston (F)

4 sem. hrs.

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

ART/EDUC 205 Thinking Through Art (F)

4 sem. hrs.

Examines how viewers and students acquire critical thinking skills through their observations and group discussions of art and studies student-centered learning and the inquiry method of teaching. Students will gain experience in facilitating discussion about works of art based on the Visual Thinking Strategies method developed by a Harvard psychologist and a museum educator. Students will study the theoretical underpinnings to VTS and will acquire practical experience in using the method. Group work, classroom observation, guest

speakers and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary. *Egan*

ART 241 Special Topics in Art History (F,S)
4 sem. hrs.

Provides in-depth study of a geographical area, historic period or particular theme. Uses seminar format to equip students with increased facility in visual analysis, art history research methods, individual research, bibliographic study, and critical evaluation. Topics for particular semesters will be posted in advance of registration. *Hanni, Hole*

ART 243 Moving to Modernity: Impressionism and Beyond (F)
4 sem. hrs.

Students explore the social and political contexts that underpin tremendous changes in art throughout the 19th century in Europe. The class will ask why artists turned to different subject matter and new ways of expressing themselves, how these transformations influenced what the public came to expect of art and how artists assumed a different role in modern society than they had previously held. The course looks in depth at the development of 19th-century Romanticism, French Impressionism and Expressionism and includes artists such as Turner, Monet, Cassatt, Van Gogh and Gauguin. Includes class visits and individual study from works of art at the Museum of Fine Arts. *Hanni, Hole*

ART 244 20th-Century Art (S)

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

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, Hole*

ART 245 American Art (M1) (F)

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. *Hole*

ART 246 Art in the Age of Rembrandt (M1) (F)

4 sem. hrs.

Why is Rembrandt so important in western art? What characterizes his work and how is it influenced by the art and culture of Europe at the time? This course broadly explores Dutch painting during the 17th century, with emphasis on the special development of realism, secular subjects, a new kind of art market and enhanced opportunities for women artists. Rembrandt is considered in the context of his time, compared with his contemporaries, and discussed as both an innovator and a traditionalist. Students will work closely with the collections at the Museum of Fine Arts and the Gardner Museum. *Hanni, Cloutier-Blizzard*

ART 247 Art, Women and the Italian Renaissance (S)

4 sem. hrs.

Was the Italian Renaissance a period of opportunity, new perspectives and changing values for women? In what ways did women participate in the creation and commissioning of art? What roles did they play as the subjects of art? What historical ideas influenced the places women inhabited in Renaissance society? Students will explore historical, social, and religious developments during the Renaissance as they influenced women's roles in society,

including as writers, humanists, artists and patrons of art. Students will become familiar with significant artists of the period, male and female, as they build their knowledge of the key ideas, values and practices of the period 1400-1600 in Italy. Class visits and individual study of the works from this period at the Museum of Fine Arts and the Gardner Museum.

Hanni

ART 248 Women and Art (S)

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

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

ART 249 History of Photography (M1) (S)

4 sem. hrs.

Students will explore the diverse reasons for and shapes of photography's development and popularity from the mid 19th to the 21st century, as they explore how photographic technology has changed in response to conceptual demands from photographers and viewers and how expectations of photography have transformed over time. The course considers the dialogue between painting and photography now and in the past, as well as the genres of portraiture, landscape, documentary, and photojournalism. *Hanni, Staff*

ART 250 Survey of Islamic Arts (S)

4 sem. hrs.

This introductory class provides an overview of Islamic art (sculpture, architecture, painting and decorative arts) from its formation in the 7th century to the present. The first part of the course focuses on religious context and the development of the Islamic artistic tradition, following its geographic spread and regional-

ization through the 14th century. The second part continues by surveying the grand imperial traditions of the Ottomans, Safavids and Mughals, ending with considerations of "Orientalism," colonialization and a look at some contemporary artists. The course includes visits to the Museum of Fine Arts and Gardner Museum. *Cloutier-Blizzard*

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

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) (F)

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. *Cloutier-Blizzard*

[ART 255 African American Art (M1) (F)

4 sem. hrs. Not offered in 2016-2017.]

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. *Hole*

ART 343 Special Topics in Art History (F,S)

4 sem. hrs.

Provides in-depth examination of a geographical area, time period, or theme. Uses a seminar format to equip students with greater facility in visual analysis, art historical methodologies,

bibliographic study, individual research, and critical evaluation. Topics for particular semesters will be posted in advance of registration. Hanni, Hole

ART 347 Art of the Gardner Museum (S)

4 sem. hrs. Prereq.: Requires consent of instructor. Students are strongly advised to have completed at least one art history course prior to enrolling in 347.

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 spectacular collections at the Museum. Gardner's unique vision for displaying art in her palace, as well as the roles of various departments, and the challenges of being an idiosyncratic museum in 21st century America. *Hanni*

ART 349 Directed Study (F, S)

4 sem. hrs.

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

ART 350 Independent Study (F, S)

4 sem. hrs. *Staff*

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

4 or 8 sem. hrs.

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

Interdisciplinary Major in Arts Administration

The Department of Art and Music offers this interdepartmental major in conjunction with the Department of Communications and the Program in Management. The major provides an opportunity for students to prepare for careers in the arts, including management, finance, public relations, promotion and marketing, social media, 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 management, communications, or digital 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 Department of Art and Music and 20 in one of the three professional tracks listed below.

Art

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

ART 111	Draw What You See
ART 112	Color Studio
ART/	
COMM 138	The Poetry of Photography
ART/	
COMM 139	Color Photography CSI

In addition:

ART 141	Introduction to Art History: Egypt to The Renaissance
ART 142	Introduction to Art History: Baroque to the 20th Century
AADM 143	Boston Arts in Action
AADM 390	Arts in the Community (Internship and Seminar)

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 Boston Arts in Action
- AADM 390 Arts in the Community
(Internship and Seminar)
- Three electives in music history, theory, or
performance

Management Track**Core:**

- MGMT 100 Foundations of Business and
Management
- MGMT 238 Financial Aspects of Business
- MGMT 250 Principles of Marketing

Electives (choose 2):

- MGMT 221 Project Management
- MGMT 223 Learning by Giving
- MGMT 224 Socially Minded Leadership
- MGMT 234 Organizational Communica-
tions and Behavior

**Communications Track in Public Relations
and Marketing****Core:**

- COMM 186 Introduction to PR and
MarComm
- MGMT 250 Principles of Marketing
- COMM 281 Writing for PR and MarComm

Electives (choose 2):

- COMM 265 Editing Copy and Proof
- COMM 286/
- MGMT 232A Introduction to Advertising
- COMM 323 Digital Cultures: Communica-
tion and Social Media
- MGMT 230 Why We Buy (Consumer
Behavior)
- MGMT 231 Creating Brand Value
- MGMT 234 Organizational Communica-
tions and Consumer Behavior
- MGMT 238 Financial Aspects of Business
- MGMT 335 Marketing Research

Digital Communications**Core:**

- CS 112 Introduction to Computer
Science
- COMM 210 Introduction to Graphic Design
- COMM 244 Web Design

Electives (choose 2):

- ART/
- COMM 139 Color Photography CSI [cannot
be double-counted as a studio
class for the major]

ART/

- COMM 232 Advanced Digital Sandbox
- COMM 333 Web 2
- COMM 323 Digital Cultures: Communica-
tions and Social Media
- CS 113 GUI and Event-Driven
Programming
- CS 333 Database Design and
Implementation
- IT 320/
- CS 321 Web Services and Web-Centric
Computing
- LIS 432 Concepts in Cultural Heritage
Informatics (consent of the
instructor)
- LIS 446 Art Documentation (consent of
the instructor)
- LIS 435 Music Librarianship (consent of
the instructor)

Minor in Arts Administration

An arts administration minor may empha-
size 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

C O U R S E S**AADM 143 Boston Arts in Action (M1) (F)**

4 sem. hrs.

Go behind the scenes of Boston's art world,
and learn about the structure and function
of cultural organizations around the globe.
This class emphasizes firsthand experience of

Boston's visual and performing arts institutions through site visits, concerts, exhibitions, guest lectures, readings and discussions. It also examines theory and best practices in nonprofits, including audience outreach, education, curation, fundraising and performance management. This class serves as an introduction to the Arts Administration major. *Hole*

AADM 253 Special Topics in Arts Administration (F,S)

4 sem. hrs.

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

AADM 236 New York City Arts Administration Institute (S)

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

The Institute is an intensive, four-week travel course that introduces students to the New York art world during the month of June. The class visits and meets with leading professionals at museums, theaters, auction houses, dance companies, galleries, archives, artists' studios, conservation labs and more. Students also attend a variety of music, dance and theater performances. These experiences are accompanied by an Arts Administration seminar that examines the history, structure, tensions, biases and challenges of the New York art world. *Hole*

AADM 390 Internship and Seminar: Arts in the Community (S)

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

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

■ 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 advanced 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 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
- Two electives chosen from music history or theory courses, depending upon interest

Music History Track

- Four music history 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 58. A minor in arts administration is also offered. See page 59.

Minor in Music

A music minor consists of five courses in music history, theory and/or performance. Normally, at least two courses must be at the 200 level or above. 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 Conser-

vatory of Music may be elected for credit by qualified students. Under the provisions of an inter-institutional agreement between the New England Conservatory of Music and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the conservatory, subject to certain specified conditions, the details of which should be obtained from the Department of Art and Music. 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. Please see additional information found under MUS 349 Directed Study on page 63.

The Simmons College Concert Choir

Danica Buckley, Music Director

The Simmons College Concert Choir is a 30- to 40-voice chorus open to all 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 one major concert at the end of each semester. The repertoire includes classical music written for voice 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 a required introductory course, 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. Please visit www.colleges-fenway.org/performingarts for details. Contact Professor Gregory Slowik, the Simmons College performing arts advisor, for more information.

COURSES

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

4 sem. hrs.

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

MUS 111 How Music Works (S)

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)

4 sem. hrs.

Music conveys many emotions, from the most intimate expression to breathtaking grandeur. It may transport the listener to a distant time or a foreign land. Music has been used as a political tool, an adornment to religious experiences and for pure enjoyment. This survey of music concentrates on listening to and appreciating a wide variety of musical styles. Important goals of this course include developing an understanding of a diverse body of music, various compositional styles and the role music played within society, from the Middle

Ages to the Renaissance, to Bach, Mozart, and early Beethoven. *Slowik*

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

4 sem. hrs.

Music conveys many emotions, from the most intimate expression to breathtaking grandeur. It may transport the listener to a distant time or a foreign land. Music has been used as a political tool, an adornment to religious experiences and for pure enjoyment. This survey of music concentrates on listening to and appreciating a wide variety of musical styles. Important goals of this course include developing an understanding of a diverse body of music, various compositional styles and the role music played within society, from the influence of non-Western cultures on international music, such as African and Asiatic, works of women composers, jazz, and musical theater. *Slowik*

MUS 125 The Symphony (M1) (F)

4 sem. hrs.

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 other musical organizations in Boston. *Slowik*

[MUS 130 (TC) Music in Austria: the Imperial Legacy (M1)

4 sem. hrs. Not offered in 2016-2017.]

Examines the lives of Haydn, Mozart, and Beethoven. Normally 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) (S)

4 sem. hrs.

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

MUS 165 Music in Film (M1) (S)

4 sem. hrs.

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

MUS 222 Music in America (M1) (F)

4 sem. hrs.

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

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

4 sem. hrs.

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

MUS 234 The Romantic Century (M1) (S)

4 sem. hrs.

In the midst of the chaos of the Napoleonic Wars and other upheavals during the 19th century, music in Europe changed dramatically. Balance and symmetry in music favored by the Classical composers were replaced by works containing a wealth and depth of extreme emotion and romance. Students study the revolutionary power in Beethoven's works, the rise of the Bohemian artist and the passion and drama of Italian Grand Opera. Asiatic cultures such as Japan and Bali, the rise of nationalism as peoples struggle against the domination of empires, and a quirky fascination with the macabre are important influences on composers and their music. In addition, we study significant compositions by Clara Schumann, Fanny Mendelssohn-Hensel and American composer Amy Beach. *Slowik*

MUS 239 Music That Changed the World (M1) (S)

4 sem. hrs.

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

MUS 349 Directed Study (F,S)

4 sem. hrs.

Private lessons with faculty of the New England Conservatory. Requires musical and technical ability at an advanced intermediate level or above on an instrument or voice to be studied. Department approval is required. *Slowik*

MUS 350 Independent Study (F,S)

4 sem. hrs.

Individualized projects at an advanced level. *Slowik*

MUS/ART 370 Internship (F,S)

4 sem. hrs.

Refer to ART 370. *Staff*

DEPARTMENT OF BIOLOGY

D. Bruce Gray, *Chair and Associate Professor*

Mary Owen, *Professor*

Jane Lopilato, *Associate Professor*

Elizabeth Scott, *Associate Professor*

Maria Abate, *Assistant Professor*

Randi Lite, *Associate Professor of Practice*

Anna Aguilera, *Assistant Professor*

Charlotte Russell, *Senior Lecturer*

Cassandra Saitow, *Lecturer*

Jyl Richards, *Laboratory Manager*

Tracy Machcinski, *Laboratory Supervisor*

Victoria Galloway, *Administrative Assistant*

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

- Biology
- Biochemistry
- Environmental Science
- Exercise Science
- Neuroscience and Behavior

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

For further information about the Biology Department refer to the Simmons College website.

Senior Thesis in Biology

Departmental Honors

The Department of Biology offers the opportunity for students in any of our six majors and education track to receive Departmental Honors upon graduation. Students who have earned an outstanding GPA in Simmons biology courses (minimum of six required) and who receive an A in BIO 355 (Senior Thesis in Biology) will receive Departmental Honors in Biology. This designation in Biology is given to those seniors whom the department considers to have completed outstanding work in the department.

Departmental Recognition

This designation in Biology is given to those seniors whom the department considers to have completed outstanding work in the department. Such recognition is included on the student's transcript. This recognition is usually calculated as the top 10% of GPAs of majors in the Department of Biology and is included on the student's transcript.

Student Learning Outcomes in the Department of Biology

Students will gain:

- a) Knowledge of broad sweeping core concepts in biological science.
- b) Knowledge of studies linking evolutionary concepts with experimental studies from the molecular, cellular and physiological and behavioral level of living organisms.

- c) Skill in analysis, measurement and interpretation of experimental data published in primary research articles in both cellular and molecular studies as well as organismal studies.
- d) Knowledge of statistical analysis, and hypothesis generation and testing techniques.
- e) Skills necessary to conduct original scientific research at either the cellular, cognitive, or organismal level.
- f) Skills necessary to successfully work in groups, valuing and respecting each other's opinions, accepting constructive feedback, and take responsibility for completing shared tasks.
- g) The ability to clearly communicate concepts in biology and interdisciplinary majors, and defend conclusions in writing and orally to diverse audiences: lay public, students, and biology professionals in their own area of expertise.

Major in Biology

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

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

Year 1:	BIOL 113	General Biology
	BIOL 218	Principles of Zoology
Year 2:	BIOL 222	Animal Physiology
	BIOL 225	Cell Biology
Year 3:	BIOL 336	Genetics

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

Prerequisites: Students are required to take CHEM 111 or 113, 114, and 225 as well as MATH 120 or MATH 118 (or MATH 227 or MATH 229). Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include additional courses in CHEM 226, MATH 121, and a year of physics. Students interested in careers in dentistry, medicine, optometry, podiatry, veterinary medicine, and the allied health professions should consult the health professions advisor, Professor Bruce Gray, Department of Biology.

Minor in Biology

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

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

Education Track

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

Requirements: Students taking the education track should enroll in BIOL 113 General Biology and CHEM 111 Introductory Chemistry: Inorganic in their first year. In subsequent years, students should enroll in four biology courses numbered above 200, one of which should be either BIOL 245 Principles of

Ecology or BIOL 333 Marine Biology. Students must also take BIOL/PHYS 103 Great Discoveries in Science and any two of the following: CHEM 112 Introductory Chemistry: Organic, NUTR 111 Fundamentals of Nutrition Science, or PHYS 105 Science and Technology in the Everyday World: The Way Things Work. The independent learning requirement can be satisfied by successfully completing EDUC 382 Practicum: Elementary School (Grades 1–6) or two semesters of BIOL 350 or BIOL 370.

***Please note: The Department of Biology continues to support students who wish to participate in the Public Health program. Information on the Department of Public Health can be found on page 251.*

Joint Major in Biochemistry

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

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

Requirements: The program consists of a core of chemistry and biology courses beginning in the first year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics. The following list of requirements includes both the core and the

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

Graduate School Preparation

To meet the ACS standards described above under chemistry major, biochemistry majors must include two additional 300-level chemistry electives chosen from CHEM 341, CHEM 343, CHEM 346, CHEM 347, or CHEM 348. Majors are also urged to take a physiology course such as BIOL 222.

Requirements:

First Year

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

Sophomore Year

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

Junior Year

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

Senior Year

300-level elective in chemistry or biology

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

Joint Major in Environmental Science

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

TRACKS

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

■ BIOLOGY TRACK

First Year

BIOL 113	General Biology (M4)
CHEM 109	General, Organic, and Biochemistry for Public Health or CHEM 111 Introductory Chemistry and CHEM 112 Organic Chemistry
BIOL 104	Introduction to Environmental Science

Sophomore Year

MATH 118	Introductory Statistics (or MATH 227 or MATH 229)
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BIOL 218	Principles of Zoology or BIOL 221 Microbiology
ECON 100	Principles of Microeconomics

Junior Year

BIOL 245	Ecology*
ENVI 201	Environmental Forum (2 credits)**

Senior Year

BIOL 322	Evolution*
PHIL 139	Environmental Ethics*

*Please note these courses are offered every other year. Take care to plan course sequence accordingly.

**This course is offered through the Colleges of the Fenway and may be listed as CR-101.

Electives: In consultation with and with approval of the Environmental Biology concentration advisor, the student selects a total of five electives in addition to the core courses. With approval of the concentration advisor courses not included in this list can be selected as electives if consistent with the student's subfield concentration.

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

BIOL 222	Animal Physiology
BIOL 333	Marine Biology
BIOL 336	Genetics
BIOL 340	Plant Biology or BIOL 107 Plants and Society
BIOL 345	Tropical Marine Biology (Field study travel)
BIOL 347	Human Development and Genetics
CHEM 216	Quantitative Analysis
CHEM 227	Energy and Global Warming
CHEM 342	Mechanistic Toxicology
HON 308	Sustainability and Global Warming
SURV 150	Overview of Surveying Technology (Wentworth) – GIS skills
MATH 120	Calculus I
MATH 227	Biostatistical Design and Analysis

NUTR 150	International Nutrition Issues
PHYS 110	Introduction to Physics I
PHYS 111	Introduction to Physics II

Three elective courses from the Arts and Humanities course list:

ART 245	American Art
ECON 145	Economics of Sustainability and Resource Use
ECON 239	Government Regulation of Industry
ECON 247	Environmental Economics
HIST 205	Global Environmental History
MGMT 224	Socially-Minded Leadership
POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 217	American Public Policy
POLS 220	International Organization and Law
SOCI 241	Health Illness and Society
SOCI 321	Sociology of Food
SOCI 267	Globalization

Independent Learning

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

■ CHEMISTRY TRACK

First Year

BIOL 113	General Biology
CHEM 113	Principles of Chemistry or CHEM 111 Introductory Chemistry: Inorganic
CHEM 226	Qualitative Analysis
MATH 120	Calculus I
Math 121	Calculus II

Sophomore Year

MATH 118	Introductory Statistics
CHEM 224	Organic Chemistry I

PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II

Junior Year

BIOL 104	Introduction to Environmental Science or BIOL 245 Ecology
ENVI 201	Environmental Forum
CHEM 227	Energy and Global Warming or HON 308 Sustainability and Global Warming or CHEM 331 Thermodynamics

Senior Year

PHIL 139	Environmental Ethics (2 credits)
CHEM 390	Chemistry Seminar (1 credit)

Electives (8 credits) – choose two:

CHEM 225	Organic Chemistry II
CHEM 341	Advanced Analytical Chemistry
CHEM 342	Mechanistic Toxicology

Independent Learning

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

Exercise Science Program

This program provides a challenging educational experience for students who wish to pursue health/fitness careers. The major provides hands on experience in the health/fitness industry tied to core academic preparation in the science of exercise and health. Students of exercise science will have the requisite coursework for graduate programs in Physical Therapy, Clinical Exercise Physiology, Kinesiology, and Exercise Science. Graduates of an exercise science program may work in commercial or community fitness centers, health clubs, hospital-based clinical research, corporate wellness programs, and nonprofit health promotion organizations.

Exercise Science Major

Majors will complete four prerequisite courses, a core consisting of ten courses plus two electives spread out across their four years. All Majors are required to have CPR and First Aid Certifications by the end of the junior year. The suggested sequence for core courses is:

First Year

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

Sophomore Year

BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II
BIOL 246	Foundations in Exercise and Health
MATH 118	Introductory Statistics (or MATH 227 or MATH 229)
PSYC 101	Introduction to Psychological Science
NUTR 112	Introduction to Nutrition Science

Junior Year

BIOL 332	Exercise Physiology (prereq. for SNHS 361)
PHYS 110	Introduction to Physics I (prereq. for BIOL 362)
SNHS 361	Exercise Assessment and Prescription
PSYC 232	Health Psychology

CPR with AED Training*

First Aid Certification*

**offered on campus at cost*

Senior Year

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

For Students in the Accelerated Physical Therapy Program:

DPT 612/13 Professional Seminar (2 credits), DPT 652/53 Evidence Based Practice I and II (4 credits) and the tutorial components of DPT 672/73 Frameworks of Physical Therapy: Musculoskeletal 1 and 2 (3 credits) are the equivalent of 8 credits of internship. DPT 622/23 Fundamentals of Movement Sciences 1 and 2 are equivalent to BIOL 362 Kinesiology. PHYS 111 is both a requirement for the DPT program and an elective from the Exercise Science list.

Exercise Science Electives:

BIOL 221	Microbiology and lab
PHYS 111	Introductory Physics II and lab
SOCI 241	Health, Illness and Society
SOCI 345	Health Care Systems and Policy (SOCI 101 prereq.)
SOCI 266	Sociology of Sports
NUTR 110	Sociocultural Implications Nutrition
NUTR 215	Sports Nutrition
NUTR 311	Nutrient Metabolism (CHEM 223 prereq.)
CHEM 223	Introduction to Biochemistry
MCPHS	
BEH405A	Mind-Body Medicine

Minor in Exercise Science

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

BIOL 246	Foundations of Exercise and Health
BIOL 332	Exercise Physiology
MATH 118	Introductory Statistics
SNHS 361	Exercise Assessment and Prescription
	Elective from the Exercise Science list (p. 73)

For further information about the program in exercise science, contact Professor Randi Lite (Department of Biology). Students planning to attend medical, dental, or veterinary

school should contact Professor Bruce Gray, Health Professions Advisor (Department of Biology), as early as possible to be sure to incorporate the courses required for admission to these professional schools.

Joint Major in Neuroscience and Behavior

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

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

First Year

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

Sophomore Year

MATH 118	Introductory Statistics (or MATH 227 or MATH 229)
PSYC 201	Biological Psychology
PSYC 203	Research Methods in Psychology

Junior Year

PHIL 237	Philosophy of Mind
One course from the basic process category in psychology:	
PSYC 232	Health Psychology
PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Memory and Learning
PSYC 247	Perception

Senior Year

PB 347	Seminar in Psychobiology
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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 below.

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

Neuroscience List

PSYC 231	The Nature of Abnormal Behavior
PSYC 232	Health Psychology
PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Memory and Learning
PSYC 247	Perception

PSYC 301	Research in Biopsychology
PSYC 303	Research in Cognitive Processes
CS 112	Introduction to Computer Science
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 Intro- duction to Nutrition Science

Independent Learning

Neuroscience and Behavior Majors typically fulfill the 8-credit Independent Learning degree requirement in the Biology Department by taking BIOL 350 Independent Laboratory Research (a two-semester 8-credit course) or BIOL 370 Internship (a two-semester 8-credit course), or in the Psychology Department by taking two semesters of PSYC 350 Independent Study (for 4 credits each) or PSYC 380 Fieldwork in a Psychological Setting (a two-semester 8-credit course). Students may with the permission of the department register for a senior thesis (BIO 355, after BIO 350, or PSYC 355 following PSYC 350 or PSYC 380). Alternatively, with Psychology Departmental approval, students may fulfill the requirement by taking one semester of PSYC 350 (for 4 credits) followed by PSYC 381 Writing a Psychological Thesis (for 4 credits) concurrently with a second semester of PSYC 350 or 380. Students should make these arrangements with their Neuroscience and Behavior advisor before the end of the junior year.

BS Exercise Science/MS Nutrition Program

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Exercise Science and a Master of Science degree in

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

Requirements for the undergraduate Exercise Science major and graduate degree in Nutrition:

Year One

BIOL 113	General Biology
CHEM 111	Introductory Chemistry: Inorganic
CHEM 112	Introductory Chemistry: Organic

Year Two

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

Year Three

PSYC 232	Health Psychology
CHEM 223	Biochemistry
NUTR 237	The Practice of Community Nutrition
BIOL 332	Exercise Physiology
SNHS 361	Exercise Assessment and Prescription

PHYS 110 Introductory Physics I
First Aid and CPR/AED Training

Year Four

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

**Exercise Science Electives:

BIOL 221 Microbiology
PHYS 111 Introductory Physics II
SOCI 241 Health, Illness and Society
SOCI 345 Health Care Systems and
Policy (SOCI 245 prereq.)
SOCI 266 Sociology of Sports
NUTR 110 Sociocultural Implications of
Nutrition
NUTR 215 Sports Nutrition
NUTR 311 Nutrient Metabolism
(CHEM 223 prereq.)
MCPHS
BEH405A Mind-Body Medicine

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

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

Working with her advisor, a student will take SHS 410 Research Methods and SHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA to continue in the program. Please visit the Simmons College website to view the *Nutrition Catalog* for graduate requirements.

Policy on Combinations of Double Majors or Minors

Students may double major or have a combination of a major and a minor or two minors

from among the different majors above, with some restrictions. Some combinations are not allowed. Please see the Biology Department website for the detailed policy.

COURSES

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

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

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

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

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

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

BIOL 104 Introduction to Environmental Science (S-1)

4 sem. hrs.

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

[BIOL 107 Plants and Society (M4) (F-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. *Staff*

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

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

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

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

4 sem. hrs.

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

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

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

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

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

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

Studies animal form and function, the origin

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

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

4 sem. hrs. Prereq.: BIOL 113, CHEM 111 or 112; completed or concurrent enrollment in CHEM 112 or 224.

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, Chem 109 or 111 or 113;

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 224; or consent of instructor.

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

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

4 sem. hrs. Prereq.: BIOL 231.

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

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

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

4 sem. hrs. Prereq.: BIOL 231N.

See description for BIOL 231 Anatomy and Physiology I. *Gray, Russell, or Staff*

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

4 sem. hrs. Prereq.: BIOL 123 or BIOL 113; BIOL 231; CHEM 110 or CHEM 111 or CHEM 113.

Introduces structural relationships and functional integration of major systems of the human body, with emphasis on cardiovascular, lymphatic, immunological, respiratory, digestive, metabolism, renal, reproductive, and homeostatic systems. Laboratory includes histology, gross anatomy, dissection, and physiological experiments. *Lite, Russell*

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

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

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

[BIOL 245 Principles of Ecology (F-1)]

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

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

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

4 sem. hrs. Prereq.: BIOL 113 and MATH 118, 227, or 229.

Class and lab introduce the student to the foundations of exercise that enhance health

and prevent disease. Students learn to evaluate epidemiologic literature, studying factors that link lack of physical activity with the major chronic diseases of the present time. *Lite*

BIOL 322 Evolutionary Biology (F-2)

4 sem. hrs. Prereq.: BIOL 113, BIOL 218. Or consent of instructor. This discussion-based course explores the function of characteristics of species, populations and communities in an evolutionary context. Significant historical papers and contemporary advances to model and quantify outcomes of evolution are discussed. Potential topics are mate choice, altruism, phenotypic plasticity, plant-herbivore relationships, coevolution, biodiversity, human impacts and constraints on evolution. *Abate*

[BIOL 331 Immunobiology (S-1)]

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

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

BIOL 332 Exercise Physiology (F-1,2)

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

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

BIOL 333 Marine Biology (S-1)

4 sem. hrs. Prereq.: BIOL 113, BIOL 218; CHEM 109 or CHEM 111/112, or CHEM 113/224.

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

BIOL 334 Neurobiology (F-2)

4 sem. hrs. Prereq.: BIOL 225 or BIOL 231 or PSYC 201 or consent of the instructor.

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

BIOL 335 Developmental Biology (S-2)

4 sem. hrs. Prereq.: BIOL 225.

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

BIOL 336 Genetics (F-1,2)

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

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

[BIOL 337 Molecular Biology (S-1)]

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

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

BIOL 338 Microbial Pathogenesis (F-2)

4 sem. hrs. Prereq.: BIOL 225.

Considers host-pathogen relationships by exploring the molecular and cellular mechanisms by which selected viruses, bacteria, and parasites invade host cells, commandeer cellular machinery, evade the host immune

response, and cause cellular damage. Drug and vaccine development will also be considered.

Lopilato, Staff

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

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

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

BIOL 340 Plant Biology (S-2)

4 sem. hrs. Prereq.: BIOL 113; BIOL 218 or 221; CHEM 109, or CHEM 111 & 112, or CHEM 113 & 224; or consent of the instructor.

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

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

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

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

BIOL 342 Behavioral Biology (F-1)

4 sem. hrs. Prereq.: BIOL 113 or BIOL 123; BIOL 218 or 221 or PSYC 101; CHEM 109, or 110, or 111 or 113, or consent of instructor.

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

[BIOL 345 Tropical Marine Biology (S-2)]

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

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

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

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

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

[BIOL 347 Human Development and Genetics (F-1)]

Prereq.: BIOL 104 and BIOL 113.

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

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

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

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

BIOL 355 Thesis (S-1,2)

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

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

BIOL 362 Kinesiology (S-1,2)

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

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

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

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

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

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

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

Normally open to only senior Neuroscience and Behavior majors. Addresses current topics through readings, presentations, field trips and other activities. *Gray, Galli*

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

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

Open only to Senior Public Health Majors.

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

**School of Nursing and Health Sciences
Courses for Exercise Science majors**

SNHS 361 Exercise Assessment and Prescription (S-1,2)

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

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

**DEPARTMENT OF CHEMISTRY AND
PHYSICS**

Jennifer A. Canfield, *Professor and Chair*

Richard Gurney, *Professor*

Michael D. Kaplan, *Professor*

Leonard J. Soltzberg, *Professor Emeritus*

Michael J. Berger, *Associate Professor*

Nancy E. Lee, *Associate Professor*

Mariam N. Ismail, *Assistant Professor*

Michael Jordan, *Senior Lecturer*

Changqing Chen, *Senior Lecturer*

Cheryl L. Lavoie, *Senior Lecturer*

Mirela G. Mustata, *Senior Lecturer*

Kris McDonough, *Chemistry Laboratory
Manager*

Deborah Sommer, *Administrative Assistant*

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

Each graduate of our Department will have completed an integrated, rigorous program, which includes foundational course work in chemistry/physics and in-depth course work in chemistry/physics or chemistry/physics-related fields. The ACS-certified degrees further emphasize laboratory experience and the development of professional skills. Advanced coursework and educational activities outside the traditional classroom, such as independent research, provide students the opportunity to conduct individual research projects or participate as a member of a research team. Writing and defending their senior independent study thesis also further strengthens and better prepares our majors to enter not only graduate and professional schools but also directly into clinical and research related industries directly upon graduation.

Our innovative research-integration program brings students into genuine laboratory research projects in their courses beginning in the first semester of their first year. After declaring a major in our department, students select one of the individual laboratory study/bench carrels in the W. M. Keck Independent

Study Laboratory (S430) or within a faculty research laboratory, where they carry out much of the rest of their laboratory and course work. Grants to Simmons have provided the department with instrumentation beyond the scope usually available at undergraduate colleges. The American Chemical Society (ACS) promotes excellence in chemistry education for undergraduate students through approval of our baccalaureate chemistry program. The ACS certifies that we offer our students “a broad based and rigorous chemistry education that provides students with the intellectual, experimental, and communication skills to participate effectively as scientific professionals.” At graduation, chemistry majors will have a set of fundamental competencies that are knowledge-based, performance/skills-based, and professional. In addition to the chemistry and biochemistry major approved by the American Chemical Society, and the physics major, Simmons offers a number of special chemistry and physics related programs:

- Interdisciplinary major in Environmental Science (tracks in Chemistry or Biology)
- Joint major in Chemistry and Management
- MAT in teaching chemistry fast-track (The MAT fast-track program permits students to decrease the time required to obtain a master’s degree by starting graduate courses during the undergraduate years. A science major may pursue this program to obtain secondary school teaching credentials.)
- MS in Science Librarianship fast-track (The program in Library and Information Science will appeal to students interested in the application of new technology to science information retrieval.)
- Minor in Sustainability
- Minor in Physics
- MS in Chemistry or Applied Physics (through an articulation agreement with the University of Oregon Master’s Internship Program—a 1-year program—following the Simmons BS in Chemistry, Biochemistry or Physics.) For the program in physics, see pages 227.

Students who major in a program of study in Chemistry or Physics can use up to one AP test score of five to replace a core requirement of the major CHEM 113. Students who major in a program of study in Chemistry or Physics can use an IB test score of six or seven to replace a core requirement of the major CHEM 113 or CHEM 113 and CHEM 226, respectively. Enrollment in CHEM 115 in the Fall term, instead of CHEM 113, is recommended for these students.

Honors in Chemistry and Physics

The Department of Chemistry and Physics will grant “Chemistry and Physics Departmental Honors” to students graduating with majors within the Department who have earned a cumulative GPA of 3.8 or above and also earned an “Honors Thesis” designation. An “Honors Thesis” designation will be awarded to an exceptional senior thesis completed for Independent Study within the Department; earning an A on all three thesis work categories—work in the laboratory, written thesis document, and thesis defense.

STUDENT COMPETENCIES

Knowledge-Based

All our graduates will be able to:

- Master a broad set of chemical knowledge concerning the fundamentals in the basic areas of the discipline (organic, inorganic, analytical, physical, and biological chemistry).
- Solve quantitative and qualitative problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem. Rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution, test the correctness of the solution, and interpret the results.

Performance/Skills-Based

All our graduates will demonstrate the ability to:

- Design chemical experiments, properly carry out the experiments, be able to trou-

bleshoot experiments, appropriately record and interpret the results, and recognize what constitutes “reasonable” data.

- Use standard laboratory equipment, modern instrumentation, and classical techniques to carry out experiments.
- Follow proper procedures and regulations for safe handling and use of chemicals.
- Communicate the concepts and results of laboratory experiments through effective writing and oral communication skills.
- Use computers in data acquisition and processing and use available software as a tool for data analysis.
- Employ modern library search tools to locate and retrieve scientific information about a topic, chemical, chemical technique, or an issue related to chemistry.

Professional

All graduates will:

- Maintain the integrity of data and demonstrate ethical and professional standards, in accordance with the American Chemical Society guidelines for professional conduct.
- Act in a highly ethical and professional capacity as a scientist in the articulation, evaluation, and employment of methods and chemicals that are benign for human health and the environment, which include but are not limited to the 12 Principles of Green Chemistry, the 12 Principles of Green Engineering, and the Principles of Global Sustainability (as set forth by the Report of the Brundtland Commission, *Our Common Future*, in 1987).
- Successfully pursue personal career objectives following graduation. These may include an advanced education in professional or graduate school, a scientific career in government or industry, a career in teaching, or a related career.
- Function successfully as part of a team, exhibit good citizenship in group interactions, and be an active contributor to group projects.

American Chemical Society Certified Majors

Graduates who attain an ACS certified degree must complete requirements that exceed those of the non-certified degrees. The certification ensures that the comprehensive undergraduate experience provides an excellent foundation for a career in the molecular sciences. A certified degree signifies that a student has completed “an integrated, rigorous program, which includes introductory and foundational course work in chemistry and in-depth coursework in chemistry or chemistry-related fields. The certified degree also emphasizes laboratory experience and the development of professional skills.” Certification that the student’s curricular program has met the ACS Certification is not required for any career or graduate study. ACS Certified Majors include: BS Chemistry and BS Biochemistry.

Major in Chemistry

BS graduates in chemistry work in laboratories developing pharmaceuticals, cosmetics, energy resources, solutions to environmental problems, and other areas of modern industry. A chemistry bachelor’s degree is also excellent preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. With the M.S. or Ph.D., a scientist can take responsibility for planning research and supervising laboratories. Excellent career opportunities are found in private industry, in government laboratories, and on college and university faculties.

Sequencing Requirements

Students considering a major in chemistry should take CHEM 113 and 216 during their first year. Interested majors with a high level of chemistry proficiency in high school, such as completing AP Chemistry in addition to a full year of chemistry, are strongly encouraged to enroll in CHEM 115, where laboratory and research skills are the primary focus. In some cases, students with little or no previous high school background may be advised to take

CHEM 111 instead of 113. MATH 101 will be recommended by advisors for students in chemistry who may need to review basic mathematical concepts. By the middle of the junior year, students should have taken MATH 220 and PHYS 112 and 113.

Major in Chemistry

First Year

CHEM 113	Principles of Chemistry or CHEM 115 Advanced General Chemistry
CHEM 216	Quantitative Analysis
MATH 120	Calculus I
MATH 121	Calculus II

Sophomore Year

CHEM 224	Organic Chemistry I
CHEM 225	Organic Chemistry II
PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II

Junior Year

CHEM 331	Thermodynamics and Kinetics
CHEM 332	Quantum Mechanics and Molecular Structure
MATH 220	Multivariable Calculus
A 300-level elective in chemistry	

Senior Year

CHEM 355	Independent Study with Thesis (8 semester hours)
CHEM 390	Chemistry Seminar (required; 1 credit)
A 300-level elective in chemistry	

300-level electives in chemistry include:

CHEM 341	Advanced Analytical Chemistry
CHEM 342	Mechanistic Toxicology
CHEM 343	Advanced Topics in Modern Chemistry
CHEM 345	Biochemistry
CHEM 347	Advanced Topics in Biochemistry

ACS Certified Major in Chemistry

To meet ACS Certification, the student's program must also include CHEM 248 (Junior Year) and CHEM 345 or CHEM 223 (Senior Year). The two additional 300-level electives must be chosen from CHEM 341, CHEM 342, CHEM 343, or CHEM 347.

Interdisciplinary Major in Biochemistry

The major in biochemistry is jointly administered by the departments of biology and chemistry and is approved by the American Chemical Society. The rapidly growing field of biochemistry involves the application of biological and chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena. Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields. The program consists of a core of chemistry and biology courses beginning in the first year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics. The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take MATH 120 and/or MATH 121 during the summer. The advanced biochemistry lab, CHEM 347, provides an opportunity to learn more advanced techniques in biotechnology in a fully research integrated environment.

ACS Certified Major in Biochemistry**First Year**

BIOL 113	General Biology
BIOL 221	Microbiology
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry or CHEM 115 Advanced General Chemistry
CHEM 216	Quantitative Analysis
MATH 120	Calculus I
MATH 121	Calculus II

Sophomore Year

BIOL 225	Cell Biology
CHEM 224	Organic Chemistry I
CHEM 225	Organic Chemistry II
PHYS 112, 113	Fundamentals of Physics

Junior Year

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

Senior Year

A 300-level elective in chemistry or biology

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

To meet the ACS standards described above under chemistry major, biochemistry majors must include two additional 300-level chemistry electives chosen from CHEM 341, CHEM 342, CHEM 343, CHEM 347, or CHEM 348.

Joint Major in Environmental Science

Environmental Science is a joint major offered by the Departments of Biology and Chemistry. This major recognizes the importance of environmental problems in the contemporary world and the expansion of career opportunities as well as graduate programs in this area. Environmental Science is a broad interdis-

iplinary field working to understand the interactions among physical, chemical, biological, and human factors. A comprehensive understanding of how the environment functions, and the influence of human actions, has the potential for improved conservation sustainable development, and restoration of natural resources. Concerns about environmental degradations are ever more pressing in the 21st century and have led to a growing demand for specialists in this field as well as programs to train these specialists.

TRACKS

There are two tracks with the Environmental Science major: 1) the Environmental Biology Track, which emphasizes both laboratory and field components, as well as broad interdisciplinary alternatives, and 2) the Environmental Chemistry Track, which emphasizes an analytical laboratory approach to environmental problems.

The suggested sequence for core courses is:

■ BIOLOGY TRACK**First Year**

BIOL 113	General Biology (M4)
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
BIOL 104	Introduction to Environmental Science

Sophomore Year

MATH 118	Introductory Statistics or MATH 227/MATH 229
BIOL 218	Principles of Zoology or BIOL 221 Microbiology
ECON 100	Principles of Microeconomics
CHEM 112	Introductory Chemistry: Organic or CHEM 224 Organic Chemistry

Junior Year

BIOL 245	Ecology*
ENVI 201	Environmental Forum**

Senior Year

BIOL 322	Evolution*
PHIL 139	Environmental Ethics*

*Please note these courses are offered every other year. Take care to plan course sequence accordingly

**This course is offered through the Colleges of the Fenway and may be listed as CR-101.

Electives

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

Two electives courses from the Science list (at least one at the 300-level):

BIOL 222	Animal Physiology
BIOL 333	Marine Biology
BIOL 336	Genetics
BIOL 340	Plant Biology or BIOL 107 Plants and Society
BIOL 345	Tropical Marine Biology (Field study travel)
BIOL 347	Human Development and Genetics
CHEM 216	Quantitative Analysis
CHEM 227	Energy and Global Warming
CHEM 342	Mechanistic Toxicology
HON 308	Sustainability and Global Warming
SURV 150	Overview of Surveying Technology (Wentworth) – GIS skills
MATH 120	Calculus I
MATH 227	Biostatistical Design and Analysis
NUTR 150	International Nutrition Issues
PHYS 110	Introduction to Physics I
PHYS 111	Introduction to Physics II

Three electives from the Arts and Humanities course list:

ART 245	American Art
ECON 239	Government Regulation of Industry

ECON 247	Environmental Economics
ECON 145	Economics of Sustainability and Resource Use
HIST 205	Global Environmental History
MGMT 224	Socially-Minded Leadership
POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 217	American Public Policy
POLS 220	International Organization and Law
SOCI 241	Health, Illness, and Society
SOCI 245	International Health
SOCI 267	Globalization

■ CHEMISTRY TRACK**First Year**

BIOL 113	General Biology
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry or CHEM 115 Advanced General Chemistry
CHEM 216	Qualitative Analysis
MATH 120	Calculus I
MATH 121	Calculus II

Sophomore Year

MATH 118	Introductory Statistics (or MATH227/MATH229)
CHEM 224	Organic Chemistry I
PHYS 112	Fundamentals of Physics I
PHYS 113	Fundamentals of Physics II

Junior Year

BIOL 104	Introduction to Environmental Science or BIOL 245 Ecology
ENVI 201	Environmental Forum
CHEM 227	Energy and Global Warming or HON 308 Sustainability and Global Warming or CHEM 331 Thermodynamics

Senior Year

PHIL 139	Environmental Ethics (2 credits)
CHEM 390	Chemistry Seminar (1 credit)

Electives (8 credits)

Choose two:

- CHEM 225 Organic Chemistry II
(CHEM 224 is required pre-requisite)
- CHEM 341 Advanced Analytical Chemistry
- CHEM 342 Mechanistic Toxicology

Independent Learning

This all-College independent learning requirement (8 semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis, or BIOL 370 Internship or in the chemistry department through CHEM 350 Independent Study in Chemistry.

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 (8 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 (8 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 224 Organic Chemistry
- MATH 120 Calculus I
- MATH 121 Calculus II

Sophomore Year

- CHEM 224 Organic Chemistry I
- CHEM 225 Organic Chemistry II
- PHYS 112 Fundamentals of Physics I
- PHYS 113 Fundamentals of Physics II
- ECON 100 Principles of Microeconomics
- MGMT 100 Foundations of Business and Management

Junior Year

- CHEM 331 Thermodynamics and Kinetics or CHEM 332 Quantum Mechanics and Molecular Structure
- ECON 101 Principles of Macroeconomics
- MGMT 110 Financial Accounting
- MGMT 234 Organizational Communication and Behavior
- MATH 118 Introductory Statistics (or MATH 227/MATH 229)

Senior Year

- MGMT 250 Marketing or MGMT 260 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.

Minor in Chemistry

A minor in chemistry consists of one introductory general Chemistry course (111 or 113); CHEM 112, 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, 216, 227 and 341 or 342 sequence; math majors could elect CHEM 111 or 113, 112, 216, 332, and 343; biologists could easily obtain a chemistry minor by electing CHEM 111 or 113, 216, 224, 225, and 345. Students in majors constructed from the offerings of two departments (biochemistry, environmental science) do not

obtain a minor in either department. No more than one course in the minor should be taken pass/fail.

Minor in Physics

Please see the description under the program in Physics.

Minor in Sustainability

The minor is anchored in the Environmental Forum (ENVI 201) and Environmental Ethics (PHIL 139), providing a common experience for all students electing this minor. The selection of elective courses within the minor should be undertaken in consultation with the student's major advisor or another faculty member with an interest in issues of sustainability. The courses should form a cohesive and thematic thread of courses that complement the major. The Environmental Forum is a required 2-credit course that focuses on topics related to sustainability and the environment, encourages an active dialog between students and invited expert speakers, and provides an integrative thread to the minor. In addition, this course has a service-learning component that connects sustainability to the community. Environmental Ethics, two semesters of the Environmental Forum, and a total of 20 credits, are required for the minor, with one course from each group below. Note CHEM 221 (Cultural Ecology and Sustainability: Lessons from Iceland) can be used in place of one the Environmental Forum courses.

Scientific Issues

[BIOL 104	Introduction to Environmental Science]
[BIOL 107	Plants and Society]
BIOL 245	Ecology
[CHEM 227/	
HON 308	Sustainability and Global Warming: Predicting the Future (M3)]

Economic and Political Issues

ECON 247	Environmental Economics
[ECON 145	Economics of Natural Resource Use and Sustainability]

[POLS 217	American Public Policy (M5)]
ECON 235/	
HON 335	From Farm to Table—Political Economy of Food Systems (M5)

Social Issues

MGMT 329	Managing People, Planet and Profit
[HIST 205	Global Environmental History (M5)]
[MGMT 224	Socially Minded Leadership (M6)]
[MGMT 348	The Sustainable Supply Chain]
[SJ 220	Working for Social Justice (M6)]
SOCI 321	Sociology of Food
[SOCI 245	Global Health]

The courses above in [brackets] do not require prerequisites.

Integrated BS/MAT or MS Programs

Integrated programs permit students to obtain bachelor's and master's degrees in less time than it would take to do the programs separately. Students begin the master's degree program during their junior and senior years. The integrated program in education, described under the Department of Education, which begins on page 126, 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.

C O U R S E S

CHEM 108 Crime Science (M4) (S-1,2)

4 sem. hrs.

Examines the role that the natural sciences play in analyzing physical evidence collected at a crime scene. Students begin by defining

science and understanding why the government has placed special qualifiers on scientific expert witnesses. Students will survey the sciences used in a modern crime lab to understand the principles behind the analyses. Three hours of lecture, one four-hour laboratory per week. *Hebard*

CHEM 109 Chemistry and Society: General, Organic, and Biochemistry for Public Health (F-1,2)

4 sem. hrs.

Introduces chemical principles for general, organic, and biochemistry 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. This course is designed for Public Health and Environmental Science-Biology track majors. This course cannot be used as a substitute for CHEM 111 or CHEM 113. Three hours of lecture and one three-hour laboratory per week. *Staff*

CHEM 110 General, Organic and Biological Chemistry (F-1, 2; S-1, 2; U-1, 2)

4 sem. hrs.

Survey of chemistry. Atomic and molecular structure, solutions, states of matter. Naming of inorganic and organic compounds. Chemical reactions. Structure and function of the biological molecules of life. Nutrition and metabolism. Emphasis on chemistry in a clinical context. Laboratory includes experience with materials and techniques of clinical relevance. Three hours of lecture, four hours laboratory per week. This course can not be used as a substitute for CHEM 111 or CHEM 113. *Lavoie*

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

4 sem. hrs.

Designed primarily for students with no previous chemistry or students majoring in nursing, physical therapy, or nutrition. Covers basic concepts with special reference to inorganic

compounds, including chemical equations, the periodic table, chemical bonding, and equilibrium. Assumes no previous knowledge of the subject or sophisticated background in mathematics. Laboratory correlates with and amplifies the lecture material and presents fundamental laboratory techniques, including instrumental methods. Three hours of lecture, one discussion period, and one three-hour laboratory per week. *Walker*

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

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113 and a grade of C- or better in the pre-requisite course.

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 hours of lecture, and one three-hour laboratory per week. For concentrators in pre-medical or science-related fields. CHEM112 is not adequate preparation for CHEM225. *Lee, Chen*

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

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

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

CHEM 115 Advanced General Chemistry

4 sem. hrs. Prereq.: A satisfactory score on the Simmons chemistry placement examination, or an AP Score of 4 or 5, or an IB Score

of 5, 6, or 7. Introduction to the Chemistry Research Laboratory is a lab-intensive course that introduces students to chemical research skills in a laboratory setting, while building upon the topics of bonding, chemical reactivity, molecular structure, periodic trends of the elements and much more. Upon conclusion of the course, students will have learned how to safely use a variety of lab equipment, develop research plans, conduct experiments to implement the research plan, and write and present a research report. Eight hours of lab per week, lectures on demand. *Staff*

CHEM 216 Quantitative Analysis (S-1, 2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113 or CHEM115 and a grade of C- or better in the prerequisite course. Presents theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base, redox equilibria and their application in potentiometric, gravimetric, and titrimetric, and coulometric methods; spectrophotometry; chromatographic separations; and analytical data evaluation and computer data reduction. Three hours of lecture, a one-hour interactive problem-solving session, and a four-hour laboratory per week. *Berger*

CHEM 221 Cultural Ecology and Sustainability: Lessons from Iceland (TC) (S-1, 2)

4 sem. hrs.
Focuses on sustainability through community in one of the most remote, geologically unique, and environmentally friendly countries in the world. Participate in hiking expeditions, conservation and tree planting near Mt. Hekla, Iceland's most active volcano, and living in one of the world's unique eco-villages to understand how this country has committed itself to become more sustainable. *Berger*

CHEM 223 Introduction to Biochemistry (S-1,2, U1,2)

4 sem. hrs. Prereq.: CHEM 112 or CHEM 224 & CHEM225 and a grade of C- or better in the prerequisite course(s).
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 hours of lecture plus one hour of interactive problem-solving per week. *Walker*

CHEM 224 Organic Chemistry I (F-1, 2)

4 sem. hrs. Prereq.: CHEM 111 or CHEM 113 and a grade of C- or better in the prerequisite course.

Covers fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Surveys functional groups, classes of organic compounds, and their reactions. Provides in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three hours of lecture, one discussion period, and a four-hour laboratory per week. *Gurney and Lee*

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

4 sem. hrs. Prereq.: CHEM 224.

Extends CHEM 224 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three hours of lecture, one discussion period, and a four-hour laboratory per week. *Lee and Gurney*

CHEM 227/327 Energy and Global Warming (F1)

4 sem. hrs. Prereq.: Completion of the competency in basic mathematics requirement.
Explores our use of energy and its effect on climate. We will discuss the direct and indirect evidence for global warming and evaluate the importance of human factors. We will evaluate different "models" used by scientists and economists to forecast future impacts of climate change as well as the "true" costs and benefits of energy alternatives. This course will provide you with the facts and tools needed for informed participation in the global warming "debate" as both scientist and concerned citizen. Three hours of lecture per week. *Berger*

CHEM 248 Inorganic Chemistry (F-1,2)

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

Topics include nuclear and coordination chemistry, theories of bonding, crystal field theory, acids and bases, oxidation-reduction and everyday applications of inorganic chemistry. The laboratory gives students experience with inorganic synthesis, qualitative analysis, spectroscopy, and characterization of optical and magnetic properties of inorganic materials. This course is required for a chemistry degree with American Chemical Society (ACS) certification and focuses on descriptive Inorganic Chemistry. Three hours of lecture and a four-hour laboratory per week. *Staff*

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

4 sem. hrs. Prereq.: CHEM 216, 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. Weekly laboratory studies emphasize the application of concepts developed in the lectures. Three hours of lecture and a four-hour laboratory per week. *Kaplan*

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

4 sem. hrs. Prereq.: CHEM 216, PHYS 113, and MATH 220; PHYS 201 strongly recommended. Covers the wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding and molecular structure. Laboratory work comprises spectroscopic and computer modeling studies. Three hours of lecture and a four-hour laboratory per week. *Staff*

CHEM 341 Advanced Analytical Chemistry (F-1)

4 sem. hrs. Prereq.: CHEM 216 and CHEM 225.

Examines the theory and practice of selected instrumental methods in analytical chemis-

try. Covers digital methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data. The instrumental methods include mass spectrometry, gas phase and HPLC chromatography, and UV-VIS, IR, NMR, AA and fluorescence spectroscopy. CHEM 341L, the laboratory accompanying the lecture, provides experience with a number of analytical instruments to solve practical as well as research-based problems. Three hours of lecture and a four-hour laboratory per week. *Berger and Gurney*

CHEM 342 Mechanistic Toxicology (F-2)

4 sem. hrs. Prereq.: CHEM 225.

Survey of the relationship between chemistry and industrial technology and their impacts on human health and the environment. Investigation of how industrial organizations can address health and environmental issues in the early design stage for products and processes. Within the framework of the twelve principles of green chemistry, case studies of industry/government activities will be analyzed in order to link molecular structure to societal implications. Three hours of lecture per week. *Warner*

CHEM 343 Advanced Topics in Modern Chemistry (F-1)

4 sem. hrs.

Builds on previous work in 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. Three hours of lecture per week. *Staff*

CHEM 345 Biochemistry (F-1,2)

4 sem. hrs. Prereq.: CHEM 216, CHEM 225 and BIOL 225 or consent of the instructor.

Covers organizing principles of living systems; structure and function of proteins, sugars, and lipids; mechanism and kinetics of enzymes; introduction to bioenergetics; and integration

and control of metabolic pathways. Three hours of lecture and one four-hour laboratory per week emphasizing research integration and modern Biochemistry instrumentation. Includes techniques taken from current research projects, such as Western blotting, column chromatography, and protein purification. *Canfield*

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

4 sem. hrs. Prereq.: CHEM 345.

Covers modern biochemical techniques such as protein expression, protein purification, and enzyme assays. Emphasizes development of independent laboratory skills. Three hours of lecture and a three-hour laboratory per week. *Canfield*

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

4 or 8 sem. hrs.

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

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

4 or 8 sem. hrs.

Selection of a research project involving scientific literature search and related laboratory work. Results presented in a research paper and a poster presentation. *Staff*

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

8 sem. hrs.

Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. Research may be conducted on the Chemistry/Physics floor or at a local research laboratory in the form of a mentored internship. Results presented in a thesis, oral and a poster pre-

sentation. Students must concurrently enroll in CHEM 390. *Berger, Canfield, Gurney, Lee, Kaplan, Ismail, and Chen*

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

Required of all chemistry and biochemistry majors completing CHEM 355. Includes instruction and preparation for technical writing such as a manuscript or senior thesis. Students will prepare and practice several oral presentations, culminating with a seminar on their Independent Study research open to the entire Simmons community. One hour per week. *Canfield*

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. *Staff*

PROGRAM IN CHILDREN'S LITERATURE

Cathryn M. Mercier, *Director and Professor*

CHL 313 Survey of Literature for Children and Young Adults (F-1,2; S-1,2)

4 sem. hrs.

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. Sophomore standing. *Mercier*

BA/MA in Children's Literature and BA/MFA in Writing for Children

Simmons offers an accelerated program that provides undergraduate students with accelerated entry to the MA in Children's literature or the MFA in Writing for Children immediately upon completing their undergraduate studies at the College. The accelerated BA/MA program requires 32 credits beyond the Simmons baccalaureate degree; the BA/MFA student must complete 28 credits beyond the Simmons baccalaureate degree. Applications should be filed before the beginning of the student's senior year and must include an interview with the program director. Application materials can be found at <http://www.simmons.edu/academics/graduate-programs/childrens-literature-ma>.

Undergraduate students applying for graduate study in children's literature are expected to have the following qualifications:

- A grade of B or above in CHL 313 survey of Children's and Young Adult Literature.
- Additional 300-level work that incorporates or addresses children's or young adult literature in some way. For example, an English major could choose to take *From Alice to Eeyore* as part of the major or begin working on a manuscript for children in a writing course. An education major could provide evidence that student teaching required extensive work in children's literature. Similarly, a nursing major might be heavily involved in bibliother-

apy (or other literature activities) in a hospital. A communications major could apply an internship in the children's trade division at a publishing company.

Master of Arts in Children's Literature

The Master of Arts (MA) degree in Children's Literature offers specialized study of books for children and young adults to students who are, or who intend to be, involved in teaching, library work, editing, publishing, writing, affiliated professions, or further research and scholarship in the field.

Master of Fine Arts in Writing for Children
The Master of Fine Arts (MFA) program has a strong theoretical underpinning and grounds the student's creative work in historical, critical, and scholarly contexts. MFA students will develop and complete a creative projects, provide critical feedback to other writers, receive and respond to critical feedback on one's own writing, and revise at least two complete manuscripts in consultation with a mentor.

DEPARTMENT OF COMMUNICATIONS

Judith Aronson, *Associate Professor*

Sidney Berger, *Professor of Practice*

James Corcoran, *Associate Professor*

Rachel Gans-Boriskin, *Lecturer*

Ellen Grabiner, *Chair and Associate*

Professor, Program Director, Communications@Simmons

Dane Groves, *Multimedia Classroom and Lab Manager, Adjunct Faculty*

Lydia Hardy, *Assistant Lab Manager*

Len Mailloux, *Associate Professor of Practice*

Briana Martino, *Senior Lecturer*

Andrew Porter, *Associate Professor of Practice and Internship Director*

Jo O'Connor, *Senior Lecturer*

Judith Richland, *Associate Professor of Practice*

Luke Romanak, *Administrative Assistant*

Bob White, *Professor*

The mission of the Department of Communications at Simmons College is to ensure that students receive a rigorous liberal arts education and the knowledge and competencies to assure they are prepared for careers and/or graduate study when they leave us. The major in communications focuses on how people generate meaning within and across all kinds of contexts, cultures, channels, and media. Meaning making and deciphering is central to the work we do, and is the tie that binds together the concentration areas within the major and the core courses required of all of our majors. Whether a student is studying journalism, graphic design, public relations and marketing communications, or media arts, s/he is learning how to intelligently create meaning and critically approach the meaning s/he encounters in the world.

Our mission is reflected in the core values and competencies we embrace and emphasize for our students. The following is a list of Student Learning Outcomes that are appropriate to all communications majors no matter which concentration they choose to explore.

1) Students learn to craft clear visual, oral and

written messages, in the forms and styles appropriate for the communications professions, audiences, and purposes they serve.

- 2) Students learn to think critically, creatively, and paradoxically, both collaboratively and independently.
- 3) Students learn to analyze and critique meaning making in the visual, oral and written arenas.
- 4) Students learn to creatively and skillfully employ the appropriate current technologies and tools for the communications professions in which they work.
- 5) Students learn to demonstrate a knowledge of the laws of freedom of speech and the press.
- 6) Students learn to demonstrate an understanding of the ethical and legal responsibilities associated with being a communicator.
- 7) Students learn to demonstrate knowledge of the history of communications and its theory, as well as the role of theorists, professionals and institutions in shaping the field.
- 8) Students learn to recognize the diversity among communications professions, audiences, and purposes and the impact of their cultural contexts within a global society.
- 9) Students learn to evaluate their own work and that of others syntactically and semantically.

Major in Communications

The communications department at Simmons is an interactive, student-centered learning environment that employs a creative approach to communication education led by a faculty of professionals and scholars. Students become lifelong learners committed to excellence.

They find a balance between an in-depth understanding of concepts and theory, and the practical skills needed to produce media content in a variety of professional settings including business, education, social services, journalism, broadcasting—TV, radio, video, and Internet—newspapers, magazines, public relations, advertising, and graphic design. This balance prepares our students for jobs today—and for the jobs of tomorrow—because they

have also learned to adapt to the demands of the rapid changes in technology. Our approach is highly interdisciplinary—collaborating with and within the disciplines of political science and international relations, computer science, art, sociology, and cinema and media studies—and highly experiential. This program of study culminates in advanced coursework and Capstone experiences like the Senior Seminar in Storytelling, and in internships, independent study, and Studio Five—the department's student-run, professional communications workplace. Each student majoring in communications is required to take 40 semester hours of study in the Department of Communications.

Step One: Three core courses (12 semester hours)

Step Two: Three or four developmental courses, depending on the concentration (12–16 semester hours)

Step Three: Two or three required electives, depending on the concentration (8–12 semester hours)

Step Four: Senior Seminar/Storytelling (4 semester hours)

Step Five: Independent Learning (options offered by the department to fulfill an independent learning requirement of 8 semester hours)

Step One: The Communications Core Requirements

The major requires three core courses that explore the areas of media and society, writing and editing, visual communication and the technology currently driving emerging media. A blend of theory and hands-on, practical projects prepare students for further developmental work in one of the department's areas of concentration.

- COMM 121 Visual Communication
- COMM 122 Media Writing Bootcamp
- COMM 124 Media, Messages, and Society

Students should complete the three core courses by the end of the second year of study in a

four-year program. A student should declare her major at the end of the sophomore year. In this recommended sequence, the student would complete the core and then choose a concentration to declare at this time.

Step Two: Developmental Coursework

The department's academic program includes three areas of concentration within the Communications major and three joint majors. They are:

- Concentration in Graphic Design
- Concentration in Journalism
- Concentration in Media Arts
- Major in Public Relations and Marketing Communication (Joint major with School of Management)
- Major in Web Design and Development (Joint major with Computer Science)
- Major in Arts Administration (Joint major with Management and Art and Music)

The Step Two developmental coursework has been organized into three or four required courses, depending on the concentration, normally taken in sequence. Step Two work can begin during the first two years of a student's program and can be taken concurrently with Step One, provided the student takes the necessary prerequisite core courses.

Step Three: Required Electives

Students will have a list of courses from which to choose between two or three electives depending on concentration. This arrangement allows students optimum flexibility and an opportunity to build competencies across areas of the discipline.

Step Four: Senior Seminar/Storytelling (Capstone Experience)

This Capstone course extends the theoretical underpinnings offered while providing students with an opportunity to develop a senior project that reflects and synthesizes all they have learned in the department. The course examines the role of stories in shaping human experience and meaning, the elements that are

necessary to create a good story, and the ways that digital technologies disrupt our conventional understanding of how stories are told.

Step Five: Independent Learning Options (Capstone Experiences)

Students majoring in communications have four options to complete the departmental requirement of 8 credits of independent learning. Students may take up to 24 credits of field-based independent 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 majors to receive departmental honors. Students in Comm 344, Senior Seminar, which is the required Capstone for the major, who have a superior record in the major and who receive an A on their senior project and an A in the seminar will receive departmental honors. Student projects will be reviewed and graded by both the faculty member teaching the seminar and at least one additional faculty member in the student's concentration area. The designation of departmental honors will appear on the student's transcript.

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 Communications Association's honor society for students in communications.

Concentrations in the Communications Major

■ GRAPHIC DESIGN CONCENTRATION

Students may pursue a graphic design concentration focusing on print, web, and/or multimedia design.

Requirements outside the Communications Department may be taken concurrently with Steps One through Three.

Step One

May be taken concurrently with the Communications Core.

The following three studio art courses:

ART 111	Introduction to Studio Art: Drawing
ART 112	Introduction to Studio Art: Color
COMM/ART 138	The Poetry of Photography

Plus one of the following courses to satisfy the prerequisite in art history:

ART 141	Introduction to Art History: Egypt to Mannerism
ART 142	Introduction to Art History: Baroque to the 20th Century

Design History elsewhere with consent of design advisor.

Step Two

May be taken concurrently with Core Courses or with consent of instructor.

Four required courses:

COMM 210	Introduction to Graphic Design
COMM 240	Intermediate Graphic Design I: Typography
COMM 248	Intermediate Graphic Design II: Type and Image
COMM 340	Advanced Design

Step Three

May be taken concurrently with Core Courses.

Two electives, at least one at the 300-level

COMM 244	Web Design
COMM 246	Digital Imaging for Design
COMM 262	Media Convergence

- COMM 320 Media and the First Amendment
 COMM 323 Digital Cultures: Communication and Social Media
 COMM 328 Special Topics (when appropriate)
 COMM 333 Web 2

Step Four

- COMM 344 Senior Seminar/Storytelling

Step Five

Independent Learning

■ JOURNALISM CONCENTRATION

Students may pursue a concentration in journalism.

Step Two: Three required courses

- COMM 260 Journalism
 COMM 265 Editing Copy and Proof
 COMM 320 Media and the First Amendment

Step Three: Three electives, at least one at the 300-level

- COMM 163 Radio Operations
 COMM 181 Public Speaking and Group Discussion
 COMM 262 Media Convergence
 COMM 263 Broadcast Writing
 COMM 269 Globalization on a Shoestring
 COMM 310 Feature Writing
 COMM 315 Opinion/Editorial Writing
 COMM 323 Digital Cultures: Communication and Social Media
 COMM 328 Special Topics in Communications (when appropriate)

Step Four:

- COMM 344 Senior Seminar/Storytelling

Step Five:

Independent Learning

■ MEDIA ARTS CONCENTRATION

Students may pursue a media arts concentration that combines the crafting of oral, written, and visual messages and narratives across multiple platforms.

Step Two: Four required courses

- COMM 120 Communications Media

- COMM 210 Introduction to Graphic Design
 COMM 240 Intermediate Graphic Design: Typography
 COMM 262 Media Convergence

Step Three: Three elective courses, at least one at the 300-level

- COMM 163 Radio Operations
 COMM 220 Video Production
 COMM 222 Animation
 COMM 244 Web Design
 COMM 246 Digital Imaging for Design
 COMM 248 Intermediate Graphic Design II: Type and Image
 COMM 260 Journalism
 COMM 263 Broadcast Writing
 COMM 269 Globalization on a Shoestring
 COMM 320 Media and the First Amendment
 COMM 323 Digital Cultures: Communication and Social Media
 COMM 328 Special Topics in Communications (when appropriate)
 COMM 333 Web 2
 COMM 340 Advanced Design

Web Design and Development

(Joint Major with Computer Science)

For more information, please see Program in Computer Science section.

Interdisciplinary Major in Arts Administration

For more information, please see Art and Music Department section.

Interdisciplinary Major in Public Relations and Marketing Communications

The Interdisciplinary Major in Public Relations and Marketing Communications is offered with the School of Management and designed to provide grounding and experience in public relations and a firm understanding of the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students receive a BA in PR/MarCom.

Required Core Courses

COMM 121	Visual Communications
COMM 122	Media Writing Bootcamp
COMM 186	Introduction to Public Relations and Marketing Communications
COMM 210	Introduction to Graphic Design
COMM 281	Writing for Public Relations and Integrated Marketing Communications
COMM 325	Public Relations Seminar
MGMT 230	Why We Buy
MGMT 234	Organizational Communication and Behavior
MGMT 238	Financial Aspects of Business
MGMT 250	Principles of Marketing
COMM 370 or	
MGMT 370	Internship

Independent Learning: 8 credits to be fulfilled either through COMM 350 (4 or 8 credits), MGMT 350 (4 or 8 credits), COMM 370 (4 or 8 credits), MGMT 370 (4 or 8 credits), and/or COMM 390 Studio Five; COMM 390 Studio Five cannot be double counted as an elective course and an independent learning course.

Electives

Students select three courses from this list; one must be at the 300 level.

COMM 124	Media, Messages and Society
COMM 163	Radio Operations and Performance
COMM 181	Public Speaking
COMM 240	Intermediate Graphic Design I: Typography
COMM 244	Web Design
COMM 260	Journalism
COMM 262	Media Convergence
COMM 286/	
MGMT 232	Intro to Advertising
COMM 310	Feature Writing
COMM 315	Op/Ed
COMM 323	Digital Cultures: Communication and Social Media
COMM 326/	
MGMT 232B	Student Advertising Competition

COMM 333	Web 2
COMM 344	Senior Seminar/Storytelling
COMM 350	Independent Study
COMM 390	Studio 5: A Communications Workplace
MGMT 100	Foundations of Business and Management
MGMT 221	Project Management
MGMT 224	Socially Minded Leadership
MGMT 231	Creating Brand Value
MGMT 320	Negotiations and Change Management
MGMT 329	People, Planet and Profits
MGMT 335	Marketing Research
MGMT 350	Independent Study
MGMT 392	Marketing Decision-making

It is recommended that PR/MarCom majors also consider taking ECON 100, Principles of Microeconomics, and PSYC 101, Introduction to Psychological Science.

Minors in Communications

Students who wish to pursue a general minor in communications may do so by completing the three required core courses, along with two electives. Other concentration-specific minors available are:

GRAPHIC DESIGN (Minor)**Required:**

COMM 121	Visual Communications
COMM 210	Introduction to Graphic Design
COMM 240	Intermediate Graphic Design I: Typography

Electives for non-Art majors (select 2):

ART 111	Intro to Studio Art: Drawing
ART 112	Intro to Studio Art: Color
COMM/	
ART 138	The Poetry of Photography

Electives for Art majors (select 2):

COMM 244	Web Design
COMM 246	Digital Imaging for Design
COMM 248	Intermediate Graphic Design II: Type and Image
COMM 262	Media Convergence

- COMM 320 Media and the First Amendment
 COMM 328 Special Topics
 (when appropriate)
 COMM 333 Web 2
 COMM 340 Advanced Design

■ JOURNALISM (Minor)

Required:

- COMM 122 Media Writing Bootcamp
 COMM 260 Journalism
 COMM 265 Editing Copy and Proof

Electives (select 2)

- COMM 124 Media, Messages, & Society
 COMM 262 Media Convergence
 COMM 263 Broadcast Writing
 COMM 310 Feature Writing
 COMM 315 Opinion/Editorial Writing
 COMM 320 Media and the First Amendment
 COMM 323 Digital Cultures: Communication and Social Media
 COMM 328 Special Topics (when appropriate)

■ MEDIA ARTS (Minor)

Required:

- COMM 120 Communications Media
 COMM 121 Visual Communications
 COMM 124 Media, Messages, and Society

Electives (select 2):

- COMM 210 Introduction to Graphic Design
 COMM 220 Video Production
 COMM 222 Animation
 COMM 240 Intermediate Graphic Design I: Typography
 COMM 244 Web Design
 COMM 248 Intermediate Graphic Design II: Type and Image
 COMM 246 Digital Imaging for Design
 COMM 262 Media Convergence
 COMM 320 Media and the First Amendment
 COMM 323 Digital Cultures: Communication and Social Media
 COMM 333 Web 2
 COMM 340 Advanced Design

■ RADIO (Minor)

Required:

- COMM 122 Media Writing Bootcamp
 COMM 163 Radio Operations
 COMM 263 Broadcast Writing

Electives (select 2):

- COMM 124 Media, Messages, and Society
 COMM 262 Media Convergence
 COMM 269 Globalization on a Shoestring
 COMM 320 Media and the First Amendment
 COMM 323 Digital Cultures: Communication and Social Media

■ WEB DESIGN AND DEVELOPMENT (Joint Minor with Computer Science)

Required:

- CS 112 Introduction to Computer Science
 COMM 121 Visual Communications
 COMM 244 Web Design
 CS 321 Web Services and Web-Centric Computing

Choose one:

- COMM 210 Introduction to Graphic Design
 CS 333 Database Design and Implementation

■ INTERDISCIPLINARY MINOR IN CINEMA AND MEDIA STUDIES

A minor in Cinema and Media Studies comprises two required courses and three electives.

Required:

- ENGL 195 Art of Film
 ENGL 221 The Critical Lens: Introduction to Film and Media Theory

Three Electives (select 3):

- AST 300 Black Bodies in Motion
 ART/
 COMM 138 The Poetry of Photography*
 ART/
 COMM 139 Color Photography CSI*
 ART/
 COMM 232 Digital Photography II*
 ART/
 COMM 239 Art of the Real: Documentary Photography*

ART/	
COMM 237	Advanced Black and White Photography*
ART/	
COMM 256	Approaches in Contemporary Photography
ART 249	History of Photography
MUS 165	Music in Film
CHIN 214	Contemporary Chinese Cinema
COMM 120	Communications Media
COMM 121	Visual Communications
COMM 124	Media, Messages, and Society
COMM 222	Animation*
COMM 220	Video Production*
COMM 246	Digital Imaging for Design
COMM 262	Media Convergence
ART/	
COMM 232	Advanced Digital Sandbox
COMM 344	Storytelling*
ENGL 327	Race and Gender in Psychoanalytic Discourse
ENGL 354	Studies in Film Genre
ENGL 398	Feminist Media Studies
FREN 314	"Topics in French Cinema"
HIST 254	History Through Novels and Films
HIST 329	Film and Historical Representation
PHIL 152	Philosophy Through Literature and Film
SPAN 314	Hispanic Culture as Seen through Film

Restrictions on Electives: One elective must be a production class. (Production classes are designated with an *) In addition, at least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

■ **PR/MARCOM**
(Joint Minor with School of Management)
Required:

COMM 186	Introduction to PR
MGMT 250	Marketing
COMM 281	Writing for PR

Electives (select two):

COMM 124	Media, Message and Society
COMM 181	Public Speaking
COMM 262	Media Convergence
COMM 265	Editing Copy and Proof
COMM 286/	
MGMT 232A	Introduction to Advertising
COMM 326/	
MGMT 232B	Student Advertising Competition
COMM 323	Digital Cultures: Communication and Social Media
MGMT 230	Why We Buy
MGMT 231	Creating Brand Value
MGMT 234	Organizational Communications and Consumer Behavior
MGMT 238	Financial Aspects of Business
MGMT 335	Marketing Research

COURSES

COMM 120 Communications Media (M1) (F, S)

4 sem. hrs.

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

COMM 121 Visual Communication (M1)(F,S)

4 sem. hrs.

Introduces the concepts of visual culture and visual literacy with an emphasis on looking at looking. From the perspective of consumer and producer of images, the visual experience is deconstructed to illuminate meaning-making practices. Utilizes a variety of theoretical perspectives and approaches to all manner of images, including photography, comics, fine art, advertising, film, TV, and the graphic novel. *Grabiner, Richland, Martino*

COMM 122 Media Writing Bootcamp (F, S)

4 sem. hrs.

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

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

4 sem. hrs.

Explores how and why the media reflect, affect, create, and mold public opinions, ideas, and values. Examines issues related to the media and society, specifically the content of media in terms of the messages they convey. *Corcoran, Gans-Boriskin*

COMM/ART 138 The Poetry of Photography Lab (M1) (F, S)

4 sem. hrs.

Like a poem, the art photograph often uses metaphor, allusion, rhythm, and profound attention to detail. In this course students learn to create artful photographs while acquiring the skills and craft of using a 35mm camera, developing black and white film and making gelatin silver prints in the darkroom. 35mm cameras are available for students enrolled in the course. *Bresler, Kain*

COMM/ART 139 Color Photography CSI (M1) (F, S)

4 sem. hrs.

Observing what's in front of you is a discipline akin to a detective solving a mystery. In this course students learn to successfully operate a digital camera (DSLR) and apply Camera Raw and Photoshop to produce dynamic color prints. Our goal is exercising visual and critical thinking muscles while enlivening personal vision. DSLR cameras available for students enrolled in the course. *Bresler*

COMM 163 Radio Operations and Performance (F, S)

4 sem. hrs.

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

COMM 181 Public Speaking and Group Discussion (S)

4 sem. hrs.

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

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

4 sem. hrs.

Explores the nature and role of communications in marketing and the integration of public relations, advertising, 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. *O'Connor*

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

4 sem. hrs. Prereq.: COMM 121 or consent of the instructor.

Addresses formal principles, processes, and production for 2D design. Lectures and demonstrations complement studio projects and critiques. Students learn conceptual skills required for professional design work. They master mechanical tools; utilize design software applications; prepare visual, written, and oral presentations; and are introduced to

the research process and techniques needed to achieve quality design. Includes lecture/lab. *Aronson, Richland*

COMM 220 Video Production (M1) (F, S)

4 sem. hrs.

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

COMM 222 Animation (M1) (F, S)

4 sem. hrs.

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

COMM/ART 232 Advanced Digital Sandbox (S)

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

A playful workshop where students master cutting edge digital techniques and the craft of archival inkjet printing. We investigate a variety of artists' practices at the forefront of the evolving digital praxis, along with field trips to artist studios, galleries and museums. Students work on long-term projects of their choosing, in color or black and white, with film or digitally. DSLRs and 35 mm cameras are available for students enrolled in the course. *Bresler*

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

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

Students expand their knowledge of traditional darkroom printing by engaging in advanced exposure and printing techniques, including working with gelatin silver fiber paper and the alternative process known as cyanotype. 35 mm cameras are available for students enrolled in the course. *Bresler, Kain*

COMM/ART 239 Art of the Real: Documentary Photography (F)

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

How do you connect with honest, clear and provocative story telling? In this class, students engage with the documentary tradition by investigating cultural, political, ideological or personal topics of their own choosing. Along the way they are encouraged to refine their technical and aesthetic skills. Students work in digital, film, color or black and white. 35 mm and DSLR cameras are available for students enrolled in the course. *Bresler*

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

4 sem. hrs. Prereq.: COMM 210 or consent of instructor.

Applies the formal principles of design in the context of typography. Topics include type history and terminology, text and display 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 Design (F)

4 sem. hrs. Prereq.: COMM 210.

Introduces the essential concepts and tools necessary to produce websites. Includes understanding HTML syntax, CSS, 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, Groves*

COMM 246 Digital Imaging for Design (S)

4 sem. hrs. Prereq.: Comm 121 or consent of instructor.

Explores creative approaches to acquiring, manipulating, authoring, and disseminating digital images. In the Adobe CC environment, students combine natural and digital media, working iteratively in order to achieve unique solutions to their challenges. In-depth explora-

tion of Photoshop compositing techniques and introduction to image creation in Illustrator and on a variety of mobile apps. Students work on stand-alone images and in sequence, for print and screen. *Grabiner*

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

4 sem. hrs. Prereq.: COMM 240.

Reinforces the design process and research-based work. Students create professional pieces after careful investigation and analysis. Emphasizes integrating type and image to strengthen a message. Addresses information hierarchy, sequencing, grid development on the computer, and multimedia presentations. Assignments include publications, websites, organization identity programs, and expressive use of typography. *Aronson*

COMM/ART 256 Approaches in Contemporary Photography (S)

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

From portraits to staged narratives, appropriation to the conceptual landscape, students explore a diverse range of methods and styles. Combining discussions, with visiting artists, field trips to gallery and/or museum exhibitions, students produce a final portfolio of deeply intentional and considered photographs. 35 mm and DSLR cameras are available for students enrolled in the course. *Bresler*

COMM 260 Journalism (M5) (F, S)

4 sem. hrs. Prereq.: COMM 122.

Immerses students into journalism by covering community issues and events ranging from local and national politics to entertainment and sports. Teaches how to identify news values and make news judgments, as well as acquire note-taking and interviewing skills, understand media ethics and law, and develop news writing techniques. *Corcoran, Porter*

COMM 262 Media Convergence (F, S)

4 sem. hrs.

Media Convergence is the melding of digital images (still and moving), sound, and typography, to create media for a variety of platforms.

This course addresses the rapid changes in media production and distribution and provides the hands-on knowledge necessary to create, produce, and distribute media. It integrates the study of media history, theory, and design with production skills in film, audio, video, print and digital media—to enable students to advance as media producers. *Richland*

COMM 263 Broadcast Writing (S)

4 sem. hrs. Prereq.: COMM 122.

The term “broadcast” has changed in meaning in the fairly recent past. It now includes on-line streaming, podcasts, shared media and much more. However, the core skills needed to produce an effective message have not changed. In this course, you will discover and develop skills in audio and video story-telling. This course includes on-the-street assignments and studio work. *Mailloux*

COMM 265 Editing Copy and Proof (F, S)

4 sem. hrs. Prereq.: COMM 122.

Teaches how to perceive and correct errors in language written by others. Includes use of professional copyediting symbols and techniques to make needed changes (in spelling, punctuation, word selection, etc.) before the final wording, or “copy,” is readied for print, screen, 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 269 Globalization on a Shoestring (S)

4 sem. hrs. Prereq.: COMM 122 and/or COMM 163.

Gives the student a “virtual study abroad” experience. In conjunction with schools and participants from around the world, students get to work in a cross-cultural setting using streaming and social media, examining social, cultural, and political issues from a global perspective. *Mailloux*

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

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

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

COMM 286/MGMT 232A Intro to Advertising (F)

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

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

COMM 310 Feature Writing (F)

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

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

COMM 315 Opinion/Editorial Writing (S)

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

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

COMM 320 Media and the First Amendment (F)

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

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

COMM 323 Digital Cultures: Communication and Social Media (S-1,2)

4 sem. hrs. COMM 124 or consent of instructor.

Communicators are challenged to develop literacies and competencies in what currently resembles a whirlwind of perpetually emerging communication technologies. Tracing the trajectory of participatory or "social" cultures, we will investigate the impact of these tools on meaning making practices. A hands-on approach grounds this course and its engagement in the long-standing debates in media and cultural theory. *Grabiner, Kopp*

COMM 325 Public Relations Seminar (F, S)

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

Surveys public relations methods, research, theories, practices, and campaigns. Discusses the ethics and values of public relations as a profession. Includes case study analysis. *O'Connor*

COMM 326/MGMT 232B National Student Advertising Competition (S)

4 sem. hrs. Prereq.: COMM 286/MGMT 232A

Students create a fully integrated advertising campaign for a nationally known client in the National Student Advertising Competition. Research, Strategy, Media, Budget, Creative, Design, PR/Promotions student teams are formed to create a comprehensive 25-page plans book and keynote presentation. Once the concept is developed, students create print, outdoor and web advertisements as well as radio spots and TV commercials. The class competes against other area colleges by presenting the campaign in front of several professional

industry judges. Nearly 200 colleges compete nationally every year. *O'Connor*

COMM 328 Special Topics in Communications (F, S)

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

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

COMM/ART 330 Special Topics in Photography (S)

4 sem. hrs. Prereq.: COMM/ART 138 and two additional photography courses or consent of the instructor.

Delves deeply into the practice and theory of photography. General topic is contemporary photography, with readings by Barthes, Sontag, and other theoreticians considered in relation to the work of students and contemporary photographers. *Bresler*

COMM 333 Web 2 (S)

4 sem. hrs. Prereq: COMM 220 or COMM 262 or consent of the instructor.

Examines the ways motion graphics adds meaning to public service announcements, advertising, interactive websites, film credits, television openings, and mobile applications and addresses concepts of a global visual language in which the use of familiar symbols and images transcends spoken language. Explores the emerging field of narrative, auditory experience, information design, interactivity, and emotional depth. *Richland*

COMM 340 Advanced Design (S)

4 sem. hrs. Prereq.: COMM 240 and 248. Or consent of the instructor.

Increases understanding of the designer's role as problem solver and professional design consultant. Introduces the responsive design approach to web and app development. Provides opportunity to create new portfolio-quality work and develop a personal style. Projects include: a personal identity system, with professional résumé and cover letter for each student; prototyping a complex multi-

page publication with text, images and infographic; and a webzine website, or original app for multiple platforms. *Aronson*

COMM 344 Senior Seminar/Storytelling (F, S)

4 sem. hrs. Prereq.: COMM 121, COMM 122, COMM, 124 and concentration requirements. Storytelling is perhaps the oldest, most salient form of entertainment, education and enlightenment that humans have engaged in. The course examines the role of stories in our lives, the elements that are necessary to create a good story, and the ways that digital technologies disrupt our conventional understanding of how stories are told. Students will complete a major project using storytelling techniques and demonstrating their understanding of the impact that media channels have on narrative. *Staff*

COMM 350 Independent Study (F, S)

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

COMM 370 Internship (F, S)

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. Senior standing required for 8 semester hours. *Porter*

COMM 380 Field Experience (F, S)

4 sem. hrs. Prereq.: COMM 370
An eight to 10 hours-per-week field placement in the Greater Boston area, based on the student's background and interests. Students must apply before October 15 for spring semester. *Porter*

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

4 sem. hrs. Prerequisites: Completion of the communications department core and concentration 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. *Porter, Richland*

PROGRAM IN COMPUTER SCIENCE AND INFORMATICS

Nanette Veilleux, *Professor, Program Director*
Margaret Menzin, *Professor*
Bruce P. Tis, *Associate Professor*
Amber Stubbs, *Assistant Professor*

The Program in Computer Science and Informatics offers majors and minors in computer science, information technology, web design and development, health informatics and scientific computation (minor). Our program prepares women for technology-related careers in the global marketplace, for graduate school, and to be knowledgeable, ethical and socially conscious adopters of technology. We also serve the Simmons community by offering service courses to address both the general and specific technology fluency needs of our students. These courses help the student gain an overview of technology—its use, application, and limitations and can serve as stand-alone courses or as a starting point for more advanced study in one of our four technology areas. We often find that students have a latent interest in, and talent for, technology that blossoms in these courses.

Students may also complete an 8-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, Nuance, Hyperactive Multimedia, Meditech, EMC, Tufts University, Screened Images Multimedia, UPS Field Services, Education First, Highrock

Covenant Church, Windsor School, Partners Healthcare Information Systems, Twitter and CakeWalk. Students are frequently offered permanent jobs upon graduation at the company that sponsored their internship. Our job placement rate upon graduation is very high. Students also have the opportunity to complete significant independent study projects under the guidance of a faculty member, as well as participate as a member of a research team on NSF-funded research projects. While our courses and majors have a strong technology focus, they also stress teamwork, collaboration, communication, and the development of leadership skills. All courses include a structured laboratory experience with students often solving problems in groups. Our students often double major in areas such as communications, art, English, education, mathematics, philosophy, Spanish, and management. Our alums work for companies developing educational software, medical support, gene research to cure cancer, voting machine security, and writing software to support nonprofits. 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

The demand for computer scientists in the workplace remains strong. New and exciting problems are there to be solved. Students that major in computer science develop new technology, as well as apply advanced technology to solving highly technical problems at the forefront of technology. They learn to think critically, logically, and abstractly. They gain both an understanding of the underlying theory and concepts of computing as well as the facility to integrate theory with practice. They are problem solvers. Students take both foundational courses and advanced technology courses that focus on systems and technology development. Students are prepared for careers in programming, web development, system support, network administration, database

design, computer and network security, applications development, and software engineering. The program 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.

Learning Outcomes

Computer Science majors will:

- A. Understand the fundamental concepts and theory of computing and their application to solving real world problems
- B. Express themselves and ideas orally, in writing, and the “languages” of the discipline
- C. Master current and cutting-edge technologies including programming languages, algorithms, databases, systems analysis, web based technologies, networks, security and hardware
- D. Think abstractly, logically, clearly, and critically
- E. Work in groups both as a participant and as a leader
- F. Relate theory to practice
- G. Be life-long learners and able to teach themselves
- H. Understand the ethical, legal, and social implications of technology
- I. Become gainfully employed in technology-related jobs and/or prepared for graduate study

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

CS 112	Introduction to Computer Science
CS 113	GUI and Event-Driven Programming
CS 226	Computer Organization and Architecture
CS 227	Computer Networks
CS 232	Data Structures and Algorithms
CS 330	Structure and Organization of Programming Languages
CS 345	Operating Systems
MATH 210	Discrete Mathematics

PHIL 225 Ethical, Legal, and Social Issues in Information Technology
One mathematics course numbered MATH 118 and above

Electives (choice of three)

CS 321	Web-Centric Programming
CS 327	Cybersecurity
CS 333	Database Design and Implementation
CS 334	Special Topics in Computer Science
CS 343 or LIS 486	Systems Analysis
LIS technology courses as approved	

Honors in Computer Science

The Honors designation will be given if a student has:

- Demonstrated academic achievement by earning a GPA of 3 .5 or greater in courses taken at Simmons for the major
- Conducted research as demonstrated by successfully completing of one of the following:
 - NSF-REU
 - Honors Thesis
 - Research Project deemed to be honors-worthy by the program faculty

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 problem solving skills is valuable to every undergraduate. Students from a wide range of majors frequently minor in computer science. Students choose from the following options:

Requirements:

Web Development

This option provides a strong technical background for anyone wishing to develop web-based applications. Students will learn HTML, JavaScript, Java, and database design and implementation, as well as the network infrastructure upon which web applications

are built, including security considerations. The curriculum includes:

CS 112	Introduction to Computer Science
CS 227	Computer Networks
CS 327	Cybersecurity
CS 321	Web-Centric Programming and Web Technologies
CS 333	Database Design and Implementation

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. The curriculum includes:

CS 112	Introduction to Computer Science
CS 113	GUI and Event-Driven Programming
CS 232	Data Structures and Algorithms
CS 330	Structure and Organization of Programming Languages
CS 321	Web-Centric Computing and Web Technologies

Systems

This option prepares the student to perform user support, system administration, or network administration, and develops the technical expertise needed in many small offices and organizations today. The curriculum includes:

CS 112	Introduction to Computer Science
CS 226	Computer Organization and Architecture
CS 227	Computer Networks
CS 345	Operating Systems
CS 327	Cybersecurity

Open

A custom-designed minor consisting of five courses may be proposed by the student to achieve her specific goals. Faculty members are available to help the student design this minor. The computer science and information technology faculty must approve the final proposal.

Major in Information Technology

For students interested in the assessment of users' technology needs, and the evaluation, application, administration, and support of technology, we offer a major and minor in information technology. The major provides students with a solid technical grounding in computer science and information technology, as well as education in the 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.

Learning Outcomes

Characteristics of IT Graduates (adapted to ACM IT Curriculum Guidelines): Simmons's IT program aims to provide their graduates with the skills and knowledge to take on appropriate professional positions in information technology upon graduation and grow into leadership positions or pursue research or graduate studies in the field. Fundamental to information technology is the integration of different technologies and the integration of technologies into organizations. An IT graduate must therefore acquire a skill set that enables him or her to successfully perform integrative tasks, including:

- A. An ability to apply knowledge of computing and mathematics appropriate to the discipline
- B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
- C. An ability to design, implement, and evaluate a computer-based system, process,

component, or program to meet desired needs

- D. An ability to function effectively on teams to accomplish a common goal
- E. An understanding of professional, ethical, legal, security and social issues and responsibilities
- F. An ability to communicate effectively with a range of audiences
- G. An ability to analyze the local and global impact of computing on individuals, organizations, and society
- H. Recognition of the need for and an ability to engage in continuing professional development
- I. An ability to use current techniques, skills, and tools necessary for computing practice
- J. An ability to use and apply current technical concepts and practices in the core information technologies
- K. An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems
- L. An ability to effectively integrate IT-based solutions into the user environment
- M. An understanding of best practices and standards and their application
- N. An ability to assist in the creation of an effective project plan

Requirements:

CS 110	Foundations of Information Technology
CS 333	Database Design and Implementation
CS 321	Web Centric Programming
CS 327	Computer Security
CS 343/	
LIS 486	Systems Analysis
MATH 118	Statistics or 227/228
MGMT 234	Organizational Communications and Behavior
MGMT 221	Project Management
CS 350/	
CS 370	Independent Learning (to be adapted to PLAN Capstone)

One from the following:

CS 113	GUI and Event-Driven Programming
CS 226	Computer Architecture
CS 345	Operating Systems
PHIL 225	Ethics
IT 101	Living in a Digital Society

Minor in Information Technology

The minor in information technology provides the technology skills and understanding required of every professional in today's workforce. You gain an excellent grounding in technology—an overview of technology and web applications, a familiarity with a modern programming language; the ability to design, create and use a database, a grasp of management issues, and the ability to sharpen your communication skills. This minor is a nice complement to any major at Simmons.

Requirements:

Minor:

CS 110	Foundations of Information Technology
CS 112	Introduction to Computer Science
CS 333	Database Design and Implementation

One of the following:

CS 113	Event-driven programming
CS 227	Networks

One of the following:

Another IT/CS course (not IT 101/ 225),
MGMT 234
MGMT 221

Major in Health Informatics

Health Informatics is the application of the computing and information technology disciplines to solving problems in the field of health care. This interdisciplinary major includes foundation courses in technology, as well as more advanced topics such as security, database management, web applications de-

velopment, and systems analysis. Students also learn about the health care industry by taking courses such as health informatics, biomedical ethics, and the health industry market and business model. Electives include courses in sociology, biology, and management. The major also provides experiential learning in the health care industry through two experiential placements that will expose our students to both the neediest and to the most sophisticated ends of the health care spectrum. Students graduating in this major would be desirable in IT departments at hospitals and other medium-to-large health care settings, and in companies developing software for the health care industry. There will also be positions in maintaining, modifying and managing software services.

Required Courses

CS 112	Introduction to Computer Science
CS 113	GUI and Event-Driven Programming
CS 225	Health Informatics (new prefix; was IT 225, same content)
MATH 118	Introductory Statistics
CS 227	Computer Networks
CS 327	Cybersecurity
CS 333	Database Design and Implementation
CS 321	Web Centric Programming and Web Technologies
CS 343 or LIS 486	Systems Analysis
PHIL 131	Biomedical Ethics
One of the following:	
SNHS 450	The Health Care Systems: Interdisciplinary Perspectives
MGMT 120	Introduction to Health Systems
MBAH 448	Health Care IT (with permission of instructor)

Independent Learning

To be satisfied in the IT department of a hospital, HMO or at a company which develops software for the health care industry.

Electives

Students are strongly urged to select two or more of the following, depending of their specific interest and in consultation with their advisors:

SOCI 241	Society and Health
BIOL 346	Epidemiology
MATH 227	Biostatistical Design and Analysis
MGMT 110	Financial Accounting
MGMT 100	Foundations of Business and Management

Students should also consult with their advisors about the possibilities of a minor in Biology, Management, or Public Health.

Minor in Scientific Computation

The minor in scientific computation deals with the processing of large sets of “messy data”. A must for anyone planning on attending graduate school.

MATH 118	Introductory Statistics
MATH 343	Mathematical Modeling
CS 112	Introduction to Computer Science
CS 333	Database Design and Implementation

A fifth course to be chosen from:

CS 226	Computer Organization and Architecture
CS 113	GUI and Event-Driven Programming
MATH 227	Biostatistical Design and Analysis
MATH 338	Probability
MATH 225	Differential Equations

Major in Web Design & Development (Joint Major with the Communications Department)

The World Wide Web has driven a need for web designers and developers. People who understand both the art and the science of web development are particularly valued. Graduates will have a firm understanding of the prin-

ciples of design as well as an understanding of the technical issues involved in the development of an active web site. Students graduating from this major will have an advantage over traditional web designers because they will have a clear understanding of the elements of web development. Likewise, the students will also have an advantage over traditional web developers because they will possess knowledge of the elements of design.

This major combines existing classes from the Communications and Computer Science programs to create a cohesive major in Web Design & Development. It seeks to draw students who are interested in integrating the two facets of web site creation rather than focusing on either the Graphic Design concentration or the Computer Science major.

Learning Outcomes

1. Students Design and author accessible web-sites with semantic code.
2. Students employ iterative design processes.
3. Students are introduced to the core components of information architecture, usability, and user experience.
4. Students design and develop for a variety of screens and devices.
5. Students become proficient in the foundations of programming for the web

Step One: Core

The core classes focus on providing students with a foundation for the other steps in their major.

COMM 121	Visual Communication
COMM 210	Introduction to Graphic Design
CS 112	Introduction to Computer Science

Step Two: Developmental

COMM 240	Typography
COMM 244	Web Design
CS 113	GUI and Event-Driven Programming
CS 321	Web-Centric Computing and Web Technologies

Step Three: Electives

Students take three electives, not all from the same discipline (CS/COMM)

CS 227	Computer Networks
CS 327	Cybersecurity
CS 333	Database Design and Implementation
COMM 340	Type and Image
COMM 348	Advanced Design
CS 343	Systems Analysis & Design
COMM 333	Web 2

Step Four: Senior Seminar Core

COMM 395	Senior Seminar
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Step Five: Independent Learning

Students may choose to take independent studies and internships from either the Communications department or the Computer Science Program. This will depend on the nature of the independent study or internship. Students may also opt to take COMM 390: Studio 5 for their independent learning requirement.

Degree Options: With the approval of her advisors, a student may choose whether to graduate with a Bachelor of Arts or of Science, depending on which discipline she has chosen the preponderance of her course work.

Please keep in mind that this major will not function as simply a Communications concentration because the core classes do not meet the requirements for the Communications core. This major is also not designed as a replacement for the Graphic Design concentration, as students graduating from the major will not receive the entire breadth of the design curriculum or the Communications core.

Likewise, it is not a Computer Science major; students will not be exposed to the breadth of the CS field and would need additional courses to move into other application areas.

Interdisciplinary Minor in Web Design and Development

Required:

CS 112	Introduction to Computer Science
COMM121	Visual Communications
COMM 244	Web Design
CS 321	Web Centric Programming and Web Technologies
COMM 210	Introduction to Graphic Design or
CS 333	Database Design and Implementation

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, which begins on page 126.

3 + 1 BS in Computer Science/MS in Library and Information Science

3 + 1 BS in Information Technology/MS in Library and Information Science

The world of library and information science is changing—fast. No longer just a home for printed texts, a “library” is any place where creating, storing, and accessing traditional print and emerging digital resources come together.

This evolution is huge, and the vast array of careers it is creating calls for a new breed of highly trained, technologically savvy information professional. The 3 + 1 Computer Science/Library and Information Science Program will thoroughly prepare you to meet this opportunity.

Pairing a Bachelor of Science in Computer Science or Information Technology with a Master’s in Library and Information Science, this sought-after combination will give you a versatile technical background, as well as advanced knowledge of the principles, theories, and practices of modern librarianship, digital curation, and content management.

You will earn your computer science degree

in three years in an empowering, state-of-the-art environment. Through coursework and hands-on learning, you will develop your ability to understand computing foundation and theory and to solve real-world problems through the application of technology.

Master’s level coursework in library science will commence by your senior year and culminate in stimulating yet practical independent studies. Our Graduate School of Library and Information Science (GSLIS) is ranked in the country’s top 10 by U.S. News & World Report. The faculty are recognized leaders in their fields, while our prime Boston location opens the door to hundreds of prestigious internships.

Undergraduate Major in Data Science & Analytics (DS&A)

FACULTY

Margaret Menzin, *Professor of Mathematics and Computer Science, Coordinator*

Naresh Agarwal, *Assistant Professor of Library and Information Science*

Gerald Benoit, *Associate Professor of Library and Information Science*

Michael Brown, *Professor of Mathematics and Statistics*

Robert Goldman, *Professor of Statistics*

Chaoqun Ni, *Assistant Professor of Library and Information Science*

Susan D. Sampson, *Associate Professor of Management*

Amber Stubbs, *Assistant Professor of Computer Science*

Bruce Tis, *Associate Professor of Computer Science*

Nanette Veilleux, *Professor of Computer Science and Associate Dean for Research of the School of Library and Information Science*

Data Science and Analytics is a field which also goes by the names of Data Science, Data Analytics, and Predictive Analytics. Informally this is also referred to as “Big Data.”

By now most of us have heard of the term “big data”, which refers to data sets distinguished by “the 3 V’s”: volume, velocity, and

variability. In this context ‘volume’ refers, obviously, to the size of the data set, ‘velocity’ refers to the speed at which new data arrives or the data set changes, and ‘variability’ refers to the lack of a strict organization for formatting all the data.

DS&A has applications in many areas. For example, famously, by analyzing what people were querying, Google was able to predict a flu epidemic several weeks ahead of the CDC. Another well known example is the use of these techniques to target certain groups of people in election campaigns. Recently, breast cancer oncologists announced the formation of a database which will contain anonymized information about every woman who has had breast cancer and had her tumor sequenced. This database will contain the tumor sequence, other medical information, and details about the treatment and how successful it was. Oncologists will then be able to query it for patients with newly diagnosed tumors to select an optimal treatment approach.

So, what is DS&A? It is a combination of statistical and computing methods to analyze and interpret such large data sets, in a particular discipline. Data Science & Analytics rests on a tripod of statistics, computer science, and domain knowledge.

The DS&A major at Simmons is designed to implement this tripod approach, with required courses in statistics, computer science and management, and a required area of expertise (what we call a concentration; 5 courses in parts of a discipline where “big data” is likely to occur).

Requirements:

CS 112	Introduction to Computer Science
CS 113	GUI and Event-Driven Science
CS 333	Database Design and Implementation
MATH 118	Introductory Statistics
MATH 227	Statistical Design and Analysis
MATH 228/428	Introduction to Data Science

MATH 229	Regression Analysis
MATH 346/	
CS 346	Data Mining
CS 347	Applied Data Science
MGMT 100	Foundations of Business and Management
MGMT 221	Project Management
LIS 593	Visualization

A typical schedule of courses is CS112-113 and MATH 118–MATH 228 in first year; MATH 227 and 229 and CS 333 in second year; MATH/CS 440 and CS 347 and MGMT 100 and 221 in third year; Internship and LIS 593 in fourth year. Students starting the major in their second year will combine the third and fourth year programs.

Student Learning Outcomes

Students will be able to:

1. Select from, use and interpret results of, descriptive statistical methods effectively.
2. Select from, use, and interpret results of, the principal methods of data science and analytics
3. Communicate the results of their analyses accurately and effectively, in writing, orally and visually
4. Make appropriate use of relevant software, using and modifying standard techniques.
5. Apply principles of leadership and reproducible research to make responsible
6. Demonstrate ability to plan, manage, and document moderately-sized project

List of pre-approved concentrations; students with other interests should consult program faculty or their advisors.

Biology-Bioinformatics: BIOL 113, 22, 337 and CHEM 111, 112. *Biochemistry:* BIOL 113, BIOL 225, BIOL 336; CHEM 111 or 113; CHEM 112; CHEM 223. *Chemistry:* CHEM 111 or 113; CHEM 112 or 224 and 225; CHEM 216; CHEM 223 or 345. *Communications:* COMM 121, 244, COMM 210, 240, and 248. *Computer Science:* CS 232, 227, 327, 345, and 330 or other elective chosen with the advisor. *Management-Finance:* MGMT 110, MGMT 260 and 3 electives chosen

from MGMT 310, 3111, 314, 315 and 393. *Management-Health Care*: MGMT 100, 120 and 239 and 2 electives chosen from MGMT 137, POLS 217, MGMT 180, PSYC 232, MGMT 225, PSYC 239, MGMT 234, SOCI 241, BIOL 246, SOCI 245, PHIL 131, SOCI 345, ECON 239, SW 101, IT 225, SW 200, NURS 100, and NUTR 249. *Management or Marketing*: MGMT 100 and MGMT 250 and 3 electives from MGMT 232, 233, 335, 348, 225, 392, 229, 394, 231, 232, 232b and 233. *Mathematics-Statistics*: MATH 220, 211, 338, and 339 and an elective to be chosen with the advisor. *Political Science/International Relations*: POLS 101, 102 and 104 and 2 electives from POLS 213, 215, 217, 218, 219, 229, 249 and 250. *Public Health*: BIOL 104, SOCI 241, SOCI 245 or 345, BIOL 346 and an elective to be chosen with the advisor. *Sociology*: SOCI 101, 239 and 3 electives from SOCI 245, 249, 262, 263 and 321.

Honors in Data Science and Analytics

In order to receive Honors in Data Science and Analytics a student must:

1. Maintain superior academic performance as indicated by a GPA of 3.5 or higher in major and concentration courses taken at Simmons College
2. Conduct independent research through the successful completion of an NSF-REU or similar research program or by completion of a thesis or project supervised within the Program which receives a grade of A- or A.
3. Communication of the work by presentation to the Program or another approved forum.

COURSES

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

4 sem. hrs.]

Examines, through lecture and laboratory exercises, the physical realization of sight and sound and what adaptations must be made to create digital sound recordings, both of speech music, and digital photographs and movies from these sensory inputs. *Veilleux*

CS 112/412 Introduction to Computer Science (M3) (F)

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

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Requires significant projects. *Veilleux, Tis*

CS 113/413 GUI and Event-Driven Programming (S)

4 sem. hrs. Prereq.: CS 112.

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

CS 110 Foundations of Information Technology (S)

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

Foundations of Information Technology is a broad introduction to issues and concepts that are fundamental in the IT field. These include aspects of system administration, user support, applications installation and management, hardware troubleshooting and ethical use of technology. This course emphasizes knowledge combined with practical, hands-on experience. *Tis*

CS 226/426 Computer Organization and Architecture (M3) (F15)

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

Studies the structure and function of computer hardware, with an emphasis on performance. Includes history of computers, information representation, hardware components and their functions, buses, internal and external memory, input/output, CPU, and instruction sets. *Tis*

CS 227/427 Computer Networks (F14)

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, inter-networking, the Internet, Intranets, network management, and network applications with an emphasis on TCP/IP. *Tis*

CS 232/432 Data Structures and Algorithms (F)

4 sem. hrs. Prereq.: CS 113. Coreq.: MATH 210. Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables, and applications of data structures. Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms. *Tis, Veilleux, Stubbs*

CS 321/521 Web-Centric Computing and Web Technologies (F14)

4 sem. hrs. Prereq.: CS 112. Provides knowledge of the current web technologies, including both client- and server-side technologies, AJAX, and mash-ups. Offers in-depth study of web architectures, web page creation using the standard HTML5, CSS and JavaScript with jQuery, AJAX, and server-side Perl. Studies XML and design of XML schemas and XPath/XSLT. Web services are also examined, including SOA, UDDI, WSDL, SOAP. *Menzin*

CS 327/527 Cybersecurity (S15)

4 sem. hrs. Prereq.: CS 227. Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, email confidentiality, firewalls, web servers, malware, and security management strategies. *Tis*

CS 330/530 Structure and Organization of Programming Languages (S)

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, R, Ruby, and Android). Presents formal language specification including regular, context-free, and ambiguous languages. *Veilleux, Stubbs*

CS 333/533 Database Design and Implementation (S16)

4 sem. hrs. Prereq.: CS 112.

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

CS 334 Special Topics in Computer Science

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

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

CS 343 Systems Analysis and Design (S15)

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

Teaches the strategies used in designing a complex computer-based application system: identifying stakeholders, gathering infor-

mation, writing requirements, analyzing for technical and financial feasibility, setting priorities, planning and managing projects, and designing for usability. Includes extensive use of cases and UML for in depth examples. Involves team projects. *Menzin*

CS 345/545 Operating Systems (F14, S16)

4 sem. hrs. Prereq.: CS 226 and CS 232. Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX/Linux system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming. *Tis*

CS 347 Applied Data Science

Prereq: Math/CS 246 {Data Mining}
This course builds on skills learned in previous data science course and shows students how to practically apply in various technological paradigms using real world data and situations. Students will work in teams to assess the appropriate tools and methodologies to apply to their particular case study. *Stubbs, Ni*

MATH 346/CS 346 Data Mining

Prereq.: MATH 228, MATH 229 and CS 333. This course introduces various approaches to Data Mining, including supervised and unsupervised methods, classification, clustering, and association with emphasis on evaluation of appropriate methods. Students will explore the appropriate use and differences of various algorithms using SPSS or R. *Goldman, Stubbs, Veilleux*

CS 349 Directed Study (F, S)

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

CS 350 Independent Study (F, S)

4 sem. hrs. Prereq.: Consent of the instructor. Requires a written proposal, regular meetings with faculty advisor, a final presentation, and a written report. *Staff*

CS 355 Honor Thesis (F, S)

4 sem. hrs. Prereq.: Consent of the instructor beginning with the successful completion of CS 350. Provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two Semester project, following a preparatory semester of related independent research. Includes oral defense with members of the department and a written thesis. *Staff*

CS 370 Internship (F, S)

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

IT 101 Living in a Digital Society (M3) (F, S)

4 sem. hrs.
Teaches the skills and concepts needed to use, understand, and evaluate information technologies. Students will learn to use current technology confidently, and will know how to effectively adapt to inevitable changes. Word, image, sound processing, spreadsheet and database applications, search techniques, and web design as well as the social ramifications of technology are explored. Students gain an understanding of computer hardware and networks in order to make informed purchasing, configuration, installation, and maintenance decisions. *Veilleux, Tis*

CS 225/525 Health Informatics (M3) (F,S)

4 sem. hrs. Prereq: Completion of the competency in basic mathematics. Introduces students to major uses of information technology in the health care industry. Studies components of a computer system and major health informatics applications, how a database is organized, and general issues such as consistency, concurrency, back-up, security, integrity, and recovery from failure. Use of Access and introduction to SQL. Teaches

how to model health care problems on Excel. Introduction to Electronic Health Records and underlying technologies and standards (XML and UML), Finding and evaluating on-line health information. *Menzin*

IT 350 Independent Study (F, S)

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

IT 370 Internship (F, S)

4 or 8 sem. hrs. Prereq.: Consent of instructor. Computer science courses offered at the 400- and 500-level are available to GSLIS students. These courses include additional work at the graduate level. *Staff*

PROGRAM IN EAST ASIAN STUDIES

Alistair Inglis, Director, *Associate Professor of Modern Languages and Literatures*

Denise Horn, *Assistant Professor of Political Science and International Relations*

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

Shirong Luo, *Associate Professor of Philosophy*

Niloufer Sohrabji, *Associate Professor of Economics*

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 that may include art history, economics, film studies, history, literature, philosophy, political science, religion, and sociology. The major prepares students for further growth beyond college along a variety of paths, such as graduate study, careers in education, employment abroad or in business and institutions specializing in East Asia, and service within and to the Asian American community.

A minor in East Asian studies allows students to enhance their major academic

program with an understanding of the history, politics, and culture of East Asia. A minor may consist of, but does not require, language courses.

Major in East Asian Studies

Requirements: Students must take five elective courses from the EAS curriculum, including at least one of either HIST 201, HIST 202, or HIST 206. No more than three courses may be taken in any one department.

EAS Curriculum (20 semester hours)

- ART 252 Arts of China and Japan
- CHIN 214 Topics in Contemporary Chinese Cinema
- CHIN 202 Intermediate Chinese II
- CHIN 245 Advanced Intermediate Chinese I
- CHIN 246 Advanced Intermediate Chinese II
- CHIN 250 Masterpieces of Traditional Chinese Literature
- CHIN 260 Chinese Calligraphy: Alternate Body Building
- CHIN 310 Chinese Civilization: Past and Present
- CHIN 320 Reading Chinese Newspapers and Digital Media
- CHIN 325 Readings in Modern Chinese Literature
- ECON 222 Comparative Economies of East Asia
- HIST 201 The Dynamics of Japanese History
- HIST 202 Asia to the 18th Century
- HIST 203 History of East Asian and U.S. Foreign Relations
- HIST 204 Japanese Culture: Gender, Family, and Society
- HIST 206 The Rise of Modern China
- HIST 207 Gender, Family, and Society in Modern China
- HIST 362 Seminar: Reforms and Revolutions in Asia
- HIST 364 Seminar: The Rape of Nanjing
- HONS 208 Art of Dissent
- HONS 211 Balance, Harmony, and Happiness: A New Look at Classical China
- JAPN 202 Intermediate Japanese II
- JAPN 245 Composition and Conversation
- JAPN 310 Japanese Civilization

JAPN 320	Newspaper Kanji and Translation
JAPN 325	Japanese Fables and Onomatopoeia
PHIL 133	Asian Philosophy
PHIL 390	Seminar on Buddhism
POLS 225	International Politics of East Asia
POLS 241	The Dragon Ascending: Politics and Policy Making in Contemporary China
POLS 245	Politics of Newly Industrializing Countries
SOCI 267	Globalization

Language Courses (20 semester hours)

Students are required to study a single East Asian language offered at Simmons for five consecutive semesters. Courses taken to fulfill this part of the requirement, therefore, cannot also count among the five electives from the EAS curriculum. Students who enter the Program with at least an intermediate knowledge of an Asian language may satisfy the requirement by completing five semesters' continued study of either the same or another Asian language once correct placement has been determined. Alternatively, in special cases pending the Director's approval, the student may complete five additional courses from the EAS curriculum. Students who enter Simmons with an understanding of an Asian language below the intermediate level can satisfy the language requirement by study that would raise their competence to that of advanced intermediate in addition to either further language courses or those from the EAS curriculum.

Capstone Cross-Cultural Experience

(8 semester hours)

This requirement consists of two phases:

1. **Study abroad, community-based or independent learning.** To encourage cross-cultural experience, students complete 4 semester hours through either study abroad or community-based learning within an Asian American community. Students should have adequate language preparation and a significant portion of coursework completed before undertaking this experience. Thus, most students will satisfy this requirement during the junior or senior

year. The precise timing will be decided in consultation with the student's advisor. Alternatively, the student may undertake an independent study with an EAS faculty member that would culminate in a research paper on a topic of the student's own design.

2. **Integrative Seminar.** Successful completion of either EAS 390 or, when not offered, an alternate course is mandatory for all students in the major. In this seminar, the student will produce either a research paper or some form of creative work associated with a special interest. The nature and scope of the project will be collaboratively determined with the seminar instructor and/or their advisor. HIST 364 and 362 are currently offered in lieu of the Seminar.

Honors

Honors in East Asian Studies requires a minimum GPA of 3.67 for EAS courses in addition to a grade of A or A- for the senior term-paper; i.e., the paper produced as part of the course work for either EAS 390 or 350.

The number of credits transferred from study abroad or other institutions and applied to the major shall not exceed 16 (four courses).

Minor in East Asian Studies

A minor in East Asian studies consists of five courses from the EAS curriculum. No more than three courses may be taken in any one department.

COURSES

EAS 349 Directed Study (F, S)

4 sem. hrs. *Staff*

EAS 350 Independent Study (F, S)

4 sem. hrs. *Staff*

EAS 370 Internship (F, S)

4-8 sem. hrs. *Staff*

EAS 380 Fieldwork

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

EAS 390 Integrative Seminar

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

DEPARTMENT OF ECONOMICS

Niloufer Sohrabji, *Chair and Associate Professor*

Donald Basch, *Professor Emeritus*

Carole Biewener, *Professor*

Barbara Sawtelle, *Professor Emerita*

Masato Aoki, *Associate Professor*

Zinnia Mukherjee, *Assistant Professor**

Mark Valentine, *Administrative Assistant*

*on sabbatical leave Fall 2016

Decision-makers in business, government, and the nonprofit sector evaluate complex economic issues. Intelligent citizenship makes increasing demands on an individual's knowledge of economics. Finally, the analytical tools of economics are increasingly important to studies of health care and educational systems, the environment, sustainable resource use, gender and racial inequality, technology, economic policy, international relations, economic justice, 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 many disciplines, including economics, law, business, and public policy. Economics majors develop 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 Economics Department annually offers the Econnect program, a series of interactive programs aimed at helping students successfully transition to careers or graduate study. Since 2001, Econnect features the annual Economics Student-Alumnae Networking Dinner, at which Economics graduates engage

in structured and friendly networking with current students who are equipped with a networking directory of participating alumnae, student-customized "business cards," and basic training in networking skills. Outcomes include job offers, first interviews, internships, lessons in effective networking practices, advice about graduate programs, and networking beyond the Simmons community. In other Econnect activities, alumnae participate in skill-development workshops in interviewing, negotiating, and LinkedIn. The Department's Internship program further supports the student's exploration of career interests and provides practice in interviewing, résumé preparation, networking, and professional behavior.

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 124 through 393) extend theoretical and empirical analyses to various aspects of the U.S. and international economies. ECON 393 Econometrics applies mathematical principles and statistical techniques to the analysis of economic issues. The department's internship supervisor places students in internships (ECON 370) where they 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 is the culminating product of a two-semester project and prepares students for graduate-level work, and qualifies the student for consideration for honors in economics. Economics is complemented by other fields of study in the liberal arts and sciences and in the professional areas. According to their individual interests, strengths, and priorities, students might consider either double-majoring in economics

and a complementary discipline or combining the economics major with a minor; the variety of possible combinations reflects the intellectual and aspirational diversity of the Simmons student body. In addition, the department collaborates with other departments in offering courses in East Asian studies, environmental science, international relations, public policy, sustainability, and women's and gender studies. 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 provides a survey of economic analysis or a focused concentration on particular fields of economic study such as the economics of the environment and sustainability, 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. At least two of the economics electives must be at or above the 200 level. Core courses (all six are required; note the possible substitutions):

ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
MATH 118	Introductory Statistics (MATH 227: Biostatistical Design or MATH 229 Regression Models may substitute for MATH 118)
ECON 200	Intermediate Microeconomics
ECON 201	Intermediate Macroeconomics
MATH 120	Calculus I (or a higher-level calculus course)

Elective Courses (select four from the following list), including at least two at the 200 level or higher):

ECON 124/ HONS 224	BRICS and the Global Economy
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ECON/ WGST 125	Women and Work
ECON 145	Economics of Sustainability and Resource Use

ECON/ WGST 214	Women in the World Economy
ECON 216	Economic Development
ECON 218	International Trade
ECON 220	International Monetary Systems
ECON 222	Comparative Economies of East Asia

ECON 225/ HONS 325	Political Economy of U.S. Capitalism
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ECON 231	Money and Banking
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ECON 235/ HON 335	From Farm to Table: The Political Economy of Food Systems
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ECON 236	Public Economics
ECON 239	Government Regulation of Industry

ECON 241	Business Competition and Antitrust Policy
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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

Learning Objectives in Economics

1. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
2. To develop and demonstrate an ability to access and retrieve economic data and

information, to manipulate and interpret critically such information, and to identify key relationships among economic data and behaviors.

3. To develop and demonstrate economic literacy through discussion and creative synthesis of economics articles which apply and integrate data, quantitative tools, theoretical models, and policy prescriptions.
4. To refine and demonstrate analytical and critical thinking skills, including logical reasoning and the abilities to apply and interpret quantitative, qualitative, and graphical information in a problem-solving context.
5. To develop and demonstrate the critical thinking skill of comprehending the logical construction of theories and, on that basis, comparing competing explanations and policy implications.
6. To develop and demonstrate an understanding of heterodox approaches to economics and to engage in the study of economics in an interdisciplinary context.
7. To apply course material and analysis in new areas or in new ways, including formulating and conducting economic research and presenting this research both orally and in writing in a polished, professional manner.

Honors in Economics

Candidacy for honors in economics requires a minimum GPA of 3.67 in economics courses and a thesis proposal, which must be approved by the department normally in the student's junior year. The honors candidate must complete ECON 350 Independent Study and ECON 355 Thesis. Upon completion of the thesis, the department will determine whether the thesis merits designation of honors in economics.

Recommendations: The student should work closely with her faculty advisor, who can provide invaluable assistance in various aspects of the student's success. First, the student may seek guidance in selecting economics courses that focus on a particular field of interest

within economics such as the economics of the environment and sustainable resource use, international economics, monetary economics, social analysis, or public policy. Second, the advisor may help the student identify non-economics courses that would enhance the student's intellectual growth according to her interests, strengths, and goals. Third, the student may want assistance in identifying student organizations or other co-curricular activities that would enhance her study and application of economics. Fourth, the advisor may assist the student in planning and preparing for graduate study or careers. Students considering graduate study in economics or related fields should take ECON 393 and courses in calculus and possibly other areas of mathematics; they should also consider various options that combine economics and mathematics, including the joint major in Economics and Mathematics. Economics majors must also complete eight semester hours of independent learning in order to fulfill the all-College requirement. While the independent learning requirement may be completed in other departments, students are encouraged to complete the requirement within economics. The independent learning requirement can be met within the department through any combination of ECON 350 Independent Study, 355 Thesis, 370 Internship, 390 Special Topics, and 393 Econometrics. ECON 350, 355, and 370 do not count toward the 16-semester hour elective requirement for the economics major. If used for independent learning, ECON 390 and 393 also do not count toward the elective requirement.

3 + 1 Accelerated Degree Program: BA in Economics & MA in Public Policy

In the 3 + 1 program in Economics and Public Policy, students complete the Economics major in three years and the interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling.

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.

Learning Objectives:

1. To understand the basic concepts and techniques in core content areas of mathematics and statistics, and to comprehend and articulate economic concepts.
2. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies including econometrics, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
3. Ability to use the knowledge of mathematics, statistics and economics to build theoretically sound economic models, choose relevant data, use appropriate modeling tools and software, and critically interpret the results.
4. Ability to communicate mathematical and economic ideas clearly and precisely.
5. Ability to independently read and learn economic issues expressed and analyzed through mathematical models and techniques.
6. To develop and demonstrate the critical thinking skill of comprehending the logical construction of theories and, on that basis, comparing competing explanations and policy implications.

Requirements:

ECON 100 Principles of Microeconomics and ECON 101 Principles of Macroeconomics, which are basic to all other work in economics

and should be taken no later than the second year by students considering the joint major.

The following courses are required:

ECON 200	Intermediate Microeconomics
ECON 201	Intermediate Macroeconomics
ECON 393	Econometrics
MATH 118	Introductory Statistics
MATH 211	Linear Algebra
MATH 220	Multivariable Calculus
MATH 338	Probability
MATH 339	Probability and Mathematical Statistics

In addition, the joint major requires either (1) three economics electives or (2) two economics electives plus MATH 320 Introduction to Real Analysis. In either case, two of the economics electives must be at the 200 level or higher. 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 successful completion of a total of five courses, consist-

ing of ECON 100, ECON 101, and any three economics elective courses other than ECON 390 and ECON 393. Note: ECON 200 and 201 cannot be counted toward the minor.

Minor in Public Policy Studies

For more information see page 232–233.

COURSES

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

4 sem. hrs.

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

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

4 sem. hrs.

Provides perspective on the economy as a whole. Examines how interactions among national levels of consumption, saving, investment, trade, and government policy cause inflation, unemployment, as well as 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 124/HONS 224 BRICS and the Global Economy (M5) (S-1)

4 sem. hrs. Prereq: Sophomore standing.

Introduces students to the emerging economies known as the BRICS (Brazil, Russia, India, China and South Africa), which are expected to overtake the G-7 countries by 2050. Analyzes the alternative development paths of and the future challenges facing these countries. Examines the regional and global

consequences of the rise of these emerging powers. *Sohrabji*

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

4 sem. hrs.

Cross-listed with Women's and Gender Studies. An introduction to the history of women's paid work in the United States and the ongoing challenges women face in relation to the gender wage gap, gender discrimination, gendered occupational segregation, the glass ceiling, and the "sticky floor." Emphasizes how these workplace issues are related to the considerable unpaid family responsibilities of many women and men. Students write a research paper to relate the course material to their own lives or to the lives of other women. *Biewener*

ECON 145 Economics of Sustainability and Resource Use (M5) (S-1)

4 sem. hrs.

Introduces students to the economic theory of natural resource use and applies economics principles to issues of sustainable development, including "weak" versus "strong" sustainability, efficiency versus equity in the analysis of policy options, and international trade's effects on sustainable development. *Mukherjee*

ECON 200 Intermediate Microeconomics (F-1,2)

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

Provides an intermediate study of the neo-classical 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. *Mukherjee*

ECON 201 Intermediate Macroeconomics (S-1,2)

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

Provides an intermediate study of major macroeconomic theories, macroeconomic performance, and fiscal and monetary policies. Particular attention is given to the key historical shifts in macroeconomic theories, policies, and conditions. *Aoki*

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

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

Cross-listed with Women's and Gender Studies. A reading seminar examining the growing feminization of the global economy, along with the many strategies and activists projects women have undertaken to contend with the challenges and opportunities globalization presents to women in communities across the world. *Biewener*

ECON 216 Economic Development (S-1)

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

A reading seminar that addresses the promises and pitfalls of economic development by considering the theory and practice of development in different regions. Particular attention is paid to historical and institutional conditions that have shaped regional dynamics in Europe, East Asia, Latin America, South Asia, and Sub-Saharan Africa. *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 trade and intellectual property rights, and environmental concerns. *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, 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.

Examines the institutions and economic policies (industrial policy, trade liberalization) used in the economies of East Asia and through these case studies analyzes the "East Asian" model of growth and development. Discusses regional integration and its global consequences. *Sohrabji*

ECON 225/HONS 325 Political Economy of U.S. Capitalism (S-2)

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

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

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

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

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

[ECON 235/HON335 From Farm to Table: The Political Economy of Food Systems (M5)]

4 sem. hrs. Prereq.: Sophomore standing. Not offered in 2016-18]

An interdisciplinary approach to food systems. Using New England and Boston as examples, we follow the food chain, from farms and factories, to retail, restaurants, and homes. Throughout, justice and sustainability are

emphasized, as well as the interplay between the conventional, “industrial” food system and alternative regional and local initiatives. *Biewener*

[ECON 236 Public Economics (S)]

4 sem. hrs. Prereq.: ECON 100. Not offered in 2016-18]

Analyzes government spending and taxes at the national, state, and local levels. Topics include growth in government, income and corporate taxes in the U.S., major public spending programs, financing health care and education, the Social Security system, and the relationship among various local, state, and federal governments. *Mukherjee*

[ECON 239 Government Regulation of Industry (S)]

4 sem. hrs. Prereq.: ECON 100 and 101 or consent of the instructor. Not offered in 2016-18]

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 cases such as pharmaceutical drug regulation, environmental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation. *Mukherjee*

ECON 241 Business Competition and Anti-trust Policy (S-1)

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

Analyzes the extent and nature of business competition among business firms in the United States. Particularly focuses on those cases where structure and conduct are purported to deviate significantly from conditions of perfect competition. Examines antitrust policy as a means of improving the performance of American industry. *Mukherjee*

ECON 247 Environmental Economics (S-1)

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

Examines the roles of the government and the market in tackling local and global environ-

mental problems. Analyzes a range of environmental policies, involving both direct control approaches and incentive mechanisms, and commonly used methods to measure environmental costs and benefits. Topics include water and air pollution, global warming and climate change, acid rain, disposal of solid and hazardous wastes, and endangered species protection. *Mukherjee*

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

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

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

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

ECON 355 Thesis (S-1,2)

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

Written as the culmination of a two-semester project, following writing of an acceptable thesis proposal during the spring of junior year and writing of a literature review in ECON 350 in fall of senior year. Includes oral defense with members of the department. Required for consideration for honors in economics. *Staff*

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

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

Provides students with the opportunity to apply and develop their knowledge and skills as economic analysts in a professional setting while exploring career interests. Each intern completes an in-depth research paper focusing on a project related to the internship site and provides an oral review of her research findings at the end of the semester. *Biewener*

[ECON 390 Special Topics in Economics]

4 sem. hrs. Prereq.: ECON 200 and 201 or

consent of the instructor. Not offered in 2016-2018.]

Intensively studies a particular area of economics using advanced analytical techniques. Intended for juniors and seniors majoring in economics. Offered in a seminar format with a topic that varies from year to year. *Staff*

ECON 393 Econometrics (F-1,2)

4 sem. hrs. Prereq.: MATH 118 and either ECON 200 or 201 or consent of the instructor. Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to describe economic relationships, to test hypotheses about economic relationships, and to forecast future economic activity. Students complete a research project where they create and test economic models using a statistical package. *Sohrabji*

DEPARTMENT OF EDUCATION

Mission Statement

Simmons educates people who share a passion for learning, a commitment to community, and a determination to make a difference. We prepare educators and leaders through clinical experiences and research-based practices in order to enable them to meet the challenges of a more diverse, technological, and global society. We promote equity, excellence, and social justice in a culture of collaboration.

FACULTY

Janie Ward, *Chair and Professor*

Paul Abraham, *Professor, Director of the MATESL Program and the Language and Literacy Program*

Kathleen Dunn, *Professor Emerita*

Theresa Perry, *Professor*

Judah Axe, *Associate Professor, Director of the Special Education Program*

Daren Graves, *Associate Professor*

Helen Guttentag, *Professor of Practice, Director of Clinical Programs and Undergraduate General Education*

Amy Ballin, *Associate Professor of Practice*

Janet Chumley, *Associate Professor of Practice*

Ellen Davidson, *Associate Professor of Practice, Interim Director of MAT Program*

Jennifer Edge-Savage, *Associate Professor of Practice, Director of the Program in Assistive Special Education Technology*

Christine Evans, *Associate Professor of Practice, Director of the New England Center for Children Program*

Jane Hardin, *Associate Professor of Practice*

Kristin Nelson, *Associate Professor of Practice*

Heather Fortin, *Lecturer*

ADDITIONAL TEACHING FACULTY

Agnieszka Bourret

Kathryn Collins

Charles Cormier

Judith Freedberg

Karen Janowski

Kevin Lenane

Jeffrey Lucove

Bruce Mallory

Janet MacNeil

Sally Nelson

Karen Price

Julie Rigo

Taryn Snyder

Gina Stefanini

John Ullian

Martha Wall

Lisa Williams

STAFF

Suzanne Kowalewski, *Licensing Specialist*

Patrick Cuniffe, *Program Coordinator*

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 programs in preparation for licensure may also be modified as the department responds to changes in licensing regulations. The teacher preparation program complies with Mas-

sachusetts 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 courses 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 in middle or high school, or completion of a master's degree through the five year Dunn Scholars Program in Elementary, Middle or High School, Special Education, and English as a Second Language. 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:

- Elementary,* middle and high school English, History, Mathematics, Biology, Spanish and French
- English as a second language (PreK–6 and 5–12) – pages 130, 131*
- Moderate disabilities (5–12) page 132*
- Severe disabilities (all levels) page 133*

* Students wishing to become licensed in these fields must enroll in the five-year Dunn Scholars Program.

Independent Learning

Education majors fulfill the all-College independent learning requirement through prac-

tica. Dunn Scholars fulfill this requirement through EDUC 350 or EDUC 388, or Independent Learning in their liberal arts majors.

Kathleen Dunn Scholars

An integrated bachelor's and master's program is available in all license programs, 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 8 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.

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 preparing for elementary and special education. See page 129 or contact the director of the general education undergraduate program for further information.

All courses in Stages I, II, and III must be taken for a grade and may not be taken pass/fail. Students must receive a grade of B or higher in every education course. A grade of B- or lower will require the student to repeat the course.

Students in the four-year program and the Dunn Scholars program must have passing scores on the MTEL Communication, Literacy, and other license required tests before being admitted to the practicum. Students must pass the Communication and Literacy tests no later than the end of the junior year, and must take their subject matter tests as soon as they have completed all of the courses in the content of their fields. It is strongly advised that elemen-

tary students take the Math portion of the elementary subject matter test as soon as they have completed MATH 115 and MATH 116.

■ GENERAL EDUCATION

Bachelor's Programs in Elementary, Middle, and High School Content and ESL

Majors are required to complete the following sequence of courses:

Stage I Fundamentals of Education in the Inclusive Classroom (Common Core)

Stage II Subject Matter Field(s)

Stage III Licensure Preparation

Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core)

(8 semester hours)

The following courses are required for all general education and ESL majors:

- *EDUC 156 Schools in an Era of Change (freshman or sophomore year)
- *GEDUC 460 Teaching Strategies for the Inclusive Classroom (junior year)
- *includes fieldwork

Students will be evaluated for writing competence at the conclusion of EDUC 156 and must be recommended by the faculty to advance to GEDUC 460. Students will again be evaluated after completion of GEDUC 460. Those students who have not demonstrated strong academic and literacy skills will be offered other options and will work closely with their advisors to find a match for their child-related interests in a non-licensed field.

Stage II. Subject Matter Field(s)

All students seeking licensure must complete a major in the liberal arts or sciences as well as in education for middle and high school students. 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.

Elementary Teacher (Grades 1–6)

The Elementary Program is only offered as a five-year program. In addition to the common core, students must also complete the following courses in Stage II and Stage III.

Stage II. Subject Matter Field

(52 semester hours)

English:

One course in World literature or American literature and

CHL 313 Survey of Literature for Children and Young Adults

Mathematics:

MATH 115 Number Systems and Algebra for Elementary School Teachers

MATH 116 Geometry and Data Analysis for Elementary School Teachers

History and Social Studies:

HIST 100 World Civilizations I: Pre-Modern Societies

HIST 101 World Civilizations II: Colonialism and Post-Colonialism

HIST 140 History of American Civilization I

POLS 101 Introduction to American Politics

Science and Technology Engineering:

*BIOL/PHYS 103 Great Discoveries in Science or *BIOL 113 General Biology

PHYS 105 Science and Technology in the Everyday World: The Way Things Work

PSYC 101 Introduction to Psychological Science

Art/Music:

One course chosen with advisor

Stage III. Licensure Preparation (28 semester hours)

Some or all of these courses may be taken at the graduate level during the fifth year.

Required courses:

- *GEDUC 461 Social Studies, Science and the Arts in the Elementary Classroom
- *GEDUC 464 Reading and Language Arts for the Elementary Classroom
- *GEDUC 467 Math for the Elementary Classroom
- *TESL 417 Sheltered English Instruction
- *SPND 446 Learners with Special Needs
- *includes fieldwork

Elementary Minor (20 semester hours)

Dunn Scholars (see page 127) might choose to do a minor and complete their licensure preparation at the graduate level during their fifth year. Students complete EDUC 156 and GEDUC 460 and select three of the following courses:

- *SPND 446 Learners with Special Needs (or other appropriate special education course)
- *GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
- *GEDUC 464 Reading and Language Arts for the Elementary Classroom
- *GEDUC 467 Math for the Elementary Classroom
- *includes fieldwork

Joint Social Studies-Education Major

(36 semester hours)

This joint major is designed for students with elementary and special education majors.

Courses selected offer the best preparation for the social studies curriculum now mandated by the Massachusetts Curriculum Frameworks and taught in public school classrooms, and are designed to prepare candidates for the

MTEL now required of all elementary and special education teacher candidates. Students should work closely with their advisors in the education department to plan a course of study. In addition to the courses prescribed in the joint major, students should take courses to complete the subject matter core required for licensing (Stage II and Stage III) as well as courses that fulfill the College requirements.

American History (8 semester hours):

- HIST 140 History of American Civilization I: 1607-1877 or HIST 241 Revolutions in the West and one U.S. History course above the 100 level that includes material from the 20th century

World Civilization (8 semester hours):

- HIST 100 World Civilizations I or HIST 222 Greek and Roman History and one non-U.S. history course above the 100 level that focuses on a period of history since the Renaissance

Economics (8 semester hours):

- ECON 100 Principles of Microeconomics
- ECON 101 Principles of Macroeconomics

Political Science (4 semester hours):

- POLS 101 Introduction to American Politics

Depth (8 credits):

Two courses above the 100 level, chosen from history or political science and international relations.

Note: Many of the courses in this major include courses in the subject matter core and the modes of inquiry.

Middle School Teacher (Grades 5–8) in Subject Matter Fields

or

High School Teacher (Grades 8–12) in Subject Matter Fields

or

Teacher of Spanish or French (Grades 5–12)

Four-year students preparing to teach at the

middle school or high school level must double-major in education and in a subject matter area taught in public schools. In addition to the common core, students are required to take the following courses in Stage II and Stage III.

Stage II. Subject Matter Field(s)

Special subject teachers at the high school and middle school levels must complete the requirements for a major in their subject matter fields. In some areas, additional specific courses are required by state regulations. Students must consult with an advisor in the Department of Education while planning their academic major.

Teacher of Biology: A major in Biology is required.

Teacher of English: A major in English is required.

Teacher of English as a Second Language:

This program is only offered with a fifth year. 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. The required ESL subject matter includes the following courses:

- *ML 310 Introduction to Linguistics and English
- TESL 451 Bilingualism and Language Variation in Multicultural Settings
- *TESL 479 Teaching English as a Second Language Methodology and Curriculum Development

These courses are followed by a fifth year.

*includes fieldwork.

Teacher of History: A major in History is required.

Teacher of Modern World Language: A major in a modern language other than English is re-

quired. Twenty semester hours must be above the intermediate level, and advanced composition and conversation, linguistics, and theories of first and second language acquisition must be included. Students must demonstrate fluency as determined by the Department of Modern Languages and Literatures before student teaching. In addition, Massachusetts licensure requires a demonstration of proficiency at or above the advanced level according to ACTFL/ILR guidelines.

Teacher of Mathematics: A major in Mathematics is required.

Stage III. Licensure Preparation

(32 semester hours)

Required courses:

- PSYC 236 Psychology of Adolescence (Prereq.: PSYC 101)
- EDUC 310 Seminar in Teaching and Learning at the Middle and High School Level (taken concurrently with EDUC 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 Teaching for Content Area Literacy or an elective in Education
- *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
- *TESL 417 Sheltered English Instruction
- *SPND 446 Learners with Special Needs
- *includes fieldwork

Middle/High Schools Minor

(20 semester hours)

Dunn Scholars (see page 127) 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 nonnative English speakers in public schools in self-contained and pull-out classrooms at middle and high school levels. This is a five-year program after which students earn a master's degree (The Dunn Scholar Program). This program should be taken concurrently with a major in one of the liberal arts or sciences. A strong background in a second language and culture is necessary, and a semester abroad is strongly encouraged. (Students interested in ESL should contact the MATESL program for specific advising.)

First Year

Modern language (101, 102, or appropriate level)

- PSYC 101 Introduction to Psychological Science
- EDUC 156 Schools in an Era of Change

Sophomore Year

Modern language (201, 202, or appropriate level)

- PSYC 236 Psychology of Adolescence

Junior Year

Modern language (240, 245, or appropriate level)

- *GEDUC 460 Teaching Strategies for the Inclusive Classroom

Senior Year

- TESL 451 Bilingualism and Language Variation in Multicultural Settings
- *TESL 479 Teaching English as a Second Language Methodology and Curriculum Development
- *ML 310 Introduction to Linguistics and English Grammar

Fifth Year

- *ML 408 Second Language Acquisition (summer after graduation)
- TESL 445 Reading and Writing in a Second Language
- GEDUC 444 Research and Evaluation in Schools
- TESL 452 Advanced Seminar in Methods and Curriculum
- TESL 480 Practicum

*includes fieldwork

■ SPECIAL EDUCATION

In the field of special education, Simmons College offers training for Massachusetts licensure for teachers of students with moderate disabilities (Levels: PreK–8 or 5–12) and teacher of students with severe disabilities (Levels: All). Students interested in these programs are required to enroll in the five-year Accelerated Graduate Program. Students who select one of these programs must also have a major in the liberal arts or sciences. In addition, as mandated by the Massachusetts Department of Elementary and Secondary Education, all students must document at least 36 semester hours in upper- and lower-level arts and sciences coursework covering composition, American literature, world literature, including British literature, U.S. history from colonial times to present, world history, including European history from ancient times to the present, geography, economics, U.S. government, including founding documents, child development; science laboratory work, and appropriate mathematics and science coursework (Courses under Elementary Teacher (Grades 1-6) are highly recommended for all Special Education students since these courses form the basis of the preparation for the General Curriculum Tests required by all seeking license in Special Education). Students may opt to minor in special education, but a master's is required to obtain licensure. The five-year Accelerated Graduate Program is the route to licensure in the programs in Special Education.

Courses are as follows:

First Year

- *PSYC 101 Introduction to Psychological Science
- EDUC 156 Schools in an Era of Change
- *recommended

Second Year

- *PSYC 235 Developmental Psychology
- *PSYC 236 Psychology of Adolescence
- *recommended

Liberal arts requirements

Third Year

- SPND 446 Learners with Special Needs
- RDG 410 Multisensory Structured Language Strategies for Reading
- *GEDUC 467 Math for the Elementary Classroom
- *GEDUC 460 Teaching Strategies for the Inclusive Classroom
- *recommended

Fourth Year

- SPND 422 Differentiating Instruction Using Technology Across the Curriculum
- SPND 444 Special Education Laws and Regulations for Teachers and Administrators (2 credits)
- SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (2 credits)
- SPND 350 Independent Study

Fifth Year

The courses as listed under the appropriate designation.

Moderate Disabilities (Levels: PreK–8 or 5–12)

This concentration prepares students in inclusive education to work with learners with moderate disabilities in grades PreK–8 or 5–12 emphasizing collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of public or 603 CMR 28.00 approved school settings. The following courses are included in the post-baccalaureate curriculum:

- SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings
- RDG 406 The Structure of Language for Teachers

SPND 415	Applied Research I	SPND 448	Analysis of Community Resources, Adult Service Agencies, and the Transition Process (2 credits)
SPND 436	Formal and Informal Assessment	SPND 467	Practicum: Severe Disabilities (Levels: All)
SPND 435	Practicum in Special Education (Moderate Disabilities; PreK-8)	SPND 468	Practicum: Severe Disabilities (Levels: All)
or SPND 440	Practicum in Special Education (Moderate Disabilities; 5-12)	SPND 487	Seminar and Fieldwork in Education (2 credits)
SPND 438	Practicum in Special Education (Moderate Disabilities; PreK-8)	SPND 488	Seminar and Fieldwork in Education (2 credits)
or SPND 439	Practicum in Special Education (Moderate Disabilities; 5-12)	TESL 417	Sheltered English Instruction Elective
SPND 487	Seminar and Fieldwork in Education (2 credits)		
SPND 488	Seminar and Fieldwork in Education (2 credits)		
TESL 417	Sheltered English Instruction Elective		

Severe Disabilities (Levels: All)

The severe disabilities (Levels: All) concentration prepares students to work with learners with severe disabilities in inclusive general education classrooms, in self-contained special education classes in general public schools, or in 603 CMR 28.00 approved residential or day schools. The goal is to support meaningful access to curriculum of learners with severe disabilities in inclusive classrooms, the community, and the workplace. Working in preschool, elementary, middle, and high school settings, each student is prepared to teach learners age-appropriate skills using the Massachusetts Curriculum as well as communication techniques, self-help strategies, social behavior skills, and specific vocational training.

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

SPND 415	Applied Research I
SPND 442	Analysis of Behavior: Principles and Classroom Applications
SPND 447	Assessment and Curriculum Development for Learners with Severe Disabilities

Special Education Practicum (completed during the master's year)

The practicum provides students with an in-depth learning experience under the guidance of skilled cooperating practitioners and College supervisors. In addition, it allows practicum students the opportunity to collaborate with special education and general education instructors, enabling them to meet the standards under the state regulations for an initial license. This experience involves practicum students in all areas of the Massachusetts Curriculum. Students in Programs in Special Education must pass all applicable sections of the MTEL as designated by the Massachusetts Department of Education, including the Communication and Literacy Skills test, subject matter test, General Curriculum tests (multi-subject and math subtest), and Foundations of Reading test (Moderate Disabilities Only). Students must pass the Communication and Literacy Skills test in order to register for the practicum. Before completing the program, students must submit formal documentation of test scores to the Programs in Special Education.

Independent Learning

Special education minors can fulfill the all-College independent learning requirement by completing SPND 350 Seminar and fieldwork in Education.

Minor in Special Education

A student may pursue a minor in special education by completing the following courses: EDUC 156, SPND 446, RDG 410, SPND 422, SPND 444, and SPND 445.

COURSES

EDUC 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. *Nelson*

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

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

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

GEDUC 420 Teaching for Content Area Literacy (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Focuses on providing secondary teachers with research-based, pragmatic strategies to help their students develop content area literacy. Utilizing a lesson and unit planning framework, students will learn and apply reading, writing, speaking, listening and presenting tools and techniques to their respective content areas. Additionally, students will learn and apply instructional strategies for the “new

literacies” associated with the Internet. In turn, these tools, techniques, and instructional strategies will help their students to better access, understand, and communicate content, as well as become independent learners. *Lucove*

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)

8 sem. hrs. *Staff*

GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers professional issues for middle and high school teachers and students, including current school reform efforts, the multicultural debate, and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course. *Davidson*

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. *Nelson*

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Stage I.

Considers methods and materials for elementary curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. *Cormier*

GEDUC 464 Reading and Language Arts for the Elementary Classroom (F-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. *Freedberg*

GEDUC 467 Math for the 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. *Staff*

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. *MacNeil*

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. *Mallory*

TESL 417 Sheltered English Instruction (F, S, U)

4 sem. hrs. Either GEDUC 460 or SPND 446. Successful completion of this course can qualify you for Massachusetts Sheltered English Instruction (SEI) Endorsement. For pre-service teachers in core subject areas, the course will build your skills, confidence, and familiarity with research-proven practices for working with English Language Learner (ELL) students. You will cover the social, cultural, familial, and academic factors that affect learning. You will learn strategies for sheltering content for ELLs and, using WIDA language standards, you will explore the link between oral language and student learning of academic language and literacy skills. This course was created for candidates working toward their first initial teaching license in a core subject area and is not intended for incumbent, already licensed teachers. *Abraham, Chumley*

TESL 445 Fundamentals of Reading and Writing in a Second Language (F-1,2)

4 sem. hrs.
Provides an introduction to reading and writing in a second language. Examines theories of reading both first and second language, relevant differences in first and second reading processes and instruction, particularly with beginning readers, and formal and informal reading assessment. Involves tutoring. Writing theory and practice will be examined and instructional approaches to writing, the writing process, and writing assessment will also be considered. Requires fieldwork. *Abraham, Staff*

TESL 451 Bilingualism and Language Variation in Multicultural Settings (F-1,2)

4 sem. hrs.
Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context. Investigates the effects of gender, race, and culture on language use within developmental stages and learning styles of students

across grade levels. Emphasizes assessment procedures and the involvement of parents in education. *Chumley*

TESL 479 Teaching English as a Second Language Methodology and Curriculum Development (S-1,2)

4 sem. hrs.
Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques – reading and writing processes and instruction and assessment and testing—and their application to curriculum development. Requires fieldwork. *Bourret*

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

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

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.
Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Requires fieldwork. *Price*

RDG 406 The Structure of Language for Teachers (F-1,2)

4 sem. hrs.
Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative

teaching techniques. Progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. *Chumley*

RDG 410 Multisensory Structured Language Strategies for Reading (S-1,2)

4 sem. hrs.

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for learners with language and reading challenges. Emphasizes use of these techniques and strategies within inclusive and general education settings. *Collins, Rigo*

SPND 422 Differentiating Instruction Using Technology Across the Curriculum (U-1,2)

4 sem. hrs.

Explores strategies to incorporate assistive special education technology into classrooms and learners' individualized educational programs. Provides real-world experiences, resources, and skill development in the latest software, adaptive equipment, and best practices. Explores readily implemented practical solutions for inclusive classrooms. *Edge-Savage*

SPND 436 Formal and Informal Assessment (F-1,2)

4 sem. hrs.

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. *Stefanini*

SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (F-1,2)

4 sem. hrs.

Focuses on the basic principles and approaches for the effective management of behavior

for learners with special needs. Emphasizes preventive discipline, classroom environments, and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. *Axe, Ballin, Hardin*

SPND 442 Analysis of Behavior: Principles and Classroom Applications (F-1,2)

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and practices successful in schools, communities, and work settings. Requires fieldwork. *Axe*

SPND 444 Special Education Laws and Regulations for Teachers and Administrators (S-1,2; U-1,2)

2 sem. hrs.

Offers an examination of the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Reviews the statutory and regulatory foundations pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Students are not required to have a background in law. *Ballin, Ullian, Wall*

SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (S-1,2; U-1,2)

2 sem. hrs. Prereq. SPND 444.

Offers an examination of the legal requirements, as well as the process for the development, implementation and interpretation of the Individualized Education Program (IEP). The IEP forms the basis for the provision of specially designed instruction to students with special needs who are eligible for special education under the provisions of the Individuals with Disabilities Education Act (IDEA). Analysis of IEP meeting procedures and protocols are also integral to this course. *Ballin, Ullian, Wall*

SPND 446 Learners with Special Needs (F-1,2; U-1,2)

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on language development and communication problems. Requires fieldwork.

*Evans, Hardin***SPND 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities (F-1,2)**

4 sem. hrs.

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings.

Requires fieldwork. *Lenane***SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process (U-1,2)**

4 sem. hrs.

Examines employment opportunities and support services available to citizens with severe disabilities. Involves job inventories in local industry and analysis of the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management.

Includes placement and supervision of learners in worksites. Requires fieldwork. *Williams***SPND 469 Topics in Clinical Practice (F-1,2; S-1,2)**

4–8 sem. hrs.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. *Staff*

PRACTICA

All student teaching will take place within a 50-mile radius of the College. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during spring recess. In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.00 in order to be recommended for a practicum. All students must document 75 hours of pre-practicum fieldwork prior to advancing to the practicum. Students must also pass the required Massachusetts Tests for Educator Licensure (MTEL) prior to admission to the practicum. Practica descriptions can be found at the end of course listings for each teacher preparation program.

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification.

For further information for past cohorts, please see the Simmons College website.

EDUC 383 Practicum: Middle School (Grades 5–8) (S-1,2)

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

Assigned supervised teaching responsibilities in an appropriate inclusive middle school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. *Staff*

EDUC 384 Practicum: High School (Grades 8–12) (S-1,2)

12 sem. hrs. Prereq.: Consent of the department. Assigned supervised teaching responsibilities in an appropriate inclusive high school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall

short of classroom instructional objectives. Requires papers and weekly seminars. *Staff*

EDUC 385 Practicum: French, Spanish, or ESL (Grades 5–12) (S-1,2)

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

Assigned supervised teaching responsibilities in an inclusive French, Spanish, or ESL classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars. *Chumley*

EDUC 388 Fieldwork in Education (F-1,2; S-1,2)

8 sem. hrs. Prereq.: Consent of the department. Limited enrollment.

Two full days a week of clinical experience in a private or public school classroom. *Guttentag*

Linguistics Courses for Education Majors:

ML 310 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in the English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. *Chumley*

Please Note: Because of the complexities of the Education Program in meeting all of the state requirements for licensure, it is critical that students follow the study plans developed with their advisors. Deviation from the established program, without approval by the advisor, may result in students having to take an additional semester in order to complete all licensure and graduation requirements.

The Massachusetts CORI

Students seeking pre-practicum 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

Suzanne Leonard, *Interim Chair and Associate Professor*

Pamela Bromberg, *Professor**

Renee Bergland, *Professor and Hazel Dick Leonard Chair*

Lowry Pei, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

Richard Wollman, *Professor*

Sheldon George, *Associate Professor and Director of the Graduate Program in English*
Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Rachel Lacasse, *Administrative Assistant*

*on sabbatical Fall 2016

The study of literature as embodied in the English major has a number of goals: to familiarize the student with the work of important writers; to introduce her to the individual and cultural values, ideas, debates, and insights woven into literature; and to sharpen her understanding of the English language. Repeated practice in thinking, writing, and speaking about literary texts is a way of helping the student discover her own voice, develop her skills of critical analysis, and gain confidence in herself as an independent thinker. The student majoring in English learns to read with discernment, an ability that can enrich her for the rest of her life. At the same time, she develops pragmatic skills that will serve her well in the world of the professions. Simmons English majors have gone on to successful careers in college teaching, law, publishing, journalism, advertising, business, government service, high technology, and secondary education.

Learning Goals

Upon completion of a BA in English, a graduate should have gained the following knowledge, skills, and abilities:

1. Disciplinary Skills

Students will be able to read closely and critically, write critical essays driven by their own insights in conversation with

those of published scholars, do research independently, reflect critically on their own analytical thinking, and talk intelligently about their insights in discussions or formal presentations.

2. Disciplinary Content

Students will be able to think about literature on the basis of a reasonably broad knowledge of individual literary works, literary history in different periods (both British and American), and literary or critical theories.

3. Critical-Historical Awareness

Students will be able to discuss how literary works fit into the context of their times and grow out of a society with a particular history and politics. Students will be able to discern the complex relationship of representation to issues of power in relation to race, class, gender, and sexuality.

4. Life Skills After Graduation

Students will be able to write insightfully, read closely, think critically, and do independent research in ways that serve them after graduation, in a variety of career paths or further degree programs. They will be especially aware of the power of language and discourse to shape thought and action.

5. Caring about Literature as Art

Students will be able to recognize, appreciate, and express original insights regarding the artfulness of literary works. Some will be able to pursue the creation of such art works on their own.

Requirements: The major in English consists of 11 courses given by, or approved by, the department. The following courses are required of all majors:

ENGL 199	Approaches to Literature
ENGL 200	Introduction to Theory

ENGL 199 is an introduction to the major and is open to all students thinking about majoring in English. All potential majors are urged to take it no later than the beginning of their

sophomore year. While ENGL 199 and 200 constitute a sequence and must be taken in that order, this sequence is not necessarily consecutive. ENGL 199 is a class appropriate for incoming first-year students, while ENGL 200 is an advanced course in critical theory, open only to students with sophomore standing and above who have taken 199. Students will thus typically take 199 at the beginning of their first year, and they will take 200 no earlier than the beginning of their second year. ENGL 199 is the prerequisite for all 300-level literature classes offered by this department. Some 300-level classes may have additional prerequisites; see course descriptions below. Students may choose either the creative writing or the literature option for their English major. Described below are additional requirements for each option.

Requirements of the Major

Students who major in English cannot use AP test scores to replace core requirements of the major. A score of 5 or higher on the IB will count as non-specific academic credit.

■ THE CREATIVE WRITING OPTION

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
- One course covering literature from 1610–1800 (ENGL 243, 307*, 332, or 342)
- One course covering 19th-c. English literature (ENGL 211*, 254*, 304, 306, 307*, HON 304, or HON 305)
- One course covering British or U.S. literature and/or media of the 20th and/or 21st c. (ENGL 138, 172, 178*, 193, 195, 211*, 214, 221, 239*, 254*, 275*, 317*, 318, 327, 328, 354, or 398)
- One course in American literature before 1900 (ENGL 161, 162, 235, 312, 320, or 331)
- One course in multiethnic literature (ENGL 163, 176, 178*, 220, 239*, 250, 275*, 308, 316, 317*, HON 205)
- Two creative writing courses (ENGL 105, 107, 109, 305, or 350)
- One literature or creative writing elective

Note: Two of these eleven courses must

be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair. *ENGL 211 and 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, 239, 275, and 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.

■ THE LITERATURE OPTION

- One course covering literature before 1610 (ENGL 111, 112, 121, 321, or 326)
- One course covering literature from 1610–1800 (ENGL 243, 307*, 332, or 342)
- One course covering 19th-c. English literature (ENGL 211*, 254*, 304, 306, 307*, HON 304, or HON 305)
- One course covering British or U.S. literature and/or media of the 20th and/or 21st c. (ENGL 138, 172, 178*, 193, 195, 211*, 214, 221, 239*, 254*, 275*, 317*, 318, 327, 328, 354, or 398)
- One course in American literature before 1900 (ENGL 161, 162, 235, 312, 320, or 331)
- One course in multiethnic literature (ENGL 163, 176, 178*, 220, 239*, 250, 275*, 308, 316, 317*, HON 205)
- Any three other English courses (one of which may be a creative writing course)

Note: Two of these eleven courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair. *ENGL 211 and 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, 239, 275, and 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.

Independent Learning

In special circumstances, with agreement of the instructor and approval of the chair, ENGL

349, Directed Study may be substituted for a course offered in a required area. Note that directed study does not count toward the independent learning requirement. In consultation with her departmental advisor, each student is encouraged to choose required and elective courses to extend the range of her familiarity with literature or to explore in greater depth areas of particular interest: historical periods, comparative literature studies, genres, themes, or individual figures. Although most students will have little difficulty planning their programs within the suggested framework, students who wish to modify it are invited to consult with the department chair. Such students may want to take greater advantage of the independent learning option. In the Department of English, some or all of the College's independent learning requirement can be met in the following ways: ENGL 350, 355, 370, 380, or 390. Alternatively, English majors may meet the requirement by taking appropriate courses or completing projects in an area other than English. Internship and Field Work (370 and 380) do not count toward the eleven courses required for the major. In addition to 350, 370, 380, or 390, some 300-level literature classes will satisfy the independent learning requirement. Students should check with their department advisor and/or the Chair to learn which 300-level classes satisfy the independent learning requirement each term. Students may only satisfy half the college's independent learning requirement through an approved 300-level literature course.

Honors in English

Students may earn Honors in English in one of two ways.

1. A student must have a GPA of 3.67 in English and submit an application and a portfolio by the end of the first semester of her junior year to the chair of the department. The portfolio should include a writing sample, two letters of recommendation, and a statement of intent describing her intellectual interests and reasons for pursuing

honors in English. The chair, in consultation with members of the department, will determine candidacy. This version of Honors in English requires that candidates complete the regular English major through either the creative writing option or the literature option, plus ENGL 350, Independent Study, followed by ENGL 355, Thesis.

2. Students may instead earn Honors in English by taking 12 English classes plus ENGL 390, Seminar in Literary Scholarship. This option requires that the student maintain a GPA of 3.5 in English and earn at least an A- in ENGL 390.

Students intending to continue the study of 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 Sheldon George, director of the graduate program in English.

Minor in English

A minor in English requires five courses from departmental offerings, including ENGL 199 and at least one course at the 200 or 300 level.

Interdisciplinary Minor in Cinema and Media Studies

A minor in Cinema and Media Studies is comprised of two required courses and three electives.

Required Courses:

ENGL 195	Art of Film
ENGL 221	The Critical Lens: Introduction to Film and Media Theory

Elective Courses:

AST 300	Black Popular Culture
ART/	
COMM 138	Introduction to Photography and the Traditional Lab*
ART/	
COMM 139	Introduction to Photography and the Digital Lab*

ART/	
COMM 232	Digital Photography II*
ART/	
COMM 237	Advanced Photography Workshop*
ART/	
COMM 239	Documentary Photography*
ART 249	History of Photography
MUS 165	Music in Film
CHIN 214	Contemporary Chinese Cinema
COMM 120	Communications Media*
COMM 121	Visual Communication
COMM 124	Media, Messages, and Society
COMM 220	Video Production*
COMM 222	Animation*
ENGL 327	Race and Gender in Psychoanalytic Discourse
ENGL 354	Studies in Film Genre
ENGL 398	Feminist Media Studies
HIST 254	History Through Novels and Film
HIST 329	Film and Historical Representation
PHIL 152	Philosophy Through Literature and Film
SPAN 314	Hispanic Culture as Seen Through Film

Restrictions on Electives

One elective must be a production class. (Production classes are designated with an *) At least one elective must be at the 200 or 300 level. No more than two photography classes will be counted toward the minor.

Transfer Students

The English department will accept up to three English classes transferred in toward the minor; we require grades of C or above in these classes. (Five classes are required for the minor, at least one of which must be at the 200 or 300-level.)

The department will accept up to seven classes toward the major for seniors transferring to Simmons, up to five for juniors, and up to three for sophomores. We require grades of C or above in all classes transferred in toward the major.

All transfer students must take the two 300-level seminars required of English majors at Simmons. (We will accept advanced classes toward the major if students have earned grades of C or above in these classes, but these classes will not satisfy the 300-level requirements.)

Graduate Programs in English

For information about the Master of Arts in English, see the Graduate Course Catalog.

COURSES

Of the 100-level courses, the following may be particularly appropriate for first- and second-year students, for non-English majors, and for students just beginning the study of literature: ENGL 111, 112, 121, 163, 172, 178, 193, 195, 199.

ENGL 105 Creative Writing: Non-Fiction (M1) (F-1,2, S-1,2)

4 sem. hrs.

Designed for students with a solid base of writing skill who wish to grow further as writers. Teaches writing of non-fiction that a non-captive audience would willingly read. Focuses primarily on the personal narrative. *Pei*

ENGL 107 Creative Writing: Fiction (M1) (F-1, 2, S-1,2)

4 sem. hrs.

Introduces the discipline of writing the short story. Reading of some classic and contemporary short fiction, and discussion of student drafts in a supportive workshop setting. *Pei*

ENGL 109 Creative Writing: Poetry (M1) (F-1,2, S-1,2)

4 sem. hrs.

Targets the eager and curious writer of poems seeking structure, feedback, and models of excellence in a workshop setting. Assumes that those who want to write are those who have been deeply moved by the writing of others. Includes extensive reading and attendance at poetry readings in the Boston area. *Weaver, Wollman*

ENGL 111 Greek Mythology and Religion (M2) (F-1,2)

4 sem. hrs.

Examines myths about the principle gods, goddesses, and heroes of ancient Greece, and the influence of Greek mythology on later literature, language, and the visual arts. Includes readings from Homer, Hesiod, Sappho, Ovid, and Greek dramatists. *Wollman*

ENGL 112 The Bible (M2) (S-1,2)

4 sem. hrs.

Closely studies the Old and New Testaments, with attention to the problem of strategies of interpretation. Considers themes including the use of metaphor; shifting attitudes toward sex; time and typology; and theological versus cultural perspectives. *Wollman*

ENGL 121 Shakespeare (M2) (S-1, F-2)

4 sem. hrs.

Analyzes major plays with commentary on the theater of Shakespeare's London. Includes films and attendance at live performances of Shakespeare's plays when possible. *Wollman*

ENGL 138 American Poetry (M2) (F-2)

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. *Bergland*

ENGL 161 American Literature to the Civil War (M2) (S-1)

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 1900 (M2) (F-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 Influences in American Literature and Culture (M2) (F-2)

4 sem. hrs.

Readings will include autobiographical writings by black people during slavery alongside poetry and significant essays by Emerson, DuBois, and Baldwin. Attention will be given to works of visual art by Augusta Savage and others as well as episodes from documentaries such as *Jazz* and *The Wire* in what amounts to a multi-disciplinary approach to American literature that will prepare students to consider the development of American literature and culture from a diverse perspective. *Weaver*

ENGL 172 20th-century U.S. Fiction (S-1)

4 sem. hrs.

Focuses upon important works by U.S. writers of the twentieth century, including William Faulkner, Langston Hughes, Jack Kerouac, James Baldwin, Ken Kesey, Gloria Naylor, Tim O'Brien and others. *George*

ENGL 176 African American Fiction (M2) (S-2)

4 sem. hrs.

Analyzes the possibility of viewing fiction by African Americans as constitutive of a distinctive genre of literature. Highlights certain repeated themes and rhetorical patterns found in fiction by African Americans, but asks if race itself is what finally determines the make-up of the genre. Authors include Douglass, Baldwin, Ellison, Washington, Wright, and others. *George*

ENGL 178 Multicultural Themes in Modern American Literature (M2) (F-1, 2)

4 sem. hrs.

Studies personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and non-fictional works by African American, Jewish, Native American, Asian American, Latino, and other authors. Focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation. *Bergland, George*

ENGL 184 World Drama Survey (M2) (S-2)

4 sem. hrs.

This course is a survey of major plays from Europe, the United States and Africa. Dramatists may include Sophocles, Aristophanes, Shakespeare, Ben Jonson, Molière, Ibsen, Strindberg, Chekhov, O'Neill, Brecht, Beckett, Hansberry, Fugard, and August Wilson. Social and political contexts of theater, performance practices, and writing about drama. *Weaver*

ENGL/WGST 193 Women in Literature (M2) (F-1,2, S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. *Hager, 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*

ENGL 199 Approaches to Literature (F-1,2, S-1,2)

4 sem. hrs.

An introduction to the English major, 199 provides a grounding in the skills and questions basic to the study of literature: how to trace an image, how a novelist constructs a character, what a poet is doing with meter and rhyme, and how to make comparisons between different texts. Required for all English majors. *Bergland, Bromberg, George, Hager, Leonard, Pei, Weaver, Wollman*

ENGL 200 Introduction to Theory (S-1, 2)

4 sem hrs.; Prereq: ENGL 199

The second half of the required introduction to the English major, this course builds on English 199 and considers how we read, analyze, and write about literature from different critical perspectives, including Postcolonialism and Race Studies, Feminism, Psychoanalysis, Structuralism, Deconstruction, and/or Marxism. Required for all English majors. *Bergland, Bromberg, George, Hager, Leonard, Weaver, Wollman*

ENGL 211 From Alice to Eeyore: Favorites and Classics from the Golden Age of Children's Literature (F-1)

4 sem. hrs.

Examines the wide variety of literature written for children in the Victorian and modernist periods in Britain, from fairy tales and nonsense verse to didactic fiction and fantasy. Authors studied may include Lewis Carroll, Edward Lear, Frances Hodgson Burnett, Christina Rossetti, Robert Louis Stevenson, E. Nesbit, Kenneth Grahame, J.M. Barrie, P.L. Travers, and A.A. Milne. *Hager*

ENGL 214 The Invented Self in American Fiction (F-2)

4 sem. hrs.

Looks at U.S. writers as authors of themselves and creators of their own personae in 20th and 21st-century U.S. fiction. Examines both the literary and societal implications of such self-fabrications in works by writers such as Philip Roth, Jeffrey Eugenides, Anne Tyler,

Amy Bloom, Tom Perrotta, Junot Diaz, Patricia Highsmith, Michael Cunningham, Susana Moore, and Cristina Garcia. *Leonard*

[ENGL 220 African American Autobiographies]

4 sem. hrs. Not offered in 2016–2018]

Presents African American autobiographies as involved continually in literary attempts to redefine both American history and African Americans themselves. Investigates how these works blur the lines between self and community, fact and fiction, in the efforts to dialogue with previous representations of African American identity. Authors include Jacobs, Angelou, Douglass, Baldwin, DuBois, Gates, Hurston and others. *George*

ENGL 221 The Critical Lens: Introduction to Film and Media Theory (S-1, 2)

4 sem. hrs. Prereq: ENGL 195 recommended.

Introduces students to the main schools of theory in cinema and media studies, including auteur theory, narrative, semiotics, psychoanalysis, Marxism, feminism, queer theory, critical race theory, reception theory, third and accented cinemas. *Grabiner, Leonard*

ENGL 235 Identity and Race in the American Literary Imagination: 1820-1890 (S-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 239 Emergence of African American Literature in the 20th Century (F-1)

4 sem. hrs.

In this course the focus will be on the emergence of African American works in the twentieth century with an eye to the fundamental influence of the traumatic experience on American slavery as a collective memory. *Weaver*

ENGL 243 The English Novel through Austen (S-1)

4 sem. hrs.

Considers the development of the English novel, with emphasis on narrative technique and the cultural history of the novel in the 18th-century. Novelists may include Behn, Haywood, Fielding, Burney, Austen, and Walpole. *Bromberg*

ENGL/CHIN 250 Masterpieces of Traditional Chinese Literature (M2) (S-2)

4 sem. hrs.

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

ENGL 254 The English Novel from Victorians to Moderns (S-1)

4 sem. hrs.

Studies major English novelists, such as Charles Dickens, the Brontës, George Eliot, Bram Stoker, H.G. Wells, Radclyffe Hall, and Rebecca West, and at least one non-canonical novelist. *Hager*

ENGL 275 American Modernism and the Harlem Renaissance (F-2)

4 sem. hrs.

Focuses on the literature, music, and culture that emerged after WWI in places like Harlem. Examines the period's atmosphere of creativity and experimentation through the works of both major "white" writers like Hemingway, Faulkner, Fitzgerald, and Eliot, and major African-American writers like Hughes, Hurston, Larsen, Du Bois, and Toomer. *George*

ENGL 304 Problems in Romantic Literature: the Romantic Rebel (S-2)

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

Begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspec-

tive 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-2)

4 sem. hrs. Prereq.: ENGL 105, or its equivalent at another college.

Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short reflective exercises intended to sharpen awareness of form and technique in non-fiction. *Pei*

ENGL 306 Victorian Literature and Culture (S-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill. *Hager*

ENGL 307 Jane Austen and Her Contemporaries (S-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200 and junior standing.

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole, Frances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts. *Bromberg*

ENGL 308 The Postcolonial Novel (S-1)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing.

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary postcolonial theory. *Bromberg*

[ENGL 312 Classic American Writers

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing. Not offered in 2016-2018]

Studies in depth, with critical readings, the major 19th-century writers Hawthorne, Dick-

inson, and Melville, with attention to their contributions to the development of a distinctively American literature. *Bergland*

[ENGL 316 Native American Literature

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing. Not offered in 2016-2018] Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon 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-2)

4 sem. hrs. Prereq.: ENGL 199 or 200 and junior standing.

Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon. *George*

[ENGL 318 The Dramatic Imagination in America

4 sem. hrs. Prereq.: ENGL 200, and junior standing. Not offered in 2016-2018]

Focuses on 20th-century American plays by writers including Susan Glaspell, Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Reads plays as literature and enacts them in class—as far as possible—as theater. *Weaver*

ENGL 320 American Women's Poetry (F-1)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing.

Focuses on Emily Dickinson and Adrienne

Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format.

Bergland

ENGL 321 Studies in Shakespeare (S-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, 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 199 or ENGL 200, and junior standing. Offers an intensive study of a particular genre of literature. *Staff*

ENGL 326 Studies in Medieval and Renaissance Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing. Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the 16th century. *Wollman*

ENGL 327 Race and Gender in Psychoanalytic Discourse (S-1)

4 sem. hrs. Prereq.: ENGL 200, and junior standing. Investigates psychoanalysis as a theoretical discourse that has been forced continually to rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theorists who have used race and gender to redefine psychoanalysis. *George*

[ENGL 328 American Ghosts: the Cultural Politics of Haunting

4 sem. hrs. Prereq.: ENGL 199 or ENGL 200, and junior standing. Not offered in 2016–2018] Examines the discourse of spectralization in American literature, 1620–present: Charles Brockden Brown, Edgar Allan Poe, Maxine Hong Kingston, Leslie Marmon Silko, Toni Morrison, Cristina Garcia, Stephen King, August Wilson, and Tony Kushner. *Bergland*

[ENGL 331 Literary Boston

4 sem. hrs. Prereq: ENGL 199 or ENGL 200, and junior standing. Not offered in 2016-2018] Traces literary representations of Boston, puritans to the present: Cotton Mather, Catherine Maria Sedgwick, Nathaniel Hawthorne, Louisa May Alcott, Edward Bellamy, Pauline Hopkins, Mary Antin. Margaret Atwood, Dennis Lehane or Jhumpa Lahiri. *Bergland*

ENGL 332 English Literature of the 17th Century (F-1)

4 sem. hrs. Prereq: ENGL 199 or ENGL 200, and junior standing
A survey of seventeenth-century literature through the study of the metaphysical poetry of Donne, Herbert, and Marvell; the cavalier poetry of Jonson and his followers; the prose of Bacon and Browne; and the early work of Milton. *Wollman*

ENGL 342 Studies in 18th-Century Literature (F-2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. ENGL 200 recommended. Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. *Bromberg*

ENGL 350 Independent Study (F-1, 2, S-1, 2)

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

ENGL 354 Studies in Film Genre: Melodrama (F-1)

4 sem. hrs. Prereq: ENGL 195 and junior standing. ENGL 200 or 221 recommended. Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. *Leonard*

ENGL 355 Thesis (F-1, 2, S-1, 2)

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

ENGL 370 Internship (F-1, 2, S-1, 2)

4-8 sem. hrs. Prereq.: consent of faculty supervisor and approval of CEC staff. In collaboration with the Career Education Center and under the supervision of a member of the English faculty, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and its connection to their major. *Staff*

ENGL 380 Fieldwork (F-1, 2, S-1, 2)

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

ENGL 390 Seminar in Literary Scholarship (S-1, 2)

4 sem. hrs. Prereq.: ENGL 199 and junior standing. Offers a framework for advanced independent work in literary studies. Anchored in a common topic that changes each year. Texts include some of the critical and theoretical approaches that help to define the topic. *Bergland, Bromberg, George, Hager, Leonard, Wollman*

ENGL 398 Feminist Media Studies (S-2)

4 sem. hrs. Prereq.: ENGL 195 and junior standing. ENGL 200 or 221 recommended. Analyzes how film form positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the "woman's film," feminist documentary racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism. *Leonard*

DEPARTMENT OF HISTORY

Sarah Leonard, *Chair and Associate Professor*
 Stephen Berry, *Associate Professor*
 Zhigang Liu, *Associate Professor*
 Stephen Ortega, *Associate Professor*
 Laura Prieto, *Professor*
 Kim McDougall, *Administrative Assistant*

Studying history deepens our understanding of the world and its interconnections, its diverse peoples and cultures. It reveals the changes and continuities that ebb and flow around us. Diseases, agriculture, civil rights, childrearing practices, political dynasties, and furniture all have histories. The past shapes the present, from the environment to forms of government, to the way we think about gender and race. The Department of History at Simmons College offers courses that introduce students to a variety of historical regions, eras, and methodologies, as well as clusters of courses that allow students to develop expertise in a particular area of history. The Department of History offers research opportunities and internships in a variety of spheres to help students gain further knowledge and work experience. History graduates are prepared for varied careers including in teaching, law, publishing, business, government, librarianship, museum work, and archives. Employers in many fields choose to hire history graduates because of their skills in reading, writing, research, and analysis.

Major in History

The history major consists of 40 semester hours of history coursework. It integrates study in a range of periods, geographical areas, and cultural contexts, to develop breadth as well as depth of historical knowledge, as well as sophisticated skills in research and inquiry. Upon successful completion of the program, history majors will command a body of knowledge that encompasses political, social, and cultural history in national and transnational contexts. They will be familiar with both micro

and macro approaches, with historical turning points and movements, with the transmission of ideas, and with the perception of change versus continuity. They will be able to contextualize people, ideas, and events from the past. They will comprehend the roles of gender, race and ethnicity, and class in shaping historical experience. They will have skill in organizing and articulating ideas orally and in writing. They will know how to locate and examine primary and secondary sources relevant to a particular question. They will read, comprehend, and critique analytical historical writing; they will understand that all history writing involves interpretation on the part of the writer. They will have experience in applying their historical knowledge and skills in a number of professional venues.

Requirements

Category I: Introductory level

Any three courses chosen from the following:

HIST 100	World History I
HIST 101	World History II
HIST 128	Modern European History 1789–1989
HIST 140	Early American History
HIST 141	Modern American History
HIST 202	Asia to the 18th Century

Students considering a major in history should complete Category I by the end of their sophomore year. History majors may substitute other history electives for survey courses if they have received a grade of four or five on an advanced placement exam in history, or a score of 5, 6, or 7 on an international baccalaureate exam in history.

Category II: Specialization

Three courses with a specific focus defined by the student. This focus may be geographical (such as Asia, Europe, or the U.S.), thematic (such as race, gender, or revolution) or temporal (such as modern). One course in Category I may count in Category II.

A specialization in public history requires

four of the following, with HIST 253 ideally as the first course:

HIST 205	Global Environmental History
HIST 252	History and Material Culture
HIST 253	Boston's Past: Introduction to Public History
HIST 254	History through Novels and Films
HIST 335	Sites of History: Research Seminar in Public History
HIST 370	Internship at Public History Site

HIST 368 and HIST 370 may count as Category V

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 217, HIST 231, HIST 237, HIST 240), one course in early or pre-modern history (HIST 202, HIST 205, HIST 222, HIST 223, HIST 224, HIST 225, HIST 235, HIST 240, HIST 241, HIST 371), and one course in historical gender studies (HIST 204, HIST 207, HIST 215, HIST 216, HIST 219, HIST 230, HIST 360, WGST 204).

Category IV: Methods

All majors must take HIST 260: Interpreting the Past, in the sophomore or junior year. By petition, students in the accelerated BA/MA History program may count HIST 397 to fulfill the Methods requirement for the undergraduate major.

Category V: Advanced Work

At least one history course at or above the 350 level: this requirement may be fulfilled with a seminar, an internship, a thesis, or an independent study. Majors must declare how they plan to fulfill the independent learning requirement before the end of their junior year.

Interdepartmental and Double Majors

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. For example, a student may propose an interdepartmental major in European studies or a double major such as history and secondary

education. Other fields that lend themselves to such combinations with history are Africana studies, arts administration, communications, economics, English, modern languages and literatures, philosophy, political science, sociology, and women's and gender studies. 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 BA/Master of Arts in Teaching (MAT) degree (see the requirements on page X). Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Two seminars taken in the senior year may fulfill two requirements for the MA in history or for the history/archives management dual degree master's. We encourage students to discuss possible plans for study as early as possible with an advisor in the history department.

Joint Social Studies–Education Major

A joint social studies–education major is available for students majoring in early childhood, elementary, or special education. Students should contact the chairs of the education and history departments for further information.

Minor in History

A minor in history consists of 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

A minor in gender history consists of 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

A minor in public history consists of five courses: one at the introductory level, one elective at any level, and HIST 252, HIST 253, and HIST 370. HIST 368 is strongly recommended.

Departmental Honors in History

Departmental honors in history is offered to qualified students (3.5 GPA in history courses) who are eligible according to the College requirements designated on page 23. A candidate for Departmental Honors is required to take HIST 350 Independent Study in the first semester of the senior year. Upon satisfactory completion of that course, the student 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.

Integrated Graduate Programs in History

Two advanced level courses taken in the senior year may fulfill two required courses toward a master's degree in History. Please see the Graduate Program Director in History for details on the application process. The Department of History offers three graduate programs:

- MA in History
- Dual MS in Archives/MA in History, in conjunction with the School of Library and Information Science
- MA/MAT in History and Education

For more information on any of these graduate degrees, see the Graduate Course Catalog.

COURSES

HIST 100 World History I: Pre-Modern Societies (M5) (F)

4 sem. hrs.

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

HIST 101 World History II: Colonialism and Post-Colonialism (M5) (S)

4 sem. hrs.

Studies from an explicitly multicultural and interdisciplinary perspective civilizations since the Renaissance, with sustained attention to the rise of the West to world dominance. Evaluates those many cultures and societies that have experienced colonialism and post-colonialism. *Ortega*

HIST 128 Modern European History 1789–1989 (M5) (F)

4 sem. hrs.

Examines the development of Europe from the French Revolution to the collapse of Communism in Europe in 1989. Focuses on the impact of democratic revolution, industrialization, imperialism, total war, fascism, the Holocaust, and the Cold War. Sources include art, film, autobiographies, and other primary documents. *Leonard*

HIST 140 Early American History (M5) (F)

4 sem. hrs.

Surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction. *Berry*

HIST 141 Modern American History, 1877 to the Present (M5) (S)

4 sem. hrs.

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

HIST 201 The Dynamics of Japanese History (M5) (S)

4 sem. hrs.

Examines the rise and fall of imperial Japan (1868–1945) and certain trends since 1945. Investigates 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 (F2) (M5)

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) (F1)

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) (S2)

4 sem. hrs.

Explores the changes and developments in the relations between Japanese men and women and their respective roles in the Japanese family system and society throughout history. Investigates Japanese society by examining concepts, behaviors, and phenomena unique to Japanese to gain a comprehensive understanding of all aspects of Japanese society and culture. Historical records, as well as selected literary texts, and artistic expressions, provide the central material. *Liu*

HIST 205 Global Environmental History (M5) (F2)

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) (F1)

4 sem. hrs.

Provides a brief review of traditional Chinese civilization before 1800. Studies imperialist activities and China's struggle to transform itself into a modern nation. Examines closely the clashes between Confucianism and modernity, nationalism and communism, and democracy and authoritarianism. *Liu*

HIST 207 Gender, Family, and Society in Modern China (M5) (S1)

4 sem. hrs.

Examines the roles men and women play in family and society in China, focusing on the impact of traditional values and foreign ideologies upon people's conduct, family hierarchy, and social structure. Special attention is given to the changes in women's lives brought about by Mao's rule and westernization since 1978. *Liu*

HIST 210 The African American Experience from Colonial Times to the Present (M5) (F2)

4 sem. hrs.

Begins with the arrival of Africans in bondage in Virginia in 1619. Studies original materials, significant historical writings, film, and literary works to consider slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new postslavery society in the South. It continues with migration and urbanization, the world wars, the Harlem Renaissance, African Americans in the Great Depression, postwar movements including Civil Rights and Black Power, and present-day battles for freedom and justice. *Berry*

HIST 213 Race and Ethnicity in U.S. History (M5) (S2)

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/WGST 215 Women and Gender in U.S. History before 1890 (M5) (F1)

4 sem. hrs.

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representations in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities. *Prieto*

HIST/WGST 216 Women and Gender in U.S. History Since 1890 (M5) (S1)

4 sem. hrs.

Examines women's diverse experiences—for example as workers, activists, consumers, artists, intellectual, and leaders—in the United States from the Progressive Era through the

World Wars, the “feminine mystique” of the 1950s, and the civil rights era. Emphasizes changing definitions of gender and how it has intersected with women’s racial, class, ethnic, sexual, regional, and other identities. *Prieto*

HIST 218 Topics in Latin American History

4 sem. hrs.

Surveys the development of the region’s economic and social life from 1492 to the present and concentrates in contemporary forces, such as the economy, politics, and social relations. Places special emphasis on the impact of the United States on the region and present-day economic relations, power structures, and social changes. *Staff*

HIST 219 History of Sexuality and the Family (M5) (F2)

4 sem. hrs.

Traces the transformation of a pre-modern family centered system equating sexuality with reproduction into the 20th-century concept of sexuality as a form of identity and self-expression. Explores the connections between changes in sexuality and historically specific events and trends. Considers the roles gender, race, and class have played in changing definitions of what constitutes a “family.” *Prieto*

HIST 222 Greek and Roman History (F1)

4 sem. hrs.

This course explores the origins of Mediterranean civilization and ancient Greece and Rome from about 800 BCE through 500 CE. It looks especially at the theory and practice of Greek democracy; the evolution of Rome from republic to empire; political and social relationships; and developments in art and material culture. *Staff*

HIST 223 Medieval History (S1)

4 sem. hrs.

Explores selected aspects of the medieval era, beginning with the fourth and ending with the 15th century. Emphasizes social and economic organization and cultural patterns. Gives special attention to northwest Europe. *Staff*

HIST 224 The Renaissance (F2)

4 sem. hrs.

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

HIST 230 Women and Gender in Europe (S1)

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 231 Understanding Islam in Historical Perspective (M5) (S1)

4 sem. hrs.

Examines Islamic society from its beginning to roughly 1800. Covers issues such as the rise of Islam in the Arabian peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, and familiarizes students with a wide range of topics and diverse chronological periods. *Ortega*

HIST 237 Holocaust (M5) (F1)

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 (S1)

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 (S2)

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*

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 (S2)

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. Considers the historic impact of Third World revolutions and the surge toward detente. Also investigate the sudden termination of the Cold War in the Gorbachev era and the emergence of China as an increasingly strong economic, political, and potentially military power. *Liu*

HIST 251 World Historical Perspectives on 9/11 (M5) (F2)

4 sem. hrs.

Contextualizes September 11th within a world historical framework. Examines the event's relationship to the late Cold War, to issues in the Middle East and to other world events. The class will also explore the significance of 9/11 as a new historical beginning. *Ortega*

HIST 252 History and Material Culture (S1)

4 sem. hrs.

Focuses on the role of objects in American history—the importance of the key fabrics, tools, possessions, built environments, and products used. How do we integrate artifacts into our understanding of the historical record? How have museums, in particular, selected, preserved, and displayed historical artifacts to shape our understanding of our collective past? Examines how material culture interacts with gender, race, class, privacy, and technological change. *Berry*

HIST 253 Boston's Past: Introduction to Public History (F1)

4 sem. hrs.

Prereq.: A college-level history course or consent of the instructor is preferred. Introduces the theoretical issues and practical questions involved in the public display of history in places such as museums, historical sites, and the Internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations. *Berry*

HIST 254 History Through Novels and Film (M2) (S2)

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. *Ortega*

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

4 sem. hrs.

Studies the methodological, theoretical, and practical questions involved in the writing of history. Explores the relationship between past and present, the use of primary sources, and the interpretation of history by drawing on the work of the most creative practitioners of the discipline. *Berry*

HIST 329 Seminar: Film and Historical Representation (S2)

4 sem. hrs.

Studies the intersection of history and film studies and how film and the practices of historical investigation interact. What constitutes “evidence” in film and how can this evidence be used? How can one think about history via the medium of film? There will be weekly screenings of fiction, nonfiction, documentary, and experimental films. The film selections come from across the globe and focus on a range of historical subjects. There will also be readings in history, theory, and film criticism. *Leonard*

HIST 349 Directed Study (F, S)

4 sem. hrs.

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

HIST 350 Independent Study (F, S)

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

Enrollment normally open only to juniors and seniors.

Consult with the department chair about the procedure for proposing a topic to study independently. *Staff*

HIST 355 Thesis (F, S)

4 sem. hrs. Prereq.: HIST 350 and consent of the department. Enrollment normally open only to seniors.

Includes a thesis and a comprehensive examination or presentation upon completion. Required for Departmental 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 (S2)

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*

HIST 361 Topics in World History: Cross Cultural Encounters: Contacts, Connections and Conflict (F2)

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 (F1)

4 sem. hrs. Prereq.: At least two history courses, one of which is preferably a 200 level East Asian course, and consent of the instructor.

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 (F2)

4 sem. hrs. Prereq.: At least two history courses, one of which is preferably a 200-level 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 (S1)

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 (S1)

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 (Su1, S2)

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. *Staff*

HIST 370 Internship (F, S)

4-8 sem. hrs. Prereq.: Consent of the department.

In collaboration with the Career Education

Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for 4 credits) or 20 to 30 hours (for 8 credits) in workplace sites connected to their major. Students typically complete a final paper that reflects on their experience and brings together theory and practice. *Berry*

HIST 371 Seminar in Early American History (S2)

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*

HIST 372 Race and Gender in the Atlantic World (F1)

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

This course will focus on the racial and gendered discourses in the developing Atlantic World and how those discourses shaped the experiences of women and Africans. The class will also investigate the ways that participation in the Atlantic systems offered people of color and women the opportunity to transcend culturally created roles. *Berry*

HIST 373 Seminar in 19th-Century U.S. History (S1)

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*

HIST 374 Modern U.S. History Seminar (F1)
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*

HIST 375 Cold War Culture

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

Focusing on the 1950s and early 1960s, this seminar examines the ways in which the Cold War shaped American family life, domestic politics, popular culture, conformity and youth rebellion, increasing demands for civil rights, and changing gender roles. Readings range from historical scholarship to fiction, autobiography, and film. *Prieto*

HIST 376 The American Revolution (F1)

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

This course investigates themes arising from revolutionary era North America including diverse approaches to the causes and effects of the movement for independence. The class touches on political, intellectual and military events, but more so, it focuses on the social and cultural aspects of the Revolution, particularly the lived experience for men and women. *Berry*

HIST 377 Seminar in Modern European History (S2)

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

Provides an intensive study of a specific topic in modern European history varying from

year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, and postwar Europe.

Leonard

HIST 378 Lives of Faith (F2)

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

The course will use autobiography and biography to understand the variety and diversity of religious beliefs in American history from the founding era until the present. The lives of these men and women also provide small windows into the complexity and creativity of religious experience in the nation's past. *Berry*

HIST 379 Expansion and Empire in U.S. History (F2)

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

This seminar traces both violent and non-violent American territorial expansion from its colonial origins through the articulation of Manifest Destiny, to the overseas colonies that the U.S. acquired after the Spanish-American War. We attend especially to factors of race, gender, citizenship, and political and cultural integration versus separation. *Prieto*

HIST 380 Fieldwork (F, S)

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

HIST 397 Historical Methods and Research (F)

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

Studies history as an interpretive craft and explores various methods and models for researching, analyzing, and writing history in both academic and popular forms, from

essays to public exhibits, monographs to films.
Leonard, Prieto

Cross-listed Courses

AST 240 African American Intellectual and Political History (F)

4 sem. hrs. See page 45 for description.

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

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

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

4 sem. hrs. See page 167 for description. *Liu, Inglis*

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

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

WGST 204 Roots of Feminism

4 sem. hrs. See page 219 for description.

HONORS PROGRAM

Leanne Doherty, *Director*

Kirk Beattie, *Professor of Political Science*

Renee Bergland, *Professor of English*

Pamela Bromberg, *Professor of English*

Robert Goldman, *Professor of Math and Statistics*

Margaret Menzin, *Professor of Math and Computer Science*

Jyoti Puri, *Professor of Sociology*

Jennifer Roecklein-Canfield, *Professor of Chemistry*

Gregory Slowik, *Professor of Art and Music*

Masato Aoki, *Associate Professor and Chair of Economics*

Eduardo Febles, *Associate Professor of French*

Michael Berger, *Associate Professor of Chemistry*

Stephen Berry, *Associate Professor of History*

Dánisa Bonacic, *Associate Professor of Spanish and Chair of Modern Languages*

James Corcoran, *Associate Professor of Communication*

Daren Graves, *Associate Professor of Education*

Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Jane Lopilato, *Associate Professor of Biology*

Shirong Luo, *Associate Professor of Philosophy*

Stephen Ortega, *Associate Professor and Director of the Graduate Program in History/Archives Management*

HONORS STEERING COMMITTEE

Donna Glynn, *Assistant Professor of Nursing, School of Nursing and Health Sciences*

Paul Gould, *Associate Professor of Practice, School of Social Work*

John Lowe, *Associate Dean, School of Management*

Margaret Menzin, *Professor of Math and Computer Science*

Jennifer Roecklein-Canfield, *Professor of Chemistry*

Niloufer Sohrabji, *Associate Professor of Economics*

The Simmons College Honors Program is an interdisciplinary studies program that develops holistic thought leaders for the 21st century through rigorous curricular and experiential programming.

The Honors Program engages motivated students, enhancing the undergraduate experience of students in all majors by guiding them through complex intellectual tasks and problems. All Honors students are advised to seek depth in their major discipline and to enhance this knowledge through exploration of other departments and programs.

Students in the Honors Program are part of a “community of scholars” and offered an enriched curriculum that is presented in small seminars and team-taught courses. This community includes professors who are teacher/scholars; bringing their own research and community engagement into the classroom and creating intellectual settings that challenge Honors students to push themselves beyond what they thought possible. Outside of the classroom, the Honors Program gives opportunities for students to expand their knowledge through study abroad opportunities, access to undergraduate research programs, connections to Honors alumnae/i, and engagement with the City of Boston.

Honors Program Requirements

Year One

The Boston Learning Community Course
(Fall, 8 credits)

The Simmons Course: Honors Explore
(Fall, 2 credits)

The Honors Leadership Course
(Spring, 4 credits)

Honors 190: “Talking in the 21st Century”
(Spring, 1 credit)

Year Two

HON 290 Honors Global Scholars
(Fall, 1 credit)

Honors 380 The Simmons Course: Honors Experience
(Spring, 1 credit)

All students in the Honors program are required to fulfill their Global Cultural Key Content Area in their second year. This is an honors only class and typically two are offered each semester so that students can have an opportunity to fill the requirement in either the fall or spring.

Year Three

Honors 390: The Simmons Course: Honors Excel

3D–Design Across Diverse Disciplines
(third and fourth years, 12 credits)

Two of the three 3D Courses must be at the 200 level

Year Four

Honors 395: Honors Capstone Project
(Fall, 1 credit)

Capstone within Major
(4–8 credits)

Honors Learning Community

Democracy or Apartheid: Race, Class, and Meritocracy in America

Section-01 Aoki and Graves

In this class, members of the departments of Education and Economics pose questions about the intersection of racial and class dynamics as they play out in the U.S. system of education. What causes educational inequality in America? How is educational inequality related to economic inequality? Can we claim to live and work in a meritocratic society? Is our education system designed to ameliorate or reproduce economic inequality? In HONS 101, Prof. Graves from the Education Department will examine education in an era of colorblind racism. In HONS 102, Prof. Aoki from the Economics Department will investigate economic approaches to class and the interaction between economic inequality and educational inequality. In the weekly Learning Community Integrative Seminar, Profs. Graves and Aoki will lead discussions and activities that integrate educational and economic analytical perspectives, racial and class dynamics, and

competing viewpoints on education reform. 8 credits total. *Aoki and Graves*

Honors Learning Community

Boston: Community Food Systems

Section-02 Biewener and Pechulis

What policies and practices are needed to develop sustainable and just community food systems? This LC offers an interdisciplinary approach to community food systems with particular emphasis upon urban areas, using Boston as an example. We examine the many ways food shapes urban sustainability, public health, community, and economic development. We also consider federal, state and municipal food policies along with urban planning initiatives for community-based food systems. Course readings are supplemented by films, field trips, and guest speakers. 8 credits total. *Biewener and Pechulis*

Honors Learning Community

Boston: Rhetorics of Space and Place

Section-03 Bergland and Geary

From *Little Women* to *The Handmaid's Tale*, Boston has been a city of writers. In the literary arguments section, the course will explore the places that inspired Anne Bradstreet, Phillis Wheatley, Margaret Fuller, Louisa May Alcott, Zitkala Sa, Mary Antin, Sylvia Plath, Adrienne Rich, Margaret Atwood, Jhumpa Lahiri and many others. We will visit the places and read the works associated with them, trying to make our own literary maps of Boston. In the creative expressions section, students will explore the creative non-fiction genre. Blending many different elements of writing, including research, journaling, and personal narrative, among others, students will explore places and spaces around Boston, from the North End to the Mt. Auburn cemetery and many in between, in the interest of creating compelling works that combine personal writing with fact-based foundations. In the integrative seminar, we'll bring together our explorations of Boston, our reading, and our individual writing (creative and analytic), and try to work

together to present our ideas in multiple media other than the conventional college essay. 8 credits total.

HON 190 Talking in the 21st Century

A 1-credit seminar for all first-year. The course develops critical thinking skills, 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. *Geary*

HON 290: Honors Global Scholars

This course introduces honors students to their role in the global community. Through discussions and workshops concerning intercultural knowledge, global competency and global education, students will see themselves as members of a world community and be able to enhance their educational program through global experiences. *Doherty*

HONORS SEMINARS

HON 203 Islam and the West (M5)

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)

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

Explores the relationship between France as an aging "metropole" and its former French colonies through a study of literature and cultures of Cameroon, Senegal, Guadeloupe, and the minorities in France today. Focuses on questions of gender, race, and cultural identity framed by colonization, slavery, and decolonization. *Febles*

HON 205 The Colonial Legacy: South Africa in Film and Literature (M2)

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

Investigates the complex, many-voiced story of the impact of Western colonialism on the continent and peoples of Africa by reading historical and literary texts that focus on South Africa and the areas of West Africa that would later become the Congo and Nigeria. *Bromberg*

HON 206 Islamophobia: Comparative Muslim Experiences in the United States and Europe (M5)

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

Islamophobia has been defined as an irrational fear of Islam and hostility towards Muslims. This course will examine the unique social, political, and economic contexts which have led to the rise of Islamophobia in Europe and the United States. We will situate Islamophobia within race scholarship. *Seldom*

HON 211 Balance, Harmony, and Happiness: A New Look at Classical Chinese Culture (M6)

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

This course focuses on the foundational aspects of Chinese culture of the classical period, including Chinese mythology, medicine, the earliest writing scripts (oracle bone inscriptions), philosophy, poetry, and humor. The course presents these aspects as Chinese cultural blueprints that have had vital and profound impact on the subsequent developments up to the present day. Conceptually the course explores and examines three overarching themes: balance, harmony, and happiness. *Luo*

HON 214 Encountering South Asia (M5)

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

Studying the history, culture, and politics of South Asia in the course of a semester is a daunting task, to put it mildly. Yet, it's a task well worth the effort. This course takes on the

challenge of condensing the vast and complicated histories and cultures of the four major national states in South Asia—Bangladesh, India, Pakistan, and Sri Lanka—by focusing on histories, institutions, feminisms, political economy, and cultural representations. Starting with an overview, this course provides an introduction to the region's history and the ways in which colonial rule and anti-colonial nationalist struggles set the stage for religion, gender, nation, caste, class, and language to become central points of contestation. It addresses a range of issues, including the significance of nationalisms, communalisms, caste, women's issues, gay sexuality, economic liberalization, terrorism, and Hindi film (aka Bollywood). *Puri*

HON 302 Sexuality, Nature, and Power

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

This course 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 dynamic that structure both the meaning and practices of sexuality. *Trigilio*

HON 224/ECON 124 BRICS and the Global Economy (M5)

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

Introduces students to the emerging economies known as BRICS (Brazil, Russia, India, China, and South Africa) which are expected to overtake the G-7 countries by 2050. Analyzes the alternative development paths of these countries and the future challenges facing them. Examines the regional and global consequences of the rise of these emerging powers. *Sohrabji*

HON 301 Disability and Society: Private Lives, Public Debate (M5)

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

Examines the concepts of normalcy and disability, using personal narratives, literature, film, legal documents, social science research, and public health statistics. Students question how and why disability is socially constructed as a social category. Demonstrates the power of this concept in terms of policies created to “control” disability and those people with disabilities have created. *Thomas*

HON 303 HIV/AIDS Intersections of Science (M4)

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

Considers the AIDS pandemic from biomedical, public health, and human rights perspectives. Students gain an appreciation of the fundamentals of infectious diseases, epidemiology, immunology, and virology. Human and societal factors that impact the transmission, prevention, diagnosis, and treatment of HIV/AIDS and vice versa will be interwoven throughout the course to provide a realistic and multidimensional view of the pandemic and its solutions. *Rocklein-Canfield*

HON 304/305 Specimens and Collections: Science in Victorian Literature (M2 or M4)

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

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 307 Creator, Patron, Muse: The Roles of Women in Music (M1)

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

This intense study of music created and inspired by female composers combined with an understanding of their considerable

philanthropy will cast new light upon women's historic influence on music. *Slowik*

HON 308 Sustainability and Global Warming: Predicting the Future (M3)

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

Explores the topic of global warming and climate change, using conceptual and quantitative modeling techniques. Students will review evidence for global warming and evaluate the importance of human factors using a variety of conceptual “back of the envelope” calculations, simple “box models,” and more sophisticated computer modeling, all of which are used to forecast climate change. *Berger*

HON 309 Discovering the Science of Data

4 sem. hrs. Prereq.: Membership in the honors program. Math 118 or consent of the instructor.

Data Science is a new and important field that is an intriguing mix of statistics, computer science, mathematics, and graphic arts. This course will introduce the student to all aspects of working with data specifically, finding and accessing data, data storage, “cleaning” and organizing data, analyzing data, visualizing data, and data presentation. The course will make extensive use of the open source (free) statistical software R. Students can expect a good deal of team work with class presentations. *Goldman*

HON 315 Breaking Bad in Historical Context

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

The very popular American television program *Breaking Bad* has created a lot of attention around the subject of what types of questions are raised when an individual who is supposedly in good standing in the community turns to “the dark side.” Focused on the character of Walter White, a high school science teacher living in Albuquerque New Mexico, the show illustrates Walt's steady progression into life of crime involving the manufacturing and dealing of Crystal Methadone. Using themes

from the show and in particular Walt's story as a way of framing the class, this course will consider the types of historical, political and social issues that are attached to situations attached to the show and to individuals and groups who break bad.

HON 320/ HIST 353 Boston's Past: Introduction to Public History

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

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*

HON 325/ECON 225 Class in America: A Fugitive Approach to Capitalism (M5)

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

This course will engage students with Marxian theory's critique of capitalism and economic theories that do not address class. Unlike mainstream economics, Marxian theory interweaves economics, politics, and philosophy. We will examine what class has to do with productivity growth, business concentration, the household economy, globalization, and economic instability. *Aoki*

HON 330 Innovation at the Intersection of Art & Science (M1)

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

Many scientists are accomplished artists, and their art informs their science; many artists employ either well-established scientific principles or groundbreaking science to create their art. Historically artists and scientists have both been at the forefront of significant changes and innovation in society. Students will first examine the examples of several well-known artists/scientists and then examine their own interests in art and science to determine how cultivating both can enhance their creativity.

Honors Senior Project

Eight credits of independent work are taken in the departmental major in consultation with the director of the Honors Program. Note that the Honors Senior Project is not an additional project, but rather a planned, purposeful, and enriched way of fulfilling the departmental senior requirements. A thesis or substantial writing project is encouraged.

BSBA PROGRAMS IN ACCOUNTING, BUSINESS AND MANAGEMENT, FINANCE, MARKETING AND THE PRINCE PROGRAM IN RETAIL MANAGEMENT

FACULTY

Stacy Blake-Beard, *Professor*
 Susan Hass, *Professor*
 Lynda Moore, *Professor*
 Teresa Nelson, *Professor and Director, Entrepreneurship Program*
 Alice Sapienza, *Professor Emerita*
 Bruce Warren, *Professor Emeritus*
 Angela Chang, *Associate Professor*
 Gary Gaumer, *Associate Professor*
 Yulong Li, *Assistant Professor*
 John Lowe, *Associate Professor and Associate Dean for the Undergraduate Program*
 Jane Mooney, *Associate Professor*
 Mindell Reiss Nitkin, *Associate Professor*
 Ryan Raffety, *Assistant Professor*
 Susan D. Sampson, *Associate Professor, Director, Prince Program in Retail Management*
 Charlene Spiceland, *Assistant Professor*
 Špela Trefalt, *Associate Professor*
 Edward Vieira, *Associate Professor*
 Robert F. Coulam, *Professor of Practice and Director, Center for Health Policy*
 Kari Day, *Lecturer*
 Erin DeCurtis, *Lecturer*
 Patricia H. Deyton, *Professor of Practice, Associate Dean for the Graduate Programs, Director, Center for Gender in Organizations*
 Mary Finlay, *Professor of Practice*
 Indra J. Guertler, *Professor of Practice*
 Paula F. Gutlove, *Professor of Practice*
 Jane Hughes, *Senior Lecturer*
 Cynthia A. Ingols, *Professor of Practice*
 Catherine J. Robbins, *Professor of Practice, Program Director, MBA in Health Care*
 Areen Shahbari, *Lecturer*
 Mary Shapiro, *Professor of Practice*

STAFF

McCall Allen, *Program Specialist, Executive Education*
 Barbara Carter, *Administrative Manager, Office of the Dean*
 Leslee DiGirolamo-Magee, *Program Administrator, Academic Programs*
 Mikaela Feroli, *Coordinator, Center for Gender in Organizations*
 Kayla Larkin, *Assistant to the Dean*
 MaryRose Mazzola, *Executive Director, Boston Women's Workforce Council*
 Elisa Van Dam, *Senior Director, Executive Education*

The Simmons Bachelor of Science in Business Administration (BSBA) is a rigorous undergraduate management program that prepares students for successful business careers and leadership roles across a wide range of industries. Through relevant and diverse majors and minors, the program offers students the opportunity to focus on functional areas, such as finance, marketing, or entrepreneurship, or target a specific industry, such as health care, retail, or information technology. Students tailor their learning to explore interests and pursue their goals.

Through their coursework, students develop the critical thinking, decision-making and project management skills needed in today's workplace. Through class projects and presentations, they learn to be effective communicators and become strong team members and leaders. Through a required internship, students pursuing a BSBA major apply what they have learned to real-world business challenges and gain marketable experience.

Beyond critical business skills, organizations are seeking college graduates with the education and experience to succeed as creative, ethical and versatile problem solvers. They want team members who are globally aware and sensitive to the value of a diverse workforce. We integrate these topics throughout the BSBA curriculum using experiential and service learning, case studies and practical, hands-on

class projects. Students graduate with a portfolio of learning experiences that demonstrate their business skills and competencies.

Five majors lead to the BSBA degree:

- Accounting
- Business and Management
- Finance
- Marketing
- Retail Management

BSBA majors can apply to an accelerated MBA program, which is offered online.

Additionally, there are minors in:

- Accounting
- Business
- Finance
- Marketing
- Organizational Studies
- Principled Leadership
- Retail Management
- Entrepreneurship
- Health Care Management

Students may elect to complete a major, a minor or both. The BSBA Program allows both double majors and double minors.

Management contributes required courses to the Major in Information Technology and to the food service management and health and wellness tracks of the Major in Nutrition and Food. Management contributes elective courses to the Majors in Environmental Science, Public Health and Health Informatics. Management also participates as a sponsor in the following interdisciplinary majors and departments:

- Arts Administration (with Department of Art and Music)
- Data Science and Analytics (with Departments of Math and Computer Science)
- Financial Math (with Economics and Mathematics Departments)
- Chemistry-Management (with Department of Chemistry)
- Public Relations and Marketing Communications (with Department of Communications)

See the sponsoring department for the following interdisciplinary minors:

- Arts Administration (Art and Music)
- Public Relations and Marketing Communications (Communications)
- Sustainability (Chemistry)

Students can combine business coursework with a wide variety of majors and minors in departments across the undergraduate college to fit students' individual career and educational goals. For example, economics majors may find a business minor a great practical complement for the job search. Marketing majors may look to communications as a minor to develop a complementary knowledge set in public relations and advertising.

The options are many and we encourage you to see your undergraduate advisor to find out more.

Honor Societies: Beta Gamma Sigma and Alpha Delta Sigma

Beta Gamma Sigma (BGS) is the premier honor society for students enrolled in business and management programs accredited by AACBS International (The Association to Advance Collegiate Schools of Business), the world's top accreditation distinction for business schools. The Society's membership comprises the brightest and best of the world's business leaders and draws from students in the top academic ranks of their class. Juniors and seniors are selected based on ranking by GPA.

The Society's mission defines this lifelong commitment to its members' academic and professional success: to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

Alpha Delta Sigma is the honor society that is part of the American Advertising Federation for marketing and communications students. The requirements are that the student must be current in dues membership, be a senior or rising senior, have taken at least two advertising or marketing courses, and have a minimum undergraduate GPA of 3.25.

Departmental Recognition and Honors in Management

A student in one of the five BSBA majors qualifies for Departmental Recognition with a GPA of 3.5 or higher in all management (MGMT) courses. Departmental Honors are offered to qualified students (3.5 or higher GPA in all MGMT courses) subject to the College requirements.

MAJORS

There are five majors within the BSBA program: Accounting, Business & Management, Finance, Marketing and Retail Management. All five share the same core courses, except Strategy, which is not required for accounting majors. Double majors share the same core, and cannot have electives double-count. Any minor requires at least three distinct courses from other electives taken. Students cannot take a major or minor prerequisite, core or elective course for a BSBA major or minor as a pass/fail option.

Students with an AP score of 4 or 5 in Statistics or AP Economics in high school can waive that particular prerequisite requirement. Students may also take MATH 227 or MATH 229 as an alternative to MATH 118. Students with an International Baccalaureate (IB) score of 5, 6 or 7 in Accounting or Business in high school can waive MGMT 110 or MGMT 100, respectively.

Prerequisites for Accounting, Business & Management, Marketing and Retail Management Majors

ECON 100	Principles of Microeconomics
MATH 118	Introductory Statistics

Prerequisites for Finance Majors

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

Required Core Courses for All Majors, except Accounting (see below)

MGMT 100	Foundations of Business and Management
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MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making
MGMT 340	Strategy (excluding Accounting)
MGMT 370	Internship

Students complete four additional courses and a Capstone course in their specific major, except Accounting (see the individual major descriptions below) for 20 credit hours. Accounting students complete seven additional courses and a Capstone. Students must complete all prerequisites and core courses prior to taking the Capstone in each major.

Independent Learning Requirement: Students meet the 8-credit, BSBA independent learning requirement by taking MGMT 370 Internship. Dix Scholars with significant previous work experience, or students who have had multiple internships may substitute MGMT 349 Advancing Your Career or MGMT 380 Field Experience for MGMT 370, with the permission of the Associate Dean for UG Programs.

Major in Accounting

Accounting graduates are in high demand. Corporations, nonprofits, and individuals all rely on the skills of accountants and auditors to help them create, analyze, and interpret financial data. Students will be well prepared for jobs in accounting firms as well as the corporate and nonprofit sectors.

Simmons also provides flexible options for students to become Certified Public Accountants (CPAs). Simmons meets the requirements for students to sit for the CPA exam, which includes a bachelor's degree with at least 21 credits in accounting and 9 credits in business. Simmons is also exploring options for students to become licensed CPAs in Massachusetts, which, along with the CPA exam, requires

150 credit hours. These options may include a post-graduate certificate or an accelerated MBA through Simmons's online program.

Prerequisites for Accounting Majors

ECON 100	Principles of Microeconomics
MATH 118	Introductory Statistics
Required Core Courses	
MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making
MGMT 370	Internship

Required Accounting Courses

MGMT 200	Intermediate Accounting I
MGMT 201	Intermediate Accounting II
MGMT 225	The Manager and the Legal Environment
MGMT 301	Accounting IT
MGMT 305	Cost Accounting
MGMT 307	Tax Accounting
MGMT 308	Audit and Assurance
MGMT 396	Accounting Capstone

Electives

Students may select courses in other disciplines, but they *do not substitute* for the required Accounting courses. One course particularly relevant to accounting majors earning credits for licensure is:

MGMT 310	Financial Statement Analysis
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Major in Business and Management

Organizations today demand responsive leaders, who can provide vision, are creative, can manage across the organization, and work ethically and effectively in a diverse workforce. This BSBA Program major prepares students to assume entry-level and early managerial positions in a variety of organizations, entrepreneurial ventures, corporations, nonprofits and social enterprises. Students gain an understanding of managerial roles, activities and

functions of organizations.

Business and Management graduates have found jobs in high technology, financial services, health care and communications. Students can combine a major in Business and Management with a variety of liberal arts disciplines such as psychology, sociology or information technology to enhance knowledge and critical thinking skills, and to provide a broader context in which to practice management.

Prerequisites for Business and Management Majors

ECON 100	Principles of Microeconomics
MATH 118	Introductory Statistics
Required Core Courses	
MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making
MGMT 340	Strategy
MGMT 370	Internship

Required Business and Management Major Courses

MGMT 221	Project Management
MGMT 225	The Manager and the Legal Environment
MGMT 320	Negotiations
MGMT 395	Leadership & Managing Change (Capstone)

Electives

Students select one elective from the following:

MGMT 200	Intermediate Accounting I
MGMT 222	Human Resources Management
MGMT 224	Socially Minded Leadership
MGMT 236	Retail Management
MGMT 290	Special Topics in Management (when relevant)
MGMT 305	Cost Accounting
MGMT 329	People, Planet and Profits

Major in Finance

A degree in finance can prepare a student to work in a corporate or nonprofit finance department, enter a management-training program, pursue a career in the financial services industry or be part of a start-up or entrepreneurial venture. Students with BSBA degrees in finance are prepared to specialize in financial practice or look for applications across the organization because understanding the financial structure and demands of a company is a broad-based skill. In the course of their studies, students in finance learn how to evaluate the organization's financial needs, including cash flow, return on uses of cash, short- and long-term asset management and issues of growth and capital structure. Few would deny the need for knowledgeable, dedicated and ethical finance participants in our global money world. A broad range of career options exists.

Prerequisites for Finance Majors

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

Required Core Courses

MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making
MGMT 340	Strategy
MGMT 370	Internship

Required Finance Courses

MGMT 310	Financial Statement Analysis
MGMT 311	Investments
MGMT 314	International Finance
MGMT 315	Corporate Financial Strategy
MGMT 393	Financial Modeling (Capstone)

Electives

Students may select any of the following for

additional depth in the Finance major but they *do not substitute* for the required finance electives:

ECON 220	International Monetary Systems
ECON 231	Money and Banking
MATH 319	Financial Mathematics

Major in Marketing

Marketers bridge companies and customers using an increasing array of ideas, tools and techniques. Marketers face many critical issues today, including pressures in the global marketplace that influence access to supplies and sale of goods. They also face sweeping changes in technology and information systems that have altered the ways in which organizations distribute their products and communicate with their customers, the shift from mass marketing to relationship marketing with the resulting array of market segments and subcultures, and the continued challenges and opportunities posed by issues of social responsibility and ethics.

Marketers need to understand the concepts and principles of marketing, but they also benefit from coursework in economics, modern languages communications and/or information technology. Students can combine a BSBA degree in Marketing with other areas of study to give the student a richer context in which to operate as a marketer and to enhance her ability to integrate multiple sources of information, think critically, and solve marketing problems.

Prerequisites for Marketing Majors

ECON 100	Principles of Microeconomics
MATH 118	Introductory Statistics

Required Core Courses

MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making

MGMT 340	Strategy
MGMT 370	Internship

Required Marketing Courses

MGMT 230	Why We Buy
MGMT 335	Marketing Research
MGMT 392	Marketing Decision Making (Capstone)

Electives

The student will select two electives from the following list:

MGMT 221	Project Management
MGMT 225	The Manager and the Legal Environment
MGMT 231	Creating Brand Value
MGMT 232A	Introduction to Advertising
MGMT 232B	National Student Ad Competition
MGMT 233	Developing Customer Relationships
MGMT 236	Retail Management
MGMT 290	Special Topics in Management: Seminar (when relevant)
MGMT 329	People, Planet and Profits
MGMT 348	Sustainable Supply Chain

Major in Retail Management; the Prince Program in Retail Management

The Prince Program in Retail Management, established in 1905 by Lucinda Prince, is recognized as one of the country's most prestigious undergraduate programs specifically geared toward preparing students for a career in all aspects of retailing. Retailing is a major segment of the U.S. and global 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, leading to the BSBA degree, equips its graduates with the academic foundation and the experiential tools required to succeed in this environment. The major also provides an opportunity to acquire specialized knowledge about this large sector of the economy—the retail industry.

Prerequisites for Retail Management Majors

ECON 100	Principles of Microeconomics
MATH 118	Introductory Statistics

Required Core Courses

MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance
MGMT 325	Operations Management and Decision Making
MGMT 340	Strategy
MGMT 370	Internship

Required Retail Management Courses

MGMT 222	Human Resources Management
MGMT 236	Retail Management
MGMT 394	Comparative Retail Strategies (Capstone)

Electives

The student will select two electives from the following list:

MGMT 137	Entrepreneurship and Innovation
MGMT 221	Project Management
MGMT 225	The Manager and the Legal Environment
MGMT 231	Creating Brand Value
MGMT 232A	Intro to Advertising
MGMT 232B	National Student Ad Competition
MGMT 233	Developing Customer Relationships
MGMT 290	Special Topics in Management: Seminar (when relevant)
MGMT 329	People, Planet and Profits
MGMT 335	Marketing Research
MGMT 348	The Sustainable Supply Chain

MINORS

Management minors provide depth in a specific functional discipline or specialization (for example, finance or entrepreneurship) when taken with a major, or they serve as a comple-

ment to majors outside of Business. All minors consist of five courses. For those minors with electives, students should select electives in consultation with a faculty advisor.

With the exception of the minor in business, students majoring in one of the five BSBA majors may take any minor. Any major and minor combination will double-count core courses but must have unique electives.

Minor in Accounting

The Minor in Accounting is an excellent complement to Majors in Business, Economics and social sciences who are interested in entry-level positions in a variety of corporate and non-profit settings.

MGMT 110	Financial Accounting
MGMT 200	Intermediate Accounting I
MGMT 201	Intermediate Accounting II
MGMT 305	Cost Accounting

Electives (choose one):

MGMT 260	Finance
MGMT 301	Accounting IT
MGMT 307	Tax Accounting
MGMT 308	Audit and Assurance

Minor in Business

The Minor in Business is an excellent complement for students in any Major to understand the nature business functions in nonprofit, for-profit, and public organizations.

MGMT 100	Foundations of Business and Management
MGMT 110	Financial Accounting
MGMT 234	Organizational Communication and Behavior
MGMT 250	Marketing
MGMT 260	Finance

Minor in Finance

Students majoring in Math and Statistics, Economics, and social sciences will find the Finance Minor to be attractive to potential employers recruiting for analyst positions.

MGMT 110	Financial Accounting
MGMT 260	Finance

Students should choose three electives from the required finance courses on page 169.

Minor in Entrepreneurship

The Entrepreneurship Minor is for all majors who are interested in the entrepreneurial economy, whether a for-profit or social venture, as well as for students who believe they might like to launch their own business someday.

MGMT 137	Entrepreneurship and Innovation
MGMT 237	Let's Start a Business
MGMT 238	Financial Aspects of Business
MGMT 250	Marketing

NOTE: BSBA Majors must take MGMT 260 Finance instead of MGMT 238.

Electives

Students select one elective from the list below or a course in another department in consultation with the Entrepreneurship Program Director.

MGMT 224	Socially Minded Leadership
MGMT 230	Why We Buy
MGMT 231	Creating Brand Value
MGMT 232A	Introduction to Advertising
MGMT 232B	National Student Ad Competition
MGMT 233	Developing Customer Relationships
MGMT 236	Retail Management

Minor in Health Care Management

The Health Care Management Minor is an excellent complement to any health profession, business, or social science Major and provides insight into the largest employment sector in Massachusetts.

MGMT 100	Foundations of Business and Management
MGMT 120	Introduction to Health Care
MGMT 239	Health Care Finance

Electives (choose two):

MGMT 234	Organizational Communication and Behavior
IT 225	Health Informatics
NURS 100	Professional Issues in Nursing
NURS 228	Nursing Theory and Evidenced Based Practice
NUTR 237	The Practice of Community Nutrition

NUTR 249	Leadership in Food Service Management
PHIL 131	Biomedical Ethics
SOCI 241	Health, Illness and Society
SW 101	Intro to Social Work and Social Welfare
SW 200	Social Welfare Policy
Non-Science Majors should strongly consider IT 225, SOCI 241, and PHIL 131.	

Minor in Marketing

The Marketing Minor is an excellent complement for all Majors interested in marketing/social media positions in fast-growing companies.

MGMT 100	Foundations of Business and Management
MGMT 250	Marketing

Students should choose three electives from the marketing courses on pages 169-170. Student can choose from both the list of required marketing courses and the list of electives.

Minor in Organizational Studies

The Minor in Organizational Studies adds important leadership skills as a complement to any Major in the College.

MGMT 100	Foundations of Business and Management
MGMT 234	Organizational Communications and Behavior
MGMT 320	Negotiations

Students select two electives from the following list:

MGMT 221	Project Management
MGMT 222	Human Resources Management
MGMT 224	Socially Minded Leadership
MGMT 225	Manager and the Law
MGMT 329	People, Planet and Profits

Minor in Principled Leadership

The Principled Leadership Minor emphasizes “doing well by doing good” for any Major in the College. It complements the College’s general education focus on leadership and is appropriate for all Majors

MGMT 100	Foundations of Business and Management
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MGMT 224	Socially Minded Leadership
MGMT 234	Organizational Communications and Behavior
Students select two electives from the following list	
MGMT 223	Learning by Giving
MGMT 225	The Manager and the Legal Environment
MGMT 320	Negotiations
MGMT 329	People, Planet and Profits
MGMT 348	Sustainable Supply Chain

Minor in Retail Management

The Retail Management Minor complements any Business, Communications or social sciences Majors in the College and students interested in the fast-growing and dynamic retail sector.

MGMT 100	Foundations of Business and Management
MGMT 236	Retail Management

Students should choose three electives from the retail management courses on page 170. Students can choose from both the list of required retail management courses and the list of electives.

INTERDISCIPLINARY & JOINT MAJORS

Interdisciplinary Major in Arts Administration

The Department of Art and Music offers this interdisciplinary 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, finance, public relations, promotion and marketing, social media art or music editing in museums or publishing houses, and management of public and corporate art activity, foundations, art galleries, and concert halls.

The major offers a choice of emphasis, with tracks in Management, Public Relations and Marketing and Digital Communications, which are described on page 62. Art Department advising assists students in selecting the track appropriate for their career goals.

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 of institutions, and scientific information liaisons (e.g., public relations, political advising, lobbying). See the description of the Major in Chemistry Management in the Chemistry Department section.

Joint Major in Data Science and Analytics

The Department of Mathematics and Statistics offer this major in conjunction with the Department of Computer Science and the School of Management. The joint Major in Data Science and Analytics is a field that also goes by the names of Data Science, Data Analytics and Predictive Analytics; and informally referred to as “Big Data.” For a complete description of the major, including learning objectives, course requirements, and a concentration list, see the Department of Math and Statistics on page 186.

Pre-approved management concentrations in the Data Science and Analytics Major

Management-Finance: MGMT 110, MGMT 260 and 3 electives students choose from MGMT 310, 311, 314 or 315.

Management-Health Care: MGMT 120, MGMT 239 and 3 electives students choose from MGMT 137, MGMT 225, MGMT 234, MGMT 320, SOCI 241, Phil 131 or IT 225.

Management-Marketing: MGMT 230, MGMT 250 and 3 electives students choose from MGMT 225, 231, 233, 234, 329, 335, or 348.

Joint Major in Financial Mathematics

Offered jointly with the Departments of Mathematics and Economics, this major serves students interested in applying principles of mathematics and economics analysis in the fi-

ancial 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 on page 184.

Interdisciplinary Major in Public Relations and Marketing Communications

The Interdisciplinary Major in Public Relations and Marketing Communications is designed to provide grounding and experience in public relations and a firm understanding of the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students receive a BA in PR/MarCom. For complete information on the Major in PR/MarCom, see page 97.

The BSBA/MBA and the BSBA/MSM Combined Degree Program

The Management Program offers an accelerated BSBA/MBA degree program for qualified students. This accelerated program allows students to save 4 courses worth of tuition and accelerate the completion of the MBA program. Additionally, with the introduction of MBA@Simmons, the online MBA program, students can now complete the MBA program from anywhere in the country.

Accepted students take the first two courses in the MBA curriculum as part of their undergraduate studies. These two courses are taken in the online classroom and fulfill two undergraduate general elective requirements as well as two MBA course requirements (6 credits).

Once matriculated into the MBA program, two additional courses (6 credits) from the MBA curriculum may be waived. As a result, students will only need to complete an additional 42 credits, or 14 courses, to earn their

MBA. *Note: The complete MBA curriculum is 54 credits, or 18 courses.*

Applicants are required to submit 2 letters of recommendation—one from an advisor or a faculty member who is familiar with their work and one from a professional reference. Applications are due by June 30 after the completion of the junior year or after a student has completed 96 credits.

Students who are interested in the accelerated degree program must have a minimum GPA of 3.2. While there is no minimum work experience requirement, any professional work experience will be considered as part of a student's application.

Once accepted into the program, students register for two MBA@Simmons courses to be taken during the senior year of the undergraduate program. MBA@Simmons courses are 11 weeks in length and are offered in the Fall (October start), Spring (January start) and Summer (July start).

Graduate Courses taken as part of undergraduate studies:

MBAO455 Leading Individuals and Groups
MBAO420 Financial Reporting and Analysis

(**Accounting majors** take MBAO411 Economic Analysis for Managers instead)

Students must achieve the minimum graduate grade (currently a B) in each of these courses and complete their BSBA, in order to continue with the combined degree program. Once students begin the MBA program, they will continue taking classes online in the MBA@Simmons program.

Two courses are waived in the program:

Business and Management Majors:

MBAO430 Technology and Operations
MBAO Elective

Marketing and Retail Management Majors:

MBAO430 Technology and Operations
MBAO425 Marketing

Finance Majors:

MBAO430 Technology and Operations
MBAO411 Economics

Accounting Majors:

MBAO420 Financial Reporting and Analysis
MBAO421 Managerial Accounting

Students interested in the program should make their intentions known to their advisor early in their Simmons undergraduate career so they can plan their academic schedule to take maximum advantage of the program.

The Program also offers an accelerated BSBA/Master's in Management program for qualified students who want to pursue a Master's degree right out of college. Students typically take two MSM classes during their senior year and count those classes towards both their undergraduate and MSM course requirements. The MSM courses do not count for any UG major requirements, but these courses count as general credits towards their degree requirements.

Accelerated degree candidates must have at least a 3.0 GPA to apply for the program. Applications are due by June 30 after the completion of the junior year or after a student has complete 96 credits. Applicants are required to submit letters of recommendation from their advisor, a faculty member who is familiar with their work, and a professional reference.

Once accepted into the program, the students may register for one MSM course in each semester of their undergraduate senior year. Students must achieve the minimum graduate grade (currently B) in each of these courses, and complete their BSBA, in order to continue with the combined degree program. Once students begin the MSM program, they will continue on any scheduled track currently offered by the Program.

Students interested in the accelerated BSBA/Master's in Management program should make their intentions known to their advisor early in their Simmons undergraduate career so that they can plan their academic schedule to take maximum advantage of the program.

BSBA Undergraduate Management Program Goals and Learning Objectives

As part of its accreditation from AACSB, Simmons College BSBA Program in Management identified six overall program goals and learning objectives.

Program Goal 1: Leadership

Simmons graduates, as members of a team or as individuals, are prepared to provide strategic and principled leadership within organizations.

Learning objectives for Leadership

- Understand and apply norms of high performing team dynamics.
- Understand and apply principles of team project management.
- Understand and apply strategic and principled leadership.

Program Goal 2: Knowledge of the Disciplines

Simmons students understand the theory and practice of the various management disciplines, and can apply appropriate vocabulary, models and frameworks to multiple functional areas in the context of organizations.

Learning Objectives for Discipline Knowledge

- Understand the underlying management theories in the various functional areas within an organization.
- Demonstrate a variety of analytical tools in various functional disciplines.
- Use appropriate discipline specific vocabulary to describe organizational structures, processes and behaviors.

Program Goal 3: Problem Solving/Analytical Thinking

Simmons graduates can analyze, think critically and reason quantitatively in response to complex professional issues in global and technologically sophisticated environments.

Learning Objectives for Analytical Thinking

- Use analytical skills to identify and diagnose specific organizational problem(s).
- Generate and evaluate alternative solutions using creative and innovative problem-solving skills.

- Make concrete recommendations supported by a detailed implementation plan.

Program Goal 4: Gender and Cultural Diversity

Simmons graduates understand and appreciate the strategic and behavioral roles of gender and cultural diversity in organizations and are prepared to manage their careers in context effectively.

Learning Objectives for Diversity

- Recognize and articulate the role of diversity and its impact on organizational effectiveness.
- Identify and analyze personal and organizational issues and solutions
- Develop personal career strategies to respond to a complex work environment.

Program Goal 5: Communication

Simmons graduates can communicate effectively and professionally, choosing appropriately from a portfolio of written, oral and visual techniques and styles to best convey a desired message to a selected audience.

Learning Objectives for Communication

- Demonstrate effective oral communication skills.
- Demonstrate professional written communication skills.
- Develop visual aids that support written communication and oral presentations.

Program Goal 6: Ethics and Social Responsibility

Simmons graduates bring integrity and ethics to organizations and are adept at applying a socially responsible lens to evaluate situations and implement solutions to complex societal and managerial issues.

Learning Objectives for Ethics / Social Responsibility

- Reflect on the role and impact of personal social responsibility in community and organizations.
- Identify and understand the ethical implications of organizational issues and managerial decisions.

COURSES

MGMT 100 Foundations of Business and 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 understanding the global economy, organizations and social responsibility, managing diversity, establishing ethical standards for decision-making and managing effective teams. Incorporates service learning, experiential exercises and case studies to help students observe, evaluate and apply managerial skills. *DeCurtis, Shapiro, Staff*

MGMT 110 Financial Accounting (F-1,2, S-1,2)

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

Develops the ability to read, understand, analyze and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to perspective, such as investor, creditor or manager. A required concurrent lab offers training and reinforcement in the use of Excel spreadsheets. *Nitkin, Spiceland, Staff*

MGMT 112 Personal Finance (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Completion of the basic mathematics competency 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. *Day, Staff*

MGMT 120 Introduction to Health Systems (F-1,2)

4 sem. hrs.

Healthcare is currently one-sixth of the U.S. Economy and at the center of historical debates in our state and national governments, our court systems, and at the kitchen table. There

has never been a more exciting time to engage in healthcare and to explore the many career opportunities that exist in this industry. The intent of this course is to focus on key areas of healthcare, including health policy and the upcoming elections, innovation in healthcare, and healthcare systems and structures. *Lowe, Staff*

MGMT 137 Entrepreneurship and Innovation (F-1,2)

4 sem. hrs.

This course will introduce you to the world of entrepreneurship. We will learn from entrepreneurs in many different settings (for-profit and socially minded) and from many different backgrounds, including varied gender, race and class identity dimensions. Applying core business skills of creativity, marketing, and budgeting to real venture ideas, including one of the students' own choosing, short-term team projects will build your knowledge of how the economy rests on a continuing cycle of innovation. Entrepreneurship is the future—and this introduction to the nuts and bolts of being an entrepreneur can be applied in any job or to a start-up of your own. *Nelson, Staff*

MGMT 180 Business Law (S-2)

4 sem. hrs. Not offered in Spring 2017.

Addresses the legal and ethical principles governing business conduct and their impact on business policy, including employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, estates and trusts. This highly interactive course includes guest lecturers, cases, and a field trip. *Warren, Staff*

MGMT 200 Intermediate Accounting I (F-1,2)

4 sem. hrs. Prereq.: MGMT 110.

Intermediate financial accounting examines the processes that culminate in the preparation of financial reports relative to the enterprise as a whole for use by parties both internal and external to the enterprise. This course includes

a comprehensive study of Generally Accepted Accounting Principles and procedures underlying valuation, conceptual frameworks, information systems, and a deeper exploration of financial statement components such as income measurement and the preparation and evaluation of financial data. This course is relevant to preparation for the financial accounting sections of the CPA and CMA exams.

This course is the first of a two course sequence in Intermediate Accounting: MGMT 200 Intermediate Accounting I and MGMT 201 Intermediate Accounting II.

MGMT 201 Intermediate Accounting II (S-1,2)

4 sem. hrs. Prereq.: MGMT 200.

This course builds from concepts taken from MGMT 200 Intermediate Accounting I to further explore financial accounting under U.S. Generally Accepted Accounting Principles. This course continues a comprehensive study of Generally Accepted Accounting Principles including an in-depth exploration of liabilities, net worth and capital value measurements, investment valuation, revenue recognition, and financial analysis and disclosure. This course is relevant to preparation for the financial accounting sections of the CPA and CMA exams. This course is the second of the two course sequence.

MGMT 221 Project Management (S-1,2)

4 sem. hrs.

Regardless of someone's role in business, education, health care, government, or any other sector, being able to manage projects successfully is a critical skill. A project is a unique set of activities meant to produce a defined outcome within an established period using a specific allocation of resources. This course provides an overview of concepts, tools, and techniques for planning, directing and controlling projects. It takes a multidisciplinary approach that comprises the quantitative analysis required to meet the technical, budget, and time constraints of projects as well as the behavioral and organizational factors critical to their successful completion. Students use

case analysis and experiential exercises to supplement the coursework. *Finlay, Staff*

MGMT 222 Human Resources Management (S-1,2)

4 sem. hrs. Prereq.: MGMT 100.

While many of the tasks associated with human resource management are centered in the Human Resources (HR) Department, all managers have HR responsibilities. This course will cover the broad range of topics associated with HR management, including how to analyze work and design jobs; how to plan for, recruit, select and retain a diverse workforce; how to train and develop employees; how to manage their performance, reward and motivate them; and how to do all of this in a globalized world. Students who plan to become managers or team leaders during their careers will be able to apply these insights to staffing, motivating, and developing their team members. *Trefalt, Staff*

MGMT 223 Learning by Giving (S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

This interdisciplinary course with the School of Social Work and the Scott/Ross Center for Community Service provides the opportunity for students to engage with a local nonprofit organization as a grant writer, while learning the conceptual material that supports this endeavor. Teams of students will join with, learn from, and ultimately serve as grant writers for local nonprofit community partners culminating in a competitive decision making process for awarding multiple grants totaling \$10,000. Of particular importance to this course is the culmination of awarding actual grants to community organizations. Learning by Giving has generously provided \$10,000 to fund the course grant-making project. *Deyton, Staff*

MGMT 224 Socially-Minded Leadership (S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

Provides students with the opportunity to explore, compare, and challenge traditional and contemporary perspectives and models of leadership with emphasis on gender-based and

socially minded leadership theories. Ensures integration of theory and practice by requiring participation in a service-learning project customized to complement the student's career interests. Includes leadership assessment activities, experiential exercises, case analyses, films, and projects. *Deyton, Shahbari, Staff*

MGMT 225 The Manager and the Legal Environment (F-1,2)

4 sem. hrs. Prereq.: Sophomore standing. Examines the judicial system and the legal and ethical issues that affect both managers and citizens. Considers an individual's rights as a consumer, a party to a contract, a victim of crime or negligence, an employee, or an employer starting a new business. Intellectual property rights and cyberlaw are included. Guest lectures, cases, and a field trip enhance this interactive course. *Warren, Staff*

MGMT 230 Why We Buy (F-1,2)

4 sem. hrs.
What makes us buy the things we own? Who determines what is fashionable? Why is shopping such a fundamental part of contemporary culture? How do brands shape who we are? How do marketers persuade us to buy things we do not need? This course explores the science of consumer behavior, bringing emerging theory from anthropology, sociology, psychology, economics and neuroscience to understand consumer choice, the meaning of choices and the effect of choices on the development of society and culture. Features experiential labs that allow students to go out into the field to study consumer behavior as it unfolds around them. *Vieira, Sampson, Staff*

MGMT 231 Creating Brand Value (S-1,2)

4 sem. hrs.
The course focuses on the effective strategic management of brands. For many firms, the brands associated with their products and/or services are their most valuable assets, and, thus, they give much management attention to designing, communicating, stewarding, and protecting them. This course takes a contemporary view of branding as a collaborative

process of meaning-making between firms, consumers, and other cultural producers. This includes emerging theory and best practices on crafting brand stories, managing consumer brand relationships and brand communities, open source branding, branding in social media, and managing brand crises. *Vieira, Sampson, Staff*

MGMT 232-A Introduction to Advertising (F-1,2)

4 sem. hrs. Prereq.: COMM 186 or consent of instructor.
Examines strategic uses of marketing communications and is a joint course with the Department of Communications course COMM 286. With the advent of new social media tools, more people are participating and engaging in the conversation online. As former members of the audience become the creators of content, corporations and media organizations must rapidly adjust to this new way of communicating and relating to the customer. This course will explore the new media landscape and how it has profoundly changed the ways we produce marketing and conduct business. *Vieira, Staff*

MGMT 232B NSAC Competition (S-1,2)

4 sem. hrs. Prerequisite: MGMT 232A or consent of instructor.
This course continues the learning of MGMT 232A and prepares students to participate in the National Student Ad Competition in late spring. It is a joint course with COMM 326, a course within the Department of Communications. *Vieira, Staff*

MGMT 233 Developing Customer Relationships (S-2)

4 sem. hrs.
Helps students develop an understanding of the functional areas of professional selling and sales management. Covers topics including organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls. *Sampson, Staff*

MGMT 234 Organizational Communication and Behavior (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. *Shapiro, Staff*

MGMT 236 Retail Management (F-2)

4 sem. hrs. Prereq.: MGMT 100.

Provides the student with a broad view and an understanding of the forces driving the global retail industry. Gives comprehensive coverage of the principles of the marketing environment, the diversity of the retail industry, sustainability and green building practices, consumer behavior, merchandising, buying, and the tools available for improving retail profitability. *Sampson, Vieira, Staff*

MGMT 237 Let's Start a Business (S-2)

4 sem. hrs. Prereq.: MGMT 137, BSBA major or consent of instructor.

This action learning course will lead the class through the process of building a socially minded business on campus in one semester. Tasks of the course include: generating and selecting an idea, building an understanding of customers, constructing a budget, strategizing and operationalizing the organization, and creating and selling a product, service or experience. Fundamental ideas of business and entrepreneurship are woven throughout. Any profits generated will be donated to a cause of the students' choosing. *Nelson, Staff*

MGMT 238 Financial Aspects of Business (F-1,2, S-1,2)

4 sem. hrs. Prereq: Offered to non-BSBA students only.

Introduces the theories, knowledge, and financial tools needed by an entrepreneur to launch and grow a successful venture. Topics include analyzing the profitability of a venture idea, developing financial statements and pro-

jections, and determining how to obtain the financial capital necessary to run and grow an enterprise. *Nitkin, Staff*

MGMT 239 Health Care Finance (S-1,2)

4 sem. hrs.

This course is an introduction to financial management concepts and business practices in the healthcare industry. It includes the topics of financial reporting, managerial accounting and finance. It focuses on the analytical and performance management techniques that have particular relevance to clinicians and practitioners. In this course, the student should become fluent in the issues, data and concepts of financial decision making at the departmental or unit level. *Robbins, Staff*

MGMT 245 (TC) Comparative Studies of Women Leaders (S-1,2)

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

Examines leadership from an international perspective with a specific focus on cross-cultural and comparative theories of leadership, with special attention to the role of gender. Experiential immersion through pre-departure orientation, faculty-led international travel to a nation and post-departure comparative analysis with at least one other region besides the U.S. Builds intercultural competence through exercises, cases, meetings with local women leaders, and cultural orientation. *Staff*

MGMT 250 Marketing (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Sophomore standing.

This course introduces fundamental marketing concepts and tools and provides an overview of marketing management. The course focuses on: 1) exploring the marketing environment, 2) applying marketing research and buyer behavior theories to facilitate strategic planning, and 3) developing tactical decisions to achieve organizations' marketing objectives. Includes cases, discussions and experiential exercises. *Chang, Sampson, Staff*

MGMT 260 Finance (F-1,2, S-1,2)

4 sem. hrs. Prereq.: MGMT 110 and demon-

strated 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. *Nitkin, Day, Staff*

MGMT 290 Special Topics in Management (F-1,2, S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor. Covers current trends in management and other topics of interest that are not a part of other course offerings. Past topics have included planning and modeling, business and human rights, health care management systems, direct marketing, e-marketing, international finance, corporate ethics, and accountability. May count as an elective for one or more majors depending on content. *Staff*

MGMT 301 Accounting and Business Information Systems (S-1,2)

4 sem. hrs. Prereq.: MGMT 100, MGMT 110, MGMT 200, MGMT 201, MGMT 260 and MGMT 305.

The course prepares students to be effective users, evaluators, developers, and auditors of accounting information systems. At its core, the course focuses on internal controls. A key objective is to develop the ability to evaluate information systems and to design control systems that mitigate risks associated with information systems. *Spiceland, Nitkin, Hass*

MGMT 305 Cost Accounting (F-2)

4 sem. hrs. Prereq.: MGMT 201, MGMT 325. This course will explore the management and measurement concepts underlying cost accounting. Topics build on concepts from the Intermediate Accounting series, including internal budgeting considerations such as capital budgeting and asset valuation, job-order and process costing comparisons, cost-volume-profit measurements and relationships,

inventory management and controls, standard cost determinations, joint and by-product costing techniques, and various cost allocation practices. Course content is relevant to preparation for the CPA and CPA examinations.

Spiceland, Nitkin, Hass

MGMT 307 Tax Accounting (S-2)

4 sem. hrs. Prereq.: MGMT 200, MGMT 201, and MGMT 260.

This course provides an overview of the Federal tax system and its impact on conducting business operations. The topics include income tax computation, income definition, and the impact of taxes on investment and financing decisions. The course material draws on finance, accounting, and economics and how they relate to taxation. *Spiceland, Nitkin, Hass, Staff*

MGMT 308 Auditing and Assurance (S-2)

4 sem. hrs. Prereq.: MGMT 201.

This course is an introduction to auditing, review, compilation and attestation services for the accounting profession. Topics build on concepts from the Intermediate Accounting series to introduce generally accepted auditing standards, generally accepted accounting procedures used with auditing, the development and use of audit programs including the acquisition and evaluation of audit evidence, and professional responsibilities in developing auditor opinions. The course is relevant to preparation for the auditing section of the CPA exam. *Hass, Nitkin, Spiceland, Staff*

MGMT 310 Financial Statement Analysis (F-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Examines the financial reporting choices made by firms and the implications of those choices on the reported performance of the firm. Extends accounting topic coverage beyond the topics covered in the introductory financial accounting class. Exposes students to topics included in the Level I CFA exams. Includes cases and individual research projects.

Mooney, Staff

MGMT 311 Investments (S-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Focuses on principles and analytical tools of the fundamental investments: mutual funds, indices, stocks, bonds, futures and options. Covers how each is characterized, valued, traded, and evaluated. Develops the student's decision-making skills as an investment manager through an online investment simulation and the management of an actual self-selected client. *Guertler, Staff*

MGMT 314 International Finance (S-1,2)

4 sem. hrs. Prereq.: MGMT 260.

Introduces students to the international economic and financial environment, the dynamics of foreign exchange markets, and country risk analysis. The course concentrates on foreign exchange rates, the effects of exchange rate movements on both domestic and international operations, and the methods of hedging the exposure to exchange-rate risk (forward contracts, futures, options, swaps, etc.) It also focuses on examining how a firm should handle the risks of international trade. Main topics covered include evaluating risk, the financing of international trade and undertaking a Country and Business Analysis Project. *Staff*

MGMT 315 Corporate Financial Planning and Strategy (F-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. *Day, Staff*

MGMT 320 Negotiations (S-1,2)

4 sem. hrs. Prereq.: MGMT 100.

Teaches interrelated concepts in negotiation, conflict and change that are critical to working effectively in teams, organizations and partnerships, as well as advancing one's own career. Explores everyday negotiation challeng-

es confronting women in the workplace. Uses case analysis, role-play, videotaped negotiation sessions and other experiential activities to apply course concepts. *Gutlove, Staff*

MGMT 325 Operations Management and Decision Making (F-1,2, S-1,2)

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

Introduces the fundamentals of transforming inputs into outputs. Explores how companies match supply with demand and allocate resources efficiently. Skills gained through this course are essential to starting a business as an entrepreneur, managing an ongoing business and participating in the business environment as an individual with management responsibilities. Learning applies equally in both non-profit and for-profit organizations. Uses lectures, readings, problem sets, case analyses, discussions, and in class experiential exercises. *Mooney, Li, Staff*

MGMT 329 Managing People, Planet and Profit (S-1,2)

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

Provides an in-depth understanding of the principles and theories underlying Corporate Social Responsibility. Discusses critical social issues that affect the business world today and identifies strategic opportunities companies can leverage to both drive social change and cultivate competitive advantage. Students will learn how to design and implement CSR strategies. *Raffety, Staff*

MGMT 335 Marketing Research (F-1,2)

4 sem. hrs. Prereq.: MGMT 250 and MATH 118.

Introduces the state-of-art research design and analysis approach. Focuses on methods for collecting, analyzing and interpreting market and consumer data relevant to the managerial decision-making process for both big corporations as well as small and medium enterprises. Has a strong applied and managerial orientation. Includes lectures, cases, field trips, and a research project. *Sampson, Vieira, Staff*

MGMT 340 Strategy (F-1,2, S-1,2)

4 sem. hrs. Prereq.: MGMT 100, MGMT 234, MGMT 250, MGMT 260 and junior standing. Develops capacity to think strategically through synthesis of knowledge gained from prior management program courses. Explores crafting business strategy to gain competitive advantage through extensive readings and case analyses, using global examples and blended technology. *Raffety, Staff*

MGMT 348 The Sustainable Supply Chain (S-1)

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

Examines sustainability and corporate stewardship in management of the supply chain. Being sustainable is now a source of competitive advantage and a matter of corporate survival. Sustainable Supply Chain Management (SSCM) provides five potential benefits for companies: increased productivity, opportunity or innovation and competitive advantage, risk minimization from supply chain interruptions, protection and enhancement of a company's brand reputation, and participation in sustainability indexes, which encourages outside investment. *Sampson, Staff*

MGMT 349 Advancing Your Career (F-1,2; S-1,2; U-1,2)

1-4 sem. hrs. Prereq.: MGMT 370 and consent of instructor.

This course allows students to gain additional work experience in today's environment. *Ingols, Lowe, Staff*

MGMT 350 Independent Study (F-1,2, S-1,2, U-1,2)

4 sem. hrs. Prereq.: Consent of the Associate Dean for the UG Program.

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 Program faculty who is willing to work with them on the topic. *Lowe, Staff*

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

8 or 16 sem. hrs. Prereq.: MGMT 234, declared major or minor in the Program, and consent of the instructor.

Provides supervised work experience for majors/minors. Requires approximately 20 hours of work per week in a profit or non-profit organization in a position related to a student's major and career goals, along with participation in class on career management and development of a comprehensive career e-portfolio. *Ingols, Lowe, Staff*

MGMT 380 Field Experience (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Consent of the Associate Dean for the UG Program.

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 Program. *Lowe, Staff*

MGMT 392 Marketing Decision Making (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 230, MGMT 325, MGMT 335, MGMT 340 and MGMT 370; Capstone course for majors in Marketing, Capstone course for Retail Management majors for 2016–18. Others by consent of instructor.

Examines both the art and science of choosing target markets and acquiring, keeping, and growing customers through creating, delivering, and communicating superior customer value. The course builds on core marketing management concepts and challenges students to look and apply both domestic and international frameworks to the fundamental marketing functions of product, pricing, distribution, and promotion. Requires group project and presentation. May be taken in lieu of MGMT 394 with consent of Director of the Prince Program. *Sampson, Staff*

MGMT 393 Financial Modeling (S-1,2)

4 sem. hrs. Prereq.: Senior Standing, ECON 100, ECON 101, MGMT 325, MGMT 340, MGMT 370, MGMT 310, MGMT 314, MGMT 315, and MGMT 311 (co-req. ok); Capstone course for majors in Finance. Others by consent of instructor.

Prepares students for a career that uses strategic financial analysis and spreadsheet modeling. This course will develop modeling skills including building reliable models, using the models to forecast change, and interpreting outcomes. All learning will be applied to a company identified by the student and will be compiled into a company portfolio. Students are encouraged to choose a company strategically so that the portfolio will contribute to their internship or job search. Requires presentation. *Guertler, Staff*

MGMT 394 Comparative Retail Strategies (S-1,2)

Not offered in 2016–18, Retail Management Majors will take MGMT 392 Marketing Decision Making as their Capstone course.

4 sem. hrs. Prereq.: Junior standing, MGMT 236, MGMT 325, MGMT 340 and MGMT 370; Capstone course for majors in Retail Management. Others by consent of instructor.

Focuses on the key strategic issues facing the retail industry. Uses a case-based approach to study such issues as the impact of technology, globalization, sustainability, green building, social media, and merchandise storage and handling. Students must complete a comprehensive retailing project and presentation.

Sampson, Staff

MGMT 395 Leadership and Managing Change (S-1,2)

4 sem. hrs. Prereq.: Senior standing, MGMT 221, MGMT 325, MGMT 340 and MGMT 370; Capstone course for majors in Business and Management. Others by consent of instructor.

Planned change is an essential ingredient for organizations to remain relevant and successful. Whether as an individual contributor, a team leader, a manager or a top-level executive, each person needs to see opportunities

for change and lead themselves and others through change that is essential for an organization's longevity. This course will provide students with the theoretical foundation and practical applications for leading change for themselves, for small and large groups, and for implementing, supporting and promoting change in large organizations. Students will have the opportunity to learn concepts through lectures and readings, and practice applying change concepts in experiential exercises, case analyses, a group project, taped presentations, an on-line simulation, and other interactive activities. *Ingols, Staff*

MGMT 396 Accounting Capstone (not taught in 2016–18)

4 sem. hrs. Prereq.: Senior Standing, MGMT 201, MGMT 303; Capstone course for majors in Accounting. Others by consent of instructor.

DEPARTMENT OF MATHEMATICS AND STATISTICS

Margaret Menzin, *Chair and Professor*

Donna Beers, *Professor*

Michael Brown, *Professor*

Robert Goldman, *Professor*

Viktor Grigoryan, *Assistant Professor*

David S. Browder, *Professor of Mathematics,
Emeritus*

W. David Novak, *Associate Professor Emeritus*

Victoria Galloway, *Administrative Assistant*

The Department of Mathematics and Statistics offers majors in Mathematics and in Biostatistics, as well as joint majors in Data Science and Analytics (joint with Computer Science and Management and listed under Computer Science), Financial Mathematics and in Economics and Mathematics (listed under the Economics Department).

It also offers minors in Mathematics, Biostatistics, Statistics, and Scientific Computation (joint with Computer Science).

First year students who had calculus and/or statistics in high school should see a member of the Department for proper placement mathematics and/or statistics courses.

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 Bi-

ology, 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 Multivariable Calculus MATH 220. (Some students will have taken the equivalent of MATH 120-121 in high school; other students will take MATH 120-121 at Simmons prior to taking MATH 220.) Other required courses are MATH 210 and 211 (normally taken in the sophomore year), MATH 118 (sophomore or junior year) or 227, 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; students should plan on taking it in the first two years. With the approval of the department, another programming course may be substituted for CS 112). In addition, Mathematics majors must take either MATH 338 or MATH 343 as an elective, and two more Mathematics courses from MATH 225, the other of MATH 338/343, and MATH 390 (may be taken more than once). Finally, at least four semester hours of independent learning (for students entering prior to September 2014) or the Capstone (for students entering September 2014 or later) must be completed in Mathematics. MATH 390 may be used to satisfy the Capstone requirement. It is Departmental policy that courses required for a major or minor should not be taken pass/fail.

The Student Learning Outcomes for the Mathematics major are:

1. Knowledge of the basic concepts and techniques in core content areas of mathematics and in elementary statistics;
2. Understanding of the basic concepts and techniques in core content areas of mathematics and in elementary statistics and ability to translate that theory to other disciplines;
3. Ability to apply the basic concepts and techniques in core content areas of mathematics

and in elementary statistics to solve routine homework problems;

4. Ability to use logical reasoning and analysis to solve more complex problems, including the ability to select from, use and interpret various mathematical approaches.

Major in Biostatistics

Biostatistics is the application of statistical methods to medicine and public health. Biostatisticians generally work as part of a research team, and are responsible for the design of studies, the analysis of the resulting data, and the communication of the results. In recent years biostatistics has become an indispensable tool for improving public health and reducing illness and the demand for those trained in the field is great and growing. The major in Biostatistics includes a foundation in mathematics, a core of applied and theoretical statistics courses, and relevant biology and computing courses. Biostatistics provides a deep and wide foundation in quantitative methods that can form the basis for a career in numerous fields. A Biostatistics major can usefully be combined with a major in any health science or indeed with a major in any field which makes extensive use of quantitative methods.

Requirements:

The required courses for the Biostatistics major are MATH 118, MATH 220, MATH 211, MATH 227, MATH 228, MATH 229, MATH 338, MATH 339, MATH 391 and CS 112, followed by ITECH 4101 (Programming in SAS at Emmanuel College.)

In addition, students must take two biology courses: one from BIOL 104, BIOL 123, or BIOL 113 and the other from a 200- or 300-level biology course. Finally, at least four semester hours of independent learning (for students entering prior to September 2014) or the Capstone (for students entering September 2014 or later) must be completed in Biostatistics. MATH 390 may be used to satisfy the Capstone requirement. It is Departmental policy that courses required for a major or minor should not be taken pass/fail.

The Student Learning Outcomes for the Biostatistics major are:

Students will be able to:

1. Select from, use and interpret results of, descriptive statistical methods effectively;
2. Demonstrate an understanding of the central concepts of modern statistical theory and their probabilistic foundation;
3. Select from, use, and interpret results of, the principal methods of statistical inference and design;
4. Communicate the results of statistical analyses accurately and effectively;
5. Make appropriate use of statistical software;
6. Read and learn new statistical procedures independently

Joint Major in Economics and Mathematics

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 122.

Joint Major in Financial Mathematics

Offered jointly with the Departments of Economics and Management, this major serves students interested in applying the principles of mathematical and economic analysis in the financial services industry. Past graduates are pursuing careers in security analysis at mutual funds, private wealth management, and management of nonprofit organizations.

Courses required for the financial mathematics major are:

ECON 100	Principles of Microeconomics
ECON 101	Principles of Macroeconomics
MATH 118	Introductory Statistics or MATH 227 Statistical Design and Analysis
MATH 220	Multivariable Calculus
MATH 211	Linear Algebra

ECON 220	International Monetary Systems
ECON 231	Money and Banking
ECON 393	Econometrics
MATH 319	Financial Mathematics
MATH 338	Probability
MATH 339	Mathematical Statistics or MATH 343 Mathematical Modeling
MGMT 110	Financial Accounting
MGMT 260	Finance
MGMT 311	Investments (or another 300-level finance course in management)

Independent learning (eight semester hours)
(for students entering prior to September 2014)
or Capstone (students entering from September 2014 on.)

The Student Learning Outcomes for the Financial Mathematics major are:

1. Understanding of the basic concepts and techniques in core content areas of mathematics, and statistics and ability to translate that theory to financial modeling and financial engineering.
2. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies including econometrics, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
3. Understanding of the basic concepts and techniques in core content areas of accounting, finance, and investing.
4. Ability to use the knowledge of mathematics, statistics, economics and finance to build theoretically sound financial models, choose relevant data, use appropriate modeling tools and software, and critically interpret the results.
5. Ability to communicate mathematical, economic, and financial ideas clearly and precisely.
6. Ability to independently read and learn mathematical finance.

Honors in Mathematics or Biostatistics

In order to receive Honors in Mathematics and Statistics, a student must:

- a. Maintain superior academic performance as indicated by a GPA of 3.5 or higher in major courses taken at Simmons College
- b. Conduct independent research through the successful completion of an NSF-REU or similar research program or by completion of a thesis or project supervised within the Department which receives a grade of A- or A.
- c. Communication of the work by presentation to the Department or another approved forum.

Minor in Biostatistics

The minor in biostatistics consists of MATH 118, MATH 227, MATH 229; one from BIOL 104 113, 123, 336, or 346; and one from SOC 241, PSYC 203, or MATH 228. Students who had the equivalent of MATH 118 in high school should consult with their Mathematics advisor about the selection of a fifth course.

Minor in Mathematics

A mathematics minor consists of MATH 211, MATH 220, and three additional MATH courses numbered 121 or higher, except Math 227,228 or 229.

Minor in Statistics

The minor in statistics consists of MATH 227, MATH 229, MATH 338, MATH 339, and one of the following:

ECON 393	Econometrics (for students entering prior to 2015)
MATH 228	Introduction to Data Science
MATH 319	Financial Mathematics
MATH 343	Mathematical Modeling

Minor in Scientific Computation

MATH 118	Introductory Statistics or
MATH 227	Statistical Design and Analysis
MATH 343	Mathematical Modeling
CS 112	Introduction to Computer Science

CS 333	Database Design and Implementation
A fifth course to be chosen from:	
CS 226	Computer Organization and Architecture
CS 113	GUI and Event-Driven Science
MATH 227	Statistical Design and Analysis (if not taken earlier)
MATH 338	Probability
MATH 225	Differential Equations

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 126. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics and Statistics, or the program in Computer Science in the School of Library and Information Science.

All-College Requirement of Competency in Basic Mathematics

See page 20 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.

C O U R S E S

MATH 101 Introduction to Mathematics (F-1,2; S-1,2)

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

Reviews arithmetic, including percents, proportion, and geometric formulae. Covers equations polynomials, rational expressions, and problem solving. *Staff*

[MATH 103 real-life MATH (M3) (S)

4 sem. hrs. Prereq.: Completion of the competency in basic Mathematics requirement. Not

offered in 2014-15.]

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. *Staff*

MATH 106 Precalculus (M3) (S)

4 sem. hrs. Prereq.: Recommendation of the department or completion of the competency in basic Mathematics requirement.

Provides a study of algebra and functions in preparation for calculus. Covers the real number system, algebraic manipulation of polynomials and rational functions, functions, and their graphs, trigonometry, and applications. *Staff*

MATH 115 Number Systems and Algebra for Elementary School Teachers (M3) (F)

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

Covers topics from arithmetic and algebra that elementary school teachers will be teaching, including number systems, number operations, patterns, relations, functions, and problem solving. *Beers*

MATH 116 Geometry and Data Analysis for Elementary School Teachers (S)

4 sem. hrs. Prereq: Completion of MATH 115 and competency in basic Mathematics requirement.

Covers topics from geometry and data analysis that elementary school teachers will be teaching, including shapes and spatial reasoning, measurement, introductory statistics and probability, and problem solving. *Staff*

MATH 118 Introductory Statistics (M3) (F, S)

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

Intended primarily for students in the health, behavioral, or social sciences. Covers univariate and bivariate data analysis, surveys and experiments, elementary probability, sampling

distributions, statistical inference for proportions and means. Extensive use is made of the software Minitab. The course will include a significant data analysis project. *Staff*

MATH 120 Calculus I (M3) (F)

4 sem. hrs. Prereq.: MATH 106 or equivalent in high school or consent of the instructor; also recommendation of the department and completion of the competency in basic Mathematics requirement.

Covers analytic geometry, functions, limits and continuity, and differential calculus. Includes applications to extrema, physical problems, etc. *Staff*

MATH 121 Calculus II (M3) (S)

4 sem. hrs. Prereq.: MATH 120 or equivalent. Covers integral calculus and applications to area, volume, etc., transcendental functions, techniques of integration, polar coordinates, and improper integrals. *Staff*

MATH 210 Discrete Mathematics (M3) (F)

4 sem. hrs. Prereq.: MATH 106 or equivalent or consent of the instructor.

Covers foundations of mathematics, combinatorial problem-solving, and graph theory. Includes the following topics: propositional logic and Boolean algebra, one-to-one, onto and invertible functions, cardinality, big-O, applications to complexity theory and cryptography, permutations, combinations, trees, binomial and multinomial coefficients, elementary probability, inclusion/ exclusion recurrence relations, basic graph theory, chains, paths, connectedness circuits, models, and numerous applications. *Beers, Menzin*

MATH 211 Linear Algebra (M3) (S-1,2)

4 sem. hrs. Prereq.: MATH 120 or higher or consent of the instructor.

Covers real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Includes selected topics from complex vector spaces, dual spaces, differential operators, etc. *Beers, Menzin*

MATH 220 Multivariable Calculus (M3) (F)

4 sem. hrs. Prereq.: MATH 120 or 121 or equivalent in high school or consent of the instructor.

Covers vectors and analytic geometry in three dimensions; functions of several variables; and partial derivatives, multiple integration, and applications. *Grigoryan, Brown*

MATH 225 Differential Equations

Not offered in 2015-2016

4 sem. hrs. Prereq.: MATH 220; Prereq. or coreq.: MATH 211; CS 112 recommended.

Introduction to ordinary and partial differential equations. Discussion of both analytical and computer-based approaches to solving differential equations; applications to modeling in sciences. Systems of first order differential equations and introduction to dynamical systems. Topics in partial differential equations and further application to sciences as time permits. *Grigoryan*

MATH 227 Statistical Design and Analysis (M3) (F)

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

Covers modern statistical techniques, including two-sample and paired-t test, analysis of variance, contingency table analysis, non-parametric and randomization tests, observational studies and randomized clinical trials. Students will use the statistical package, R. Does not fulfill requirements of the mathematics major. *Goldman*

MATH 228 Introduction to Data Science

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

Data Science is a new and important field that is an intriguing mix of statistics, computer science, mathematics, and graphic arts. This course will introduce the student to all aspects of working with data specifically, finding and accessing data, data storage, "cleaning" and organizing data, analyzing data, visualizing data, and data presentation. The course will make extensive use of the open source (free) statistical software R. Students can expect a

good deal of team work with class presentations. *Goldman*

MATH 229 Regression Models (M3) (S)

4 sem. hrs. Prereq: MATH 227 or consent of the instructor.

Covers modern regression models used in medical research. Includes descriptive and inferential methods in simple and multiple linear regression, simple and multiple logistic regression and survival analysis models. Students will use the statistical package, R. Does not fulfill requirements of the mathematics major. *Goldman*

MATH 346/CS 346 Data Mining

Prereq.: MATH 228, MATH 229 and CS 333.

This course introduces various approaches to Data Mining, including supervised and unsupervised methods, classification, clustering, and association with emphasis on evaluation of appropriate methods. Students will explore the appropriate use and differences of various algorithms using SPSS or R. *Goldman, Stubbs, Veilleux*

MATH 310 Modern Algebra (S)

[Not offered in 2014–2015]

4 sem. hrs. Prereq.: MATH 210 and MATH 211.

Groups and group homomorphisms, rings and ring homomorphisms and Noether Isomorphism Theorems. 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. As time allows additional topics from group theory, ring theory or number theory. *Beers, Menzin*

MATH 319 Financial Mathematics

4 sem. hrs. Prereq.: MATH 118 or 227; MGMT 311 or ECON 231; or consent of the instructor. Not offered in 2015–2016.

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

Portfolio Theory, and pricing of options and other derivatives, including the Black-Scholes Theorem and the "Greeks." Does not count toward the Mathematics major. *Menzin*

MATH 320 Introduction to Real Analysis I

4 sem. hrs. Prereq.: MATH 220 and MATH 210 and 211. Not offered in 2015–2016.

Provides review and further discussion of set theory; cardinality, the Cantor set; numerical sequences, and series, and completeness of the real line. Topology of the real line, and discussion of the real line as a complete metric space. Includes selected topics from general topology and normed vector spaces. *Grigoryan*

MATH 321 Introduction to Real Analysis II

4 sem. hrs. Prereq.: MATH 320. [Not offered in 2014–2015.]

Rigorous treatment of continuity and differentiability of functions of a real variable and Riemann integration; Discussion of sequences and series of functions and functional spaces. Includes selected topics from measure theory and Lebesgue integration. *Grigoryan*

MATH 338 Probability (F)

[Not offered in 2014–2015.]

4 sem. hrs. Prereq.: MATH 118 or 227; MATH 121 or 220 or consent of the instructor.

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

MATH 339 Mathematical Statistics (S)

[Not offered in 2014–2015.]

4 sem. hrs. Prereq.: MATH 338.

Covers point and interval estimates, methods for estimation, properties of estimators, hypothesis testing, p-values, likelihood ratio tests, linear statistical models, analysis of variance methods, Chi-Square tests, and Bayesian methods. Makes use of Statistical software. *Brown*

MATH 343 Mathematical Modeling (S-1)

4 sem. hrs. Prereq.: MATH 220 and either MATH 210, 118, 227, or 319. Not offered in 2015–2016.

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. *Brown*

MATH 349 Directed Study (F, S)

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

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

MATH 350 Independent Study (F, S)

4 sem. hrs. *Staff*

MATH 370 Internship (F, S)

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

Staff

MATH 390 Special topics Seminar in Mathematics (S)

4 sem. hrs. Prereq.: MATH 120 or recommendation of the department.

Investigates an advanced topic in Mathematics, with emphasis on developing research skills.

Staff

MATH 391 Special topics Seminar in Statistics or Biostatistics (S)

4 sem. hrs. Prereq.: MATH 120 or recommendation of the Department.

Investigates an advanced topic in Mathematics, with emphasis on developing research skills.

Staff

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Dánisa Bonacic, *Chair and Associate Professor*
 María Dolores Peláez-Benítez, *Professor*
 Eduardo Febles, *Associate Professor*
 Alister Inglis, *Associate Professor*
 Zhigang Liu, *Associate Professor*
 Pía Cúneo-Ruiz, *Lecturer*
 Max Ehram, *Lecturer*
 Helena Sofía Belío Apaolaza, *Lecturer*
 Deborah Fraioli, *Professor Emerita*
 Raquel Halty, *Professor Emerita*
 Mary Jane Treacy, *Professor Emerita*
 Kim McDougall, *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 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. Stu-

dents 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 pages 17–20 for description.

Major in French

LEARNING GOALS

Through the Major in French at Simmons College, students who apply themselves to their studies will be able to:

Language

- Use the French language at the B2 proficiency level according to D.E.L.F. standards (Diplôme d'études en langue française.)
- Communicate orally in different language registers; express ideas and arguments in class presentations and class discussions.
- Listen and discuss with others relevant topics, understand and respond to questions about class materials.
- Write well-organized papers or reports, which include a thesis and critical analysis of key passages.
- Read complex texts to identify main topics and to analyze key parts of them.

Literature

- Study main authors and works in the Francophone literary tradition.
- Be able to know and recognize rhetorical figures, styles, and genres.
- Be able to do research about specific issues within each literary context using appropriate bibliography and correct format according to discipline standards.

Culture

- Recognize and discuss cultural concepts

- and traditions in the Francophone world.
- b. Compare different cultural and historical events with the student's own culture.

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. They can count up to 16 credits of course work towards the French major taken in one of the approved study-abroad programs. Upon return from study-abroad, students are expected to complete at least 4 credits towards the major at Simmons. Otherwise, students are expected to take all classes for the major at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings.

Core Requirements

Four semester hours of advanced work in language:

FREN 245	Conversation and Composition
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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
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Eight semester hours of advanced work in language, literature and culture, selected from:

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.

*French education candidates have to take FREN 310: Inside France Studies in French Culture and FREN 311: Contemporary Issues in France as part of the licensure requirement.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all French majors.

Honors in French

Candidates for honors in French are expected to fulfill College requirements as designated on page 23. Students register for FREN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for FREN 355 Senior Thesis in the spring.

Minor in French

The minor in French consists of five courses above the 202 level to be distributed as follows:

FREN 245
One civilization course
One literature course
Two electives

Students are encouraged to improve their language skills through study abroad. They can count up to 8 credits of course work towards the French minor taken in one of the approved study-abroad programs. Otherwise, students are expected to take all classes for the minor at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings.

Major in Spanish

LEARNING GOALS

Through the Major in Spanish at Simmons College, students who apply themselves to their studies will be able to:

Language

- Use the Spanish language at the B2 proficiency level according to D.E.L.E. standards (Diploma de español como lengua extranjera.)
- Communicate orally in different language registers; express ideas and arguments in class presentations and class discussions.
- Listen and discuss with others relevant topics, understand and respond to questions about class materials.
- Write well-organized papers or reports, which include a thesis and critical analysis of key passages.
- Read complex texts to identify main topics and to analyze key parts of them.

Literature

- Study main authors and works in the Hispanic literary tradition.
- Be able to know and recognize rhetorical figures, styles, and genres.
- Be able to do research about specific issues within each literary context using appropriate bibliography and correct format according to discipline standards.

Culture

- Recognize and discuss cultural concepts and traditions in Spain and Latin America.
- Compare different cultural and historical events with the student's own culture.

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. They can count up to 16 credits of course work towards the Spanish major taken in one of the approved study-abroad programs. Upon return from study-abroad, students are expected to

complete at least 4 credits towards the major at Simmons. Otherwise, students are expected to take all classes for the major at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings. Granada Travel Courses are considered Simmons courses.

Core Requirements

Four semester hours of advanced work in language:

SPAN 245 Conversation and Composition

Four semester hours of Spanish or Hispanic American civilization, selected from:

SPAN 310 The Making of Spain: Studies in Spanish Culture

SPAN 312 Introduction to Latin American Culture and Civilization

SPAN 314 Hispanic Culture as Seen Through Film

SPAN 253TC Social and Political Issues in Modern Spain

Four semester hours of introduction to Spanish or Hispanic American literature, selected from:

SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater

SPAN 265 20th-Century Hispanic Short Story

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel

Eight semester hours of advanced work in literature and culture, selected from:

SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th and 17th-Century Spain

SPAN 320	The World of Don Quijote
SPAN 322	Love, War, and Parody in Medieval and Contemporary Spanish Fiction
SPAN 332	Contemporary Fiction in Latin America
SPAN 336	Latin American Women Writers
SPAN 395	Seminar: Special Topics in Spanish

Twelve semester hours of elective courses in language, literature, civilization, or fieldwork. Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of course work in English. Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all Spanish majors.

Honors in Spanish

Candidates for honors in Spanish are expected to fulfill College requirements as designated on page 23. Students register for SPAN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for SPAN 355 Senior Thesis in the spring.

Minor in Spanish

The minor in Spanish consists of five courses above the 202 level to be distributed as follows:

- SPAN 245
- One civilization course
- One literature course
- Two electives

Students are encouraged to improve their language skills through study abroad. They can count up to 8 credits of course work towards the Spanish minor taken in one of the approved study-abroad programs. Otherwise, students are expected to take all classes for the minor at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department

reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings. Granada Travel Courses are considered Simmons courses. Nursing students going to the GRIIS program for the semester will be allowed to transfer up to 12 credits towards their minor in Spanish

Study Abroad

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.

C O U R S E S

■ MANDARIN CHINESE

CHIN 101 Elementary Chinese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Intended for non-heritage learners. Develops all four basic language skills: listening, speaking, reading, and writing. Introduces pinyin Romanization. Also introduces 80 Chinese characters (either in simplified or traditional form). Uses supplementary audiovisual material to provide cultural and linguistic survival skills. *Inglis*

CHIN 102 Elementary Chinese II (S-1,2)

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

Continuation of CHIN 101. An additional 80 Chinese characters will be introduced. *Inglis*. CHIN 201 Intermediate Chinese I (F-1,2)

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

Continuation of CHIN 102. Emphasizes communication. Introduces new grammar while consolidating previous material. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. *Inglis*

CHIN 202 Intermediate Chinese II (M2) (S-1,2)

4 sem. hrs. Prereq.: CHIN 201 or placement by the department.

Continuation of CHIN 201. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced. *Ingliš*

CHIN 245 advanced Intermediate Chinese I (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. *Ingliš*

CHIN 246 advanced Intermediate Chinese II (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. *Ingliš*

CHIN 320 Reading Chinese Newspapers (S-1,2)

4 sem. hrs. Prereq: CHIN 246 or consent of the Chinese language coordinator.

A variety of newspaper and on-line articles written in modern Chinese will be read and discussed using the target language. Emphasis will be placed on news items covering general topics such as international events, politics, and culture. Students will have the opportunity to select appropriate articles and topics for group study.

CHIN 325 Chinese Modern Literature (F-1,2)

4 sem. hrs. Prereq: CHIN 246 or consent of the Chinese language coordinator.

Masterpieces of modern short stories will be read and discussed in class using the target language. Selected works will include those from the most famous authors of the early twentieth century, such as Lu Xun, Xu Dishan,

Hu Shi, Eileen Chang, Xiao Hong and the like. Offered in English.

[CHIN 214 Contemporary Chinese Cinema (M2)

4 sem. hrs. Not offered in 2016–2018.]

Introduces Chinese language films of the '80's and '90's, including New Wave Cinema, from China and her Diaspora. Besides essential cinematic techniques, important aspects of Chinese culture as reflected in the films are explored. Among the acclaimed works studied are: The Wedding Banquet, Yellow Earth, In the Mood for Love, and The Girl from Hunan. Taught in English. No prior knowledge of Chinese or China is necessary. *Ingliš*

[CHIN 250 Masterpieces of traditional Chinese literature (M2)

4 sem hrs. Not offered in 2016–2018.]

Survey of the most famous works of poetry and fiction ever produced in China. Embark on an allegorical odyssey in search of Buddhist enlightenment, understand popular religious beliefs as you hear stories of the supernatural, learn about sexuality in traditional China through love stories and romantic encounters, join a quest for immortality, be amazed to see goddesses alight from the sky, share in the emotions of China's best poets as they ruminate about life and human experience. *Ingliš*

[CHIN 260 Chinese Calligraphy: Alternate Body-Building

4 sem. hrs. Not offered in 2016–2018.]

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. *Ingliš*

[CHIN 310 (TC) Chinese Civilization: Past and Present (M5)

4 sem. hrs. Not offered in 2016–2018.]

Provides a broad overview of modern Chinese civilization, with an emphasis on modern

history. Explores social and cultural issues through a variety of learning experiences, including written texts, film, and field trips. *Inglis*

[CHIN 395 Seminar: Special topics in Chinese]

4 sem. hrs. Not offered in 2016–2018.
Topic changes from year to year. *Staff*

**■ FRENCH
LANGUAGE SEQUENCE**

FREN 101 Elementary French I (F-1,2, S-1,2)

4 sem. hrs.
Emphasizes communication. Develops all four basic language skills: understanding, speaking, reading, and writing. Aims to provide cultural and linguistic survival skills through contemporary methodologies. *Staff*

FREN 102 Elementary French II (F-1,2, 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, S-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) (F-1,2, 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*

FREN 245 Conversation and Composition (M2) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: FREN 202 or consent of the instructor.
Develops greater facility in the use of oral and written language. Emphasizes contemporary vocabulary and usage and encourages expres-

sion on personal and current issues. Requires a number of short papers as well as several prepared oral reports. *Febles*

CIVILIZATION COURSES

[FREN 310 Inside France: Studies in French Culture (M5)]

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor. Not offered in 2016–2018.
Addresses the question “What is French culture?” through a multimedia study of topics drawn from French geography, history, artistic traditions, and institutions. Includes topics such as Paris and its legacy, the formation of a citizen of the republic, and World War II. *Febles*

[FREN 311 Contemporary Issues in France (M5)]

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor. Not offered in 2016–2018.
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) (F-1)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.
Studies culture and offers insights about the French and the increasingly diverse influences that define them as a people. Recent topics have included “Growing Up French” and “Urban Encounters: Filming Paris.” *Staff*

FREN 316 outside France: Perspectives from the French-Speaking World (M5) (S-1)

4 sem. hrs. Prereq.: FREN 245 or consent of the instructor.
Provides a multimedia study of selected French speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Uses the perspectives on France viewed from outside, discovered in a corpus of both literary and sociohistorical texts, to approach an understanding of these other French cultures. *Staff*

LITERATURE COURSES**FREN 266 the Quest for Identity: the Self and the Other in the French Literary Tradition (S-2)**

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

Explores the theme of the self and the other in the French literary tradition from the Middle Ages to present times. Close readings of a variety of literary genres will allow us to study the different embodiments of the “other” including the colonized, the feminine, and the self. *Febles*

[FREN 322 French Theater: the Actor and the Script

4 sem. hrs. Prereq.: FREN 245, or consent of the instructor. Not offered in 2016–2018.]

Covers masterpieces of French theater from the classical seventeenth century to the modern Théâtre de l'absurde and Théâtre de boulevard. Intertwines texts and visual representations on stage, as students read, watch and act. Programs from local theaters might be included. *Staff*

[FREN 326 The City as Text: Paris and Its Literary Representations

4 sem. hrs. Prereq.: FREN 245, or consent of the instructor. Not offered in 2016–2018.]

Explores the literary representations of Paris and its importance to the development of realism, symbolism, and surrealism. Readings in major authors representing these movements will allow us to study such themes as the city and insurrection, Paris underground, and the emergence of the consumer society. *Febles*

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

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

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

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

FREN 355 Thesis (S-1,2)

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

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

4–8 sem. hrs. Prereq.: Consent of the department.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for 4 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 (F-2)

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 Italian life. Continues practice in writing and includes intensive work on spoken skills. *Staff*

[ITAL 202 Intermediate Italian II (M2)
4 sem. hrs. Prereq.: ITAL 201 or placement by the department. Not offered in 2016–2018.]
Continuation of ITAL 201. *Staff*

■ JAPANESE

JAPN 101 Elementary Japanese I (F-1,2)

4 sem. hrs.

Emphasizes communication. Aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Introduces Hiragana and Katakana early in the semester and some kanji in the second half of the semester. *Liu*

JAPN 102 Elementary Japanese II (S-1,2)

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

Intended for non-native speakers of Japanese who have successfully completed JAPN 101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation for literacy. Teaches five kanji a week. *Liu*

JAPN 201 Intermediate Japanese I (F-1,2)

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

Offers further practice in patterns and structures of the language. Develops speaking and reading skills. Uses videos, films, and audiotapes to present new material. Teaches about 100 kanji. *Liu*

JAPN 202 Intermediate Japanese II (M2) (S-1,2)

4 sem. hrs. Prereq.: JAPN 201 or placement by the department.

Continues work done in JAPN 201. Emphasizes the development of speaking and reading proficiency. Includes readings of simple articles by Japanese writers in addition to textbook assignments. Teaches additional 100 kanji. *Liu*

JAPN 245 Conversation and Composition (M2) (F-2)

4 sem. hrs. Prereq.: JAPN 202 or consent of the instructor.

This is a third-year Japanese course designed for students who have successfully complet-

ed JAPN 202 or equivalent. Students will learn how to write notes, announcements, and letters, while learning the second half of “intermediate grammar.” At the same time we work on our conversation skills in Japanese. Students are expected to write a play and perform in class. Students will also learn a few more hundred kanji. *Liu*

JAPN 246 advanced Composition and Conversation (M2) (S-2)

4 sem hrs. Prereq.: JAPN 245 or equivalent.

Continuation of JPN 245. Polite form of speech, essay writing, and advanced grammar are emphasized. Visual and online material will be used to work on student’s conversational skill. A few more hundred kanji will be introduced. *Liu*

[JAPN 310 (TC) Japanese Civilization (M5)

4 sem. hrs. Not offered in 2016–2018.]

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 (F-1)

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 socioeconomic settings. Focuses on reading comprehension and written expressions. Students are required to read and translate articles in major Japanese newspapers, such as Asahi Shimbun, Yomiuri Shimbun, and Nikkei Shimbun. *Liu*

[JAPN 325 Japanese Fables and Onomato-poeia

4 sem. hrs. Prereq.: JAPN 245 or equivalent, or instructor’s consent. Not offered in 2016–2018.]

Offers Japanese fables in their original forms and fables from other countries rewritten in

Japanese. Analyzes Japanese people's sensitivities to the nature and human relationships by examining onomatopoeia in the genre that is used to convey social morals and ethics to children and youth. *Liu*

■ SPANISH

LANGUAGE SEQUENCE

SPAN 101 Elementary Spanish I (F-1,2; S-1,2)

4 sem. hrs.

Develops the ability to speak, read, and write in Spanish. Enhances awareness and understanding of the Spanish-speaking world through the presentation of cultural materials. *Staff*

SPAN 102 Elementary Spanish II (F-1,2; S-1,2)

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

Continuation of SPAN 101. *Staff*

SPAN 201 Intermediate Spanish I (F-1,2; S-1,2)

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

Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials. Expands reading comprehension and cultural awareness through examples of Hispanic prose and poetry. *Staff*

Also offered as a TC. Staff from GRIIS (Granada Institute of International Studies.) (S-1,2)

SPAN 202 Intermediate Spanish II (M2) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 201 or placement by the department. Student who have taken SPAN 204 will not get credit for this class.

Continuation of SPAN 201, with a special focus on writing at the intermediate level. *Staff*

SPAN 204: Spanish for Social Work (M2) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: SPAN 201 or placement by the department. Students who have taken SPAN 202 will not get credit for this class.

A continuation of Spanish 201, this course is designed to provide students with practice in all Spanish skills using meaningful and applicable terminology used in the Social Work profession. Special attention will be given to relevant cultural differences through the discussion of how cultural notions may influence Spanish-speaking clients' behaviors. *Staff*

ADVANCED LANGUAGE COURSES

SPAN 240 (TC) Spoken Spanish (M2) (S-1,2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Offers intensive oral-aural practice, with emphasis on the language used in daily life. Serves those who wish to perfect pronunciation and increase fluency in Spanish. Staff from GRIIS (Granada Institute of International Studies)

SPAN 245 Conversation and Composition (M2) (F-1,2, S-1,2)

4 sem. hrs. Prereq.: SPAN 202 or consent of the instructor.

Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events. *Peláez-Benítez*

CIVILIZATION COURSES

SPAN 253 (TC) Social and Political Issues in Modern Spain (S-1,2)

4 sem. hrs.

Focuses on 20th-century Spain with special emphasis placed on the Spanish Civil War, the Franco régime, the transition to democracy, and Spain today. Areas covered include art and architecture as well as historical, political, cultural, social, and economic issues. The activities offered through the program are a complement to the course material. Staff from GRIIS (Granada Institute of International Studies)

SPAN 310 The Making of Spain: Studies in Spanish Culture (M5) (S-2)

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

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velázquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites. *Peláez-Benítez*

[SPAN 312 Introduction to Latin American Culture and Civilization (M5)]

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2016–2018.]

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru, and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution, and the dictatorships of the 1970s and 1980s. *Bonacic*

[SPAN 314 Hispanic Culture as Seen through Film]

4 sem. hrs. Prereq.: SPAN 245. Not offered in 2016–2018.]

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]**

4 sem. hrs. Prereq.: SPAN 245 or consent of the instructor. Not offered in 2016–2018.]

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. *Staff*

SPAN 265 20th-Century Hispanic Short Story (S-1)

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, Cohen*

SPAN 266 The Quest for Independence and Search for Identity in Latin American Literature (S-2)

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

Critically examines texts including the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism. *Bonacic*

SPAN 269 The Image of the Bourgeoisie in the 19th- and 20th-Century Spanish Novel (F-1)

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

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th-century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán, as well as 20th-century neorealists like Martín Gaité and Delibes. *Peláez-Benítez*

[SPAN 318 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain]

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2016–2018.]

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. *Staff*

[SPAN 320 The World of Don Quijote

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Not offered in 2016–2018.] 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. *Staff*

SPAN 322 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (F-2)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the *Cantar de Mío 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 (F-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor. Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities; the figure of the dictator; and exile and insilio. *Bonacic*

SPAN 336 Latin American Women Writers (S-1)

4 sem. hrs. Prereq.: SPAN 264 or SPAN 266 or SPAN 268 or SPAN 269 or consent of the instructor.

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity. *Bonacic*

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

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

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

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

SPAN 355 Thesis (S-1,2)

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

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

4–8 sem. hrs. Prereq.: Consent of the department. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for 4 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. *Staff*

[SPAN 380 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (M5)

4 sem. hrs. Prereq.: Consent of the instructor. Not offered in 2016–2018.] 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. *Staff*

[SPAN 395 Seminar: Special Topics in Spanish]

4 sem. hrs. Prereq.: SPAN 266, an upper-level course in Spanish literature, or consent of the instructor. Not offered in 2016–2018.]

Topics change from year to year. *Staff*

DEPARTMENT OF NURSING

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

Anne-Marie Barron, Associate Professor and Associate Dean, Undergraduate Curriculum and Student Affairs

Maria N. Bueche, PhD Associate Professor of Nursing (Emeritus)

Charlene Berube, Associate Professor of Practice and Chair of Undergraduate Nursing

Patricia Rissmiller, Associate Professor and Chair of Graduate Nursing

Josephine Atinaja-Faller, Associate Professor of Practice

Gloria Carter, Associate Professor of Practice

LaDonna Christian, Associate Professor of Practice and Director, Dotson Mentoring Program

Jean Christofferson, Associate Professor of Practice

Margaret Costello, Associate Professor of Practice

Judith Cullinane, Associate Professor of Practice

Terry Davies, Associate Professor of Practice

Sarah Desmond, Associate Professor of Practice

Colette Dieujuste, Associate Professor of Practice

Susan Duty, Associate Professor

Priscilla Gazarian, Associate Professor

Donna Glynn, Assistant Professor and Director of Clinical Education

Rebecca Koeniger-Donohue, Professor of Practice

Marla Lynch, Associate Professor of Practice

Kelly Marchant, Associate Professor of Practice

Linda Moniz, Associate Professor of Practice

Eileen McGee, Associate Professor of Practice

Cathy Prevost, Associate Professor of Practice

Julie Steller, Associate Professor of Practice, Director nursing @simmons

Karen Teely, Associate Professor of Practice

Sarah Volkman Cooke, Professor

Patricia White, Professor of Practice, Director of DNP Program

Marianne Williams, Associate Professor of Practice

Annette Coscia, Executive Assistant to the Dean

Jodi DeLibertis, Assistant Dean, SNHS

Kelsey Ill, Communications Director, SNHS

Hind Khodr, Manager of Clinical Education

Michelle Goico, Administrative Assistant

Housed in the School of Nursing and Health Sciences, the nursing program accepts first-year students, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals' unique educational and professional experiences, the faculty of the nursing program offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part- and full-time study is available. There is an option for a five-year BS-MSN program. The nursing faculty believes that liberal education and nursing education provide essential preparation for the professional nurse practicing in a culturally, racially, and ethnically diverse community. The process as well as the content of a liberal education is fundamental to the development of the critical-thinking, decision-making, and communication skills essential to the practice of nursing science. The liberal arts and sciences, in combination with the major in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the nursing program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for admission to graduate schools offering advanced degrees in nursing. Graduates are prepared to write the NCLEX-RN licensure examination required for practice by the Board of Registration,

Commonwealth of Massachusetts. Students may opt to accelerate their program of study via a five-year BS-MSN program that prepares students in the advanced practice roles. 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.

Program Outcomes

- Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement and evaluate health care interventions in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life.
- Deliver compassionate, respectful, patient and family centered care and education that reflects an understanding of human growth, development, nutrition, genomics,

spirituality, culture, symptom management and health literacy across the health illness continuum through all transitions of care in all health care settings.

- Communicate/collaborate effectively with all members of the health care team, patient and family.
- Demonstrate leadership competency both interprofessionally and when delegating and supervising or coordinating teams to achieve shared goals and improve patient outcomes.
- Synthesize knowledge of health care delivery systems, social justice, global health, health care policy, informatics and principles of entrepreneurship in the addressing the health care needs of individuals and populations.
- Accepts accountability for continued development as a strategic, ethical, reflective scholar and practitioner to engaged as a lifelong learner with the goal advancing the profession of nursing.

Requirements: The student who has been accepted into the major of nursing must fulfill the all-College requirements.

A student accepted into the nursing major must achieve an acceptable level of academic performance, including a minimum grade of C+ in all science course prerequisites, prior to beginning the nursing course sequence, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by professional behavior. Those students achieving outstanding academic records may be initiated into Academy and/or the Simmons chapter of Sigma Theta Tau, Theta -at-Large, the International Nursing Honor Society. Criteria regarding academic performance, professional behavior, and health requirements are available upon entrance into the nursing major. Nursing students are required to show documentation of appropriate immunization and health clearance for clinical coursework. Please see the Nursing Student Handbook for specific requirements. All students will undergo a criminal record check each year

(CORI) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing.

For students enrolled prior to fall 2015:

NURS 100	Professional Issues
NURS 102	Scholarly Issues in Nursing
NURS 225	Nursing Process and Skills
NURS 226	Variances in Health Patterns of Adults and Elders I
NURS 235	Integration of Pharmacology and Pathophysiology
NURS 238	Variances in Health Patterns of Adults and Elders II
NURS 247	Variances in Health Patterns of the Childbearing Family
NURS 249	Variances in Health Patterns of the Childrearing Family
NURS 292	Health Assessment
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness
NURS 387	Nursing Care of Individuals, Families, and Communities
NURS 454	Leadership and Management in the Clinical Setting
NURS 455	Clinical Decision-Making

Nursing courses for students enrolling in and after fall 2015

NURS 228	Nursing Theory and Evidenced Based Practice
NURS 295	Clinical Foundations and Health Assessment
NURS 229	Nursing Health Promotion
NURS 331	Pharmacology
NURS 332	Medical Surgical Nursing 1
NURS 333	Maternity Nursing
NURS 334	Pediatric Nursing
NURS 335	Psychiatric and Mental Health Nursing
NURS 346	Medical Surgical Nursing 2
NURS 416	Health Care Policy
NURS 417	Professional Role Integration
NURS 418	Complex Nursing Care
NURS 419	Capstone Practicum

Science Prerequisites

Students Accepted into Nursing may take one of these 2 sequences:

Sequence 1:

BIOL 123*	Principles of Microbiology
CHEM 110*	General Organic Biochemistry
BIOL 231*	Anatomy & Physiology I
BIOL 232*	Anatomy & Physiology II (may be taken concurrent with NURS 225)

Sequence 2 (chosen by students to keep options open for other science majors ie: premed):

BIOL 113*	General Biology
CHEM 111*	Introductory Chemistry–Inorganic
CHEM 112N*	Introductory Chemistry–Organic
BIOL 231*	Anatomy & Physiology I
BIOL 232*	Anatomy & Physiology II and
BIOL 221*	Microbiology (may be taken concurrent with NURS 235)

Other Requirements:

Pass Math Competency Exam prior to NURS 229.

Complete PSYC 101 Introduction to Psychological Science and PSYC 237N or PSYC 235 prior to NURS 247, NURS 249, and NURS 348 or and NURS 348 or NURS 333, NURS 334, NURS 335.

* Includes a lab.

Nursing Departmental Honors

The Department of Nursing offers the opportunity for students with a superior record in the major to receive departmental honors. The candidate must have a minimum 3.5 overall GPA and 3.5 Nursing GPA and be in the top 5% of their nursing class. The student is expected to be intellectually curious, self-directed in learning and actions, have high level critical thinking and analysis skills, and demonstrate superior writing. The candidate will complete an 8 credit (2 semesters) thesis or equivalent project of high quality supervised by a nursing faculty.

Registered Nurses Program

The College offers registered nurses the opportunity to earn a bachelor of science degree on a part- or full-time basis. This program's requirements are the same as those for the regular undergraduate nursing program with the exception of the language requirement, from which RNs are exempt. The methods by which course objectives are to be met by RN students are geared toward adult learners. RN students must complete 128 hours of credit and fulfill the Simmons modes of inquiry and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, credit for prior learning, and advanced placement in nursing credit are also granted when certain specifications are met.

Admission:

RN students are admitted into the program through the College's Dix Scholars Program. For information on admission requirements and financial aid, please call or write the Office of Undergraduate Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617-521-2051. Selected registered nursing students may elect to matriculate to the Master of Science in Nursing program (see the Graduate Nursing Bulletin for complete information).

The Five-Year BS-MSN in Nursing

The nursing program offers an accelerated five-year BS-MSN option for students who wish to become nurse practitioners. The length of the program is shortened by one year by taking summer courses. Five-year BS/MS nursing students must maintain a GPA of 3.3 in all nursing courses and an overall GPA of 3.3 to be eligible. GPA will be calculated at the end of year two. Progression into the nurse practitioner sequence is dependent upon the student attaining RN licensure and a GPA of 3.3 in all nursing courses.

Dix Scholars Program

Our Nursing Dix Scholars program offers three tracks: a 14-month program for individ-

uals with previous BA/BS who wish to accelerate; a 2- or 3-year option for those without a baccalaureate degree or those desiring a part-time program.

COURSES

For students enrolled prior to fall 2015:

NURS 100 Professional Issues in Nursing

2 sem. hrs.

Nursing continues to evolve as a profession rich in opportunity and diversity. Within the rapidly changing health care delivery system, nurses must articulate and demonstrate the unique contribution they make in the care of patients. Nursing 100 introduces the student to the art and science of professional nursing. This course, through lecture, discussion, use of media and other venues provides a forum for students to identify, discuss and analyze key concepts and issues related to nursing practice.

McGee, Dieujuste

NURS 102 Scholarly Inquiry in Nursing

2 sem. hrs.

This course is designed to introduce the entry level student to an understanding of research and scholarly work in nursing practice. Principles of nursing research, critique and utilization in nursing will be highlighted. A spirit of inquiry will be fostered as many clinical questions remain that require a nursing perspective for future study.

Costello, Christoffersen

NURS 225 Nursing Process and Skills

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, CHEM 112, and completion of the competency in basic mathematics requirement. Introduces the art and science of nursing in both the classroom and the nursing skills laboratory. Teaches fundamental nursing process theory, skills, and techniques to provide the student with the foundations for nursing practice. Examines the nursing process as an organizing framework for professional nursing practice using the case study method.

Williams, Moniz

NURS 226 Variances in Health Patterns of Adults and Elders I

4 sem. hrs. Prereq.: BIOL 113, BIOL 231, CHEM 111, and CHEM 112, NURS 225 (or CHEM 110, BIOL 123, BIOL 231). NURS 292 and NURS 235 are co-prerequisites. 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. *Moniz, Williams*

NURS 235 Integration of Pharmacology and Pathophysiology: Perspectives for Nurses

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 111, and CHEM 112 (or CHEM 110), NURS 225. BIOL 221 is a pre or co-requisite. Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. Uses a systems approach to cover topics including specific drugs, classifications, side effects, and interactions with other therapies. *Glynn*

NURS 238 Variances in Health Patterns of Adults and Elders II

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, and NURS 292. Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variances in functional health patterns. Emphasizes health management and metabolic patterns. Provides opportunities within a systems framework to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care settings. *Davis, Gazarian, Glynn*

NURS 247 Variances in Health Patterns of the Childbearing Family

4 sem. hrs. Prereq.: NURS 226, PSYC 237N or PSYC 235 is a pre or co-requisite. 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*

NURS 249 Variances in Health Patterns of the Childrearing Family*

4 sem hrs. Prereq.: NURS 226, PSYC 237N or PSYC 235 is a pre or co-requisite. 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, Cullinane*

NURS 292 Health Assessment

4 sem. hrs. Prereq: NURS 225. Must be taken prior to or concurrently with NURS 226. Assessment is an integral skill in nursing care. In this course, students learn the components of a comprehensive health history and interviewing techniques. The approach to physical examination of all body systems will be presented in class. The motor skills necessary to perform a complete physical examination will be demonstrated and practiced in the laboratory. At the end of the semester, students will demonstrate a complete physical examination on laboratory partners. *Berube, Loftus*

NURS 348 Variances in Health Patterns of Clients with Psychiatric and Mental Illness

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292, PSYC 101, and PSYC 237.

Uses the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing variances in functional health patterns related to psychiatric mental illness. Applies knowledge of functional health patterns that form the basis for the delivery of nursing care to those across the life span. Offers clinical experiences in in-patient and community psychiatric/mental health settings. *Christoffersen, Lynch*

NURS 350 Independent Study

1–4 sem. hrs. Prereq.: Consent of the department.

Offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Utilizes library research, clinical research, or analysis of advanced clinical practice. *Beal, Barron*

NURS 387 Nursing Care of Individuals, Families, and Communities

4 sem. hrs. Prereq.: NURS 225, NURS 226, NURS 235, NURS 292. NURS 249 and NURS 238 are pre or co-requisites.

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. *Teeley*

NURS 454 Leadership and Management in the Clinical Setting

4 sem. hrs. Prereq.: All nursing courses with the exception of 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. *Costello, Davies*

NURS 455 Clinical Decision-Making

4 sem. hrs. Prereq.: All nursing courses with the exception of 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, Gazarian*

For students enrolled beginning fall 2015:

NURS 228 Nursing Theory and Evidence Based Practice

4 sem. hrs. Prereqs.: BIOL 110 or BIOL 123, CHEM 110 (or CHEM 111, and CHEM 112)

This course introduces the student to the interrelationships among theory, practice and research in professional nursing. Em-

phasis is placed on the nursing process and evidence-based practice as foundational in the development of the professional nurse, as it relates to the cultural, spiritual, biopsychosocial care of the patient. The student will appreciate the differences between quantitative and qualitative research and EBP and will be introduced to concepts of nursing informatics. This course provides an understanding of how quality nursing care affects patient outcomes. *Christoffersen*

NURS 229 Nursing Health Promotion

4 sem. hrs. Prereqs.: NURS 228, NURS 295
This course provides an overview of theoretical concepts related to health promotion and disease prevention. The focus of this course is on assisting students in the development of nursing skills necessary to promote the health of communities and populations, and will assist students in the development of nursing skills to assist individuals in making choices that promote health and wholeness. Students will gain knowledge about communities, population health and health determinants. There is an emphasis on wellness, prevention, health promotion and health education as well as a focus on populations and their environments as the units of service. Attention is given to awareness of diversity, cultural sensitivity and the impact of a connected global community. This course offers a beginning strategy for improving the health of the public by understanding the differences between sick care and health care. *Teeley*

NURS 295 Clinical Foundations and Health Assessment

4 sem. hrs. Prereqs.: CHEM 110 (or CHEM 111, and CHEM 112) BIOL 231, BIOL 232 (co-requisite), and completion of the competency in basic mathematics requirement.
Clinical foundations and health assessment introduce the student to the clinical skills and assessment techniques necessary to provide care to patients across the lifespan. The course will cover the nursing process, Subjective/objective assessments, clinical skills, medication calculations and administration, and

comprehensive physical examination skills of adults and children. The lecture component of the course will present theoretical content and clinical application. Labs will be utilized to practice the required skills, assessments and techniques. *Moniz*

NURS 331 Pharmacology

4 sem. hrs. Prereqs.: BIOL 123 or BIOL 221, BIOL 231, BIOL 232, CHEM 111, and CHEM 112 (or CHEM 110), NURS 228, NURS 295
This course 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 332 Medical Surgical Nursing 1

4 sem. hrs. Prereqs.: PSYC 101, NURS 228, NURS 295, NURS 331 (pre or co-requisite)
This course re-enforces skills in assessing a patient's condition, and focuses on identifying significant findings upon which treatment decisions are made. In this class, students build on knowledge of health promotion and assessment and expand this knowledge into caring for individuals with altered health states. Building on an understanding of normal anatomy and physiology, concepts of pathophysiology are integrated. Common diagnostic tests and associated nursing responsibilities are covered. Clinical and lab experiences focus in developing proficiency with providing basic nursing care and comprehensive patient assessment. *Williams*

NURS 333 Maternity Nursing

4 sem. hrs. Prereq.: NURS 332. Pre or co-requisite PSYC 237N or PSYC 235
In this course, students will apply the concepts of bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing and evaluating nursing interventions for the childbearing and families experiencing variances in functional health patterns with a special emphasis on health management and sexuality/reproduction. Clinical experiences will encompass care of the normal and high

risk family in both acute and community settings. *Dieujuste*

NURS 334 Pediatric Nursing

4 sem. hrs. Prereq.: NURS 332. Pre or co-requirement PSYC 237N or PSYC 235

This course provides the framework for students to apply nursing theory and principles in the promotion, maintenance and restoration of health for infants, children and their families. Students will integrate concepts of bio-psycho-social-cultural-developmental-spiritual sciences to provide evidenced-based, holistic and compassionate nursing care. Clinical experience in both acute and community pediatric settings, contextualizes learning, facilitates clinical reasoning and comportment through the application and integration of nursing science and caring practice. *Berube*

NURS 335 Psychiatric and Mental Health Nursing

4 sem. hrs. Prereqs.: NURS 332. Pre or co-requirement PSYC 237N or PSYC 235

This course focuses on the major mental health disorders, therapeutic interventions and the role of the nurse in the acute mental health setting. Students will use the nursing process to enhance their delivery of bio-psycho-social-cultural developmental-spiritual nursing care to individuals and their families who are coping with major mental illnesses. The student will integrate interprofessional collaboration, patient education and patient advocacy in the care of the patient with acute mental health disorders. Clinical experiences will focus on the care of those with acute mental health needs. *Lynch, Christoffersen*

NURS 346 Medical Surgical Nursing 2

4 sem. hrs. Prereq.: NURS 332

This course, which builds on Nursing Care to Support Physiologic Functioning 1, applies bio-psycho-social-cultural-developmental-spiritual concepts in developing, implementing and evaluating nursing interventions for the adult and elderly client experiencing altered health states. Concepts of comprehen-

sive patient assessment, pathophysiology, and pharmacology are reinforced and mastered. Students are introduced to prioritizing and predicting individual's needs, and evaluating outcomes of care. Clinical and lab experiences focus on implementing and evaluating nursing care with increasing independence. *Gazarian*

NURS 416 Health Care Policy

4 sem. hrs. Prereqs.: NURS 333, NURS 334, NURS 335, NURS 336

This course presents an overview of health policymaking and describes healthcare policy in the U.S. with specific examples from Medicare, Medicaid, and ongoing healthcare reform. Special emphasis is placed on the critical role of nurses in policymaking. Building on concepts introduced in Health Promotion and Disease Prevention, the essential functions and services of public health are expanded to include epidemiological and economic concepts and models. This course explores the current U.S. health care and global systems and issues of access, equity and quality. *Teoley*

NURS 417 Professional Role Integration

4 sem. hrs. Prereqs.: NURS 333, NURS 334, NURS 335, NURS 336

The course prepares the student to develop beginning leadership and management skills. The student will develop the role of an effective, collaborating team member and prepare for future leadership and management roles. Concepts of organizational systems, change theory, quality and safety are integrated into the role of the professional nurse. *Davies*

NURS 418 Complex Nursing Care

4 sem. hrs. Prereqs.: NURS 333, NURS 334, NURS 335, NURS 336

This course focuses on the synthesis of nursing knowledge required to care for the patient and family with complex, multi-system problems. This course provides students opportunities to critically evaluate and apply knowledge and skills learned throughout the nursing program. The effect of complex health problems on the individual and their families, the health team and health system is emphasized. *Duty*

NURS 419 Capstone Practicum

4 sem. hrs. Prereq.: NURS 418

This Capstone nursing course focuses on improving professional nursing skills in a precepted experience. The major focus is on mastering clinical decision making skills and preparing for independent professional practice. Weekly seminars cultivate group process, communication, and the transition from student to newly licensed nurse. *Costello*

Summer Offerings

Based on nursing course sequence. Please refer to Nursing Handbook for any updates or policy changes.

DEPARTMENT OF NUTRITION

Elizabeth Metallinos-Katsaras, *Chair and Ruby*

Winslow Linn Professor

Teresa Fung, *Professor and Director, Didactic Program in Dietetics*

Lisa Brown, *Associate Professor and Dietetic Internship Director*

Kathrina Prelack, *Assistant Professor*

Sharon Gallagher, *Associate Professor of Practice and Assistant Dietetic Internship Director*

Ruth Kimokoti, *Research Assistant Professor*

Victoria Bacon, *Senior Lecturer*

Karlynn Grimes, *Senior Lecturer*

Nancie Herbold, *Professor Emeritus*

Leah Smith, *Administrative Assistant*

Housed in the School of Nursing and Health Sciences (SNHS). The Department of Nutrition offers undergraduate majors preparation for careers in food and nutrition or in dietetics, for graduate work in these areas, and for a track in food service management. The program provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition, dietetics, and food science and current scientific concepts of the relationship between diet and health.

The mission of the Simmons College Department of Nutrition is twofold. The first is to educate students and foster an appreciation of lifelong learning in preparation for their success in advanced nutrition or dietetics education or employment so that they can be effective in a profession that works to affect the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of food's relationship to other sciences; second, to provide the College community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

Career opportunities for nutrition majors are available in a variety of settings, including research, industry, education, health care, government, and entrepreneurial endeavors. Students may wish, therefore, to combine their study of nutrition with majors in biology, chemistry, communications, education, management, public health, or psychology. For those students interested in the field of dietetics, the program requires a variety of learning experiences in each of the major areas of the dietetics profession: clinical, community, and food service management. For some careers, such as research, postgraduate education is required. Beginning 2024 it will also be required to become a registered dietitian.

Program course requirements are described below. Students interested in research careers in nutrition or dietetics should plan to take additional courses in science and mathematics. Students must also maintain an acceptable level of clinical, management, and academic performance to progress to the next nutrition course. Progression is also affected by professional behavior and health status. Students should refer to the Department of Nutrition Student Guide regarding criteria for academic performance, professional behavior, and health requirements. Students receive this upon entrance into one of the nutrition majors.

SNHS also offers a post-baccalaureate certificate for students who have completed a degree in a different discipline wishing to complete the Didactic Program in Dietetics (see major in nutrition and dietetics for its incorporation into this undergraduate major); the latter (DPD) is one of the requirements of becoming credentialed as a registered dietitian. For further information see the Simmons College Website. Students can also obtain a Master of Science in Nutrition and Health Promotion choosing either the Wellness or Entrepreneurship track; concurrently with the DPD certificate from Simmons College. For further information, see the Simmons College website.

In addition, Simmons' nutrition program, in conjunction with the Friedman School of Nutrition and Science Policy and the School

of Medicine-Public Health and Professional Degree Programs at Tufts University, offers a joint program for students wishing to complete the academic requirements for the Didactic Program in Dietetics Certificate. Students doing so take courses at Simmons and Tufts University concurrently and obtain the D PD certificate from Simmons College while completing a Master of Science in Nutrition or Public Health from Tufts University. For further information, contact Simmons's Department of Nutrition, 617-521-2718.

Academic and grade requirements for all majors and tracks are described in the Nutrition Student Guide, which is available on the Simmons website and is given to all students annually.

Major in Nutrition and Dietetics

The nutrition and dietetics major includes all courses required for the Didactic Program in Dietetics (DPD). The Simmons College Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312-899-0040 ext.5400 (see the Didactic Program in Dietetics section for program goals and outcomes). It should be noted that fulfilling the courses required for the Didactic Program in Dietetics is only one step in the credentialing process for dietetics practitioners. In addition to a minimum of a bachelor's degree, the undergraduate DPD completion must be followed by the successful completion of an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination. The application to the DIP is a separate process, and completion of the DPD in no way guarantees acceptance into a DIP. The dietetics internship application process is competitive and not all applicants are accepted. Statistics on the acceptance rates to dietetic internships are shown on the following website: www.eatright.org/ACEND/content.aspx?id=186.

Over the past few years about half of all

those applying nationally were accepted into dietetic internships nationally. To plan their schedules appropriately, students should note that the courses in the basic sciences are pre-requisite 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, grades, health status, and professional behavior. *Students must formally apply for this major. Details on these criteria and criteria for acceptance into the Nutrition and Dietetics major, are provided in the Department of Nutrition Student Guide.*

Science Requirements

All dietetics majors must complete the following science requirements:

BIOL 113	General Biology
BIOL 221	Microbiology
BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II
CHEM 111	Introductory Chemistry: Inorganic or CHEM 113 Principles of Chemistry
CHEM 112	Introductory Chemistry: Organic or CHEM 224 Organic Chemistry I
CHEM 223	Introduction to Biochemistry
MATH 118	Introductory Statistics

Nutrition Requirements: Students must complete the following nutrition requirements. These requirements also fulfill the Didactic Program in Dietetics requirements:

NUTR 112	Introduction to Nutrition Science or NUTR 111 Fundamentals of Nutrition Science
NUTR 201	Advanced Food Science
NUTR 231	The Practice of Clinical Dietetics
NUTR 237	The Practice of Community Nutrition
NUTR 248	Food Production and Service Systems
NUTR 249	Leadership in Food Service Management

NUTR 311	Nutrient Metabolism
NUTR 334	Medical Nutrition Therapy
NUTR 381	Advanced Practice in Community Nutrition
NUTR 390	Seminar: Selected Topics in Nutrition

There are two required social science courses; at least one of these should be in sociology or psychology.

Capstone course(s) or Independent Learning for the Nutrition and Dietetics Majors

For those students entering as freshman the fall, 2015 or later, there are two Capstone courses that are required under the PLAN: these are Advanced Practice in Community Nutrition (NUTR 381 and Seminar: Selected Topics in Nutrition (NUTR 390). For those students entering as freshman prior to the fall 2015 semester, All College independent learning requirement is met by these same two courses: Advanced Practice in Community Nutrition (NUTR 381), and Seminar: Selected Topics in Nutrition (NUTR 390).

Suggested Course Sequence for Dietetics Major—Please note that all college requirements noted below are for students entering Fall 2015 or later.

FIRST YEAR

Fall

Boston Course	
Simmons Course- Explore	
CHEM 111	Introductory Chemistry: Inorganic
NUTR 112	Introduction to Nutrition Science
Language requirement	

Spring

CHEM 112	Introductory Chemistry: Organic
Leadership Course	
Language requirement or Elective or All College Requirement (Modes or PLAN)	

SECOND YEAR**Fall**

BIOL 113	General Biology
NUTR 248	Food Production and Service Systems

PSYC 101 (prerequisite for PSYC 232)
 Simmons Experience
 Elective or All College Requirements (Modes or PLAN)

Spring

BIOL 221	Microbiology
MATH 118	Introductory Statistics
NUTR 237	Introduction to Community Nutrition*
PSYC 232	Health Psychology*

*Please note these comprise a learning community and must be taken together.

*Biology or chemistry can be taken freshman and sophomore year; sometimes taking chemistry freshman year and biology sophomore year gives students more flexibility later.

THIRD YEAR**Fall**

BIOL 231	Anatomy and Physiology I
NUTR 201	Advanced Food Science
Two electives or All College Requirements (Modes or PLAN)	

Spring

NUTR 249	Leadership in Food Service Management
BIOL 232	Anatomy and Physiology II
CHEM 223	Introduction to Biochemistry

FOURTH YEAR**Fall**

NUTR 311	Nutrient Metabolism
NUTR 390	Selected Topics in Nutrition
Elective or All College Requirements (Modes or PLAN)	

Spring

NUTR 334	Medical Nutrition Therapy
NUTR 381	Advanced Practice in Community Nutrition
NUTR 231	The Practice of Clinical Dietetics

One elective or All College Requirements (Modes or PLAN)

Major in Nutrition and Food

The core courses for the Nutrition and Food major are shown below. There are two tracks under the Nutrition and Food Major: The food service management track and the wellness track. Note that the additional courses for each track are listed below. Please note, this major does not fulfill the DPD requirements for becoming a Registered Dietitian.

The following are the core science/math and nutrition courses for the Nutrition and Food major:

Science/Math Requirements:

CHEM 111	Introduction to Chemistry: Inorganic
BIOL 113	General Biology
MATH 118	Introduction to Statistics

Nutrition Requirements:

NUTR 112	Introduction to Nutrition Science
NUTR 237	Practice of Community Nutrition
NUTR 248	Food Production and Service Systems

Track in Nutrition, Health Promotion and Wellness

The Nutrition, Health Promotion and Wellness track within the Department of Nutrition will lead the student to a Bachelor of Science degree in Nutrition and Food. The track draws across disciplines with courses predominantly from the Nutrition Department but also from the departments of: biology, chemistry, communication, and management. Students will gain an appreciation for communicating sound information to targeted populations and communities to encourage individuals to make healthy decisions. The curriculum focuses on assessing and evaluating community programs for established outcome measures. The Nutrition, Health Promotion, and Wellness track is for the student who is interested in

communicating nutrition information through social media, is interested in exercise as part of a holistic approach, and has an entrepreneurial spirit.

In addition to the core courses listed above for the Nutrition and Food major, the following courses are required for the Nutrition, Health Promotion, and Wellness track. A total of 72 credits of required and elective courses are required for this major.

Additional Science Requirements:

BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II
BIOL 246	Foundations of Exercise and Health

Additional Nutrition Requirements:

NUTR 101	Food Science or NUTR 201 Advanced Food Science
NUTR 215	Sports Nutrition
NUTR 381	Advanced Practice in Community Nutrition
NUTR 380	Independent Fieldwork or NUTR 350 Independent Study (for those entering prior to 2015)

Required Communication/Management Core Courses:

COMM 121	Visual Communication
COMM 122	Writing and Editing Across the Media
COMM 124	Media, Message and Society
MGMT 137	Entrepreneurship and Innovation

Required to select ONE of the following Communication Courses:

COMM 163	Radio Operations and Performance
COMM 186	Intro to PR and Marketing Communication
COMM 210	Introduction to Graphic Design
COMM 244	Web Design
COMM 281	Writing for Pub Relations & Integrated Marketing Com
COMM 262	Media Convergence
Electives	

Consult with your adviser to choose electives in psychology and/sociology or possible other courses that fit with your career goals.

Track in Food Service Management

A possible track within the nutrition program is food service management. The following courses are required:

Science Requirements:

BIOL 221	Microbiology
CHEM 112	Introductory Chemistry: Organic

Additional Nutrition Requirements:

NUTR 201	Advanced Food Science
NUTR 249	Leadership in Food Service Management
NUTR 380	Field Experience
NUTR 381	Advanced Practice in Community Nutrition (for those who entered prior to Fall 2015)

Pick either Option:

Option 1:

MGMT 110	Financial Accounting
MGMT 260	Finance
MGMT 250	Marketing or MG MT 221 Project Management

Option 2:

MGMT 137	Entrepreneurship and Innovation
MGMT 250	Marketing
MGMT 221	Project Management

Capstone course(s) or Independent Learning for the Nutrition and Food Majors

For those students entering as freshman the fall, 2015 or later, there is a Capstone course requirement under the PLAN. This requirement is met by taking Advanced Practice of Community Nutrition (NUTR 381). For those entering as a freshman prior to the fall 2015, there is an 8-credit all-College of independent learning; four semester hours must be fulfilled by enrolling in Advanced Practice of Community Nutrition (NUTR 381) and the remaining

four semester hours may be met by NUTR 350, NUTR 370, 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 248	Food Production and Service

One additional NUTR course at the 200-level or above.

Dietetic Internship

The program in nutrition offers an accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the eight-month program is on community dietetics practice health promotion and wellness. Admission to the nutrition and dietetics program/certificate does not guarantee admission to a dietetic internship. Please go to the Simmons College website for further details.

Certificate of Didactic Program in Dietetics (DPD)

The Didactic Program in Dietetics (DPD) fulfills one of the requirements for becoming a registered dietitian. The courses required for this program can be completed within the context of the Simmons College curriculum either as a part of a bachelor's degree or in addition to an already completed bachelor's degree through the DPD Certificate.

Program Goals and Objectives for the DPD Program

The mission of the Simmons College Didactic Program in Dietetics is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession so that they can be effective in a profession that improves the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of nutrition and dietetics' relationship to other sciences.

The DPD goals are consistent with the mission of the College. The following are the goals for the Simmons College DPD and their corresponding outcome measures.

Goal #1: The Simmons College DPD will prepare graduates to become competent entry level dietetics professionals.

Corresponding program outcomes:

- At least 70% of those students enrolled in the BS/DPD and DPD Certificate will complete it within 150% of the time planned for completion (i.e. 6 years).
- Over a five-year period, the pass rate for both BS/DPD and DPD Certificate graduates taking the registration examination for the first time will be at least 80%.
- At least 75 % of graduates will assign a 4 (i.e., "agree") or a 5 (i.e., "strongly agree") to being prepared on 75% of the items (that pertain to content they learned at Simmons) on the graduate survey.
- At least 75% of Directors of Supervised Practice will rate Simmons College DPD graduates as acceptable or higher on 75% of items listed on the survey.

Goal #2: The DPD will prepare graduates to succeed in one or more of the following: a graduate program, an accredited dietetic internship program, or employment.

Corresponding program outcomes:

- Over a five-year period, 50% of BS/DPD,

and 70% of DPD graduates will apply to supervised practice programs within 12 months of completing the program.

- b. Over a five-year period, 55% of BS/DPD and 80% of DPD Certificate students who apply to supervised practice programs will be accepted within 12 months of completing the program.
- c. Within 12 months of completing the program, at least 70% of both BS/DPD and DPD Certificate graduates who did not apply or were not accepted to a DIP, and who are seeking employment or graduate education, will secure one or more of the following: appointment to a graduate program, or employment.

Goal #3: The DPD will prepare graduates to serve a culturally diverse population.

Corresponding program outcomes:

- a. 75% of graduates will report satisfaction with their ability to serve culturally diverse groups.

As part of our accreditation requirements set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) we have set forth the aforementioned measurable outcome objectives, which track our progress toward attaining the aforementioned goals.

For those students who have already completed a bachelor's degree and who would like to complete solely the DPD requirements to become a registered dietitian, the Simmons College Certificate in the Didactic Program in Dietetics is a post-baccalaureate program that allows students to do just the DPD.

Even students who have already obtained a bachelor's degree in a different discipline can complete the DPD certificate program in order to apply for a supervised practice program (e.g., dietetic internship). Please go to the Simmons College Website for further details.

The Simmons College Nutrition Program's Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND, 120 South Riverside Plaza, Suite

2000, Chicago, IL, 60606-6995, telephone: 800-877-1600 ext.5400.

Accelerated Degree Programs

There are three accelerated degree options that allow a student to pursue a graduate degree in Nutrition and Health Promotion after completing their BS in Nutrition, Exercise Science or Public Health.

Please visit the Simmons College website to view the Nutrition Catalog for graduate requirements. Students may apply to the joint programs during their second semester junior year. Formal application should be made to the Admissions Office, School of Nursing and Health Sciences. The application requirements for all three programs are as follows:

- The student must be earning a BS degree, have completed the prerequisites for the MS degree, and be in their junior year of their BS.
- The student must have maintained satisfactory academic progress in their coursework and attained a final minimum GPA of 3.3 at the time of their application (GPA usually through their fall semester of their junior year).
- The student must show strong evidence of communication skills and motivation.

The student must present two favorable letters of recommendation from Simmons College faculty members; at least one must be from a full time faculty member in the department of their major.

- In order for an accepted student to continue with the program after her/his senior year (UG), she/he must meet the following academic standards her/his senior year.
- Have maintained satisfactory academic progress in coursework through the Spring semester of her/his senior year and attained a final undergraduate minimum GPA of 3.0 upon graduation (including spring semester grades).
- Have met the MS in Nutrition and Health Promotion requirement of attaining a minimum of a B in each of the graduate courses taken as part of the program during

her/his senior year. Specific criteria for each program are listed below.

BS/MS in Nutrition/Nutrition and Health Promotion

This program allows students interested in nutrition to obtain a BS in nutrition and a MS in nutrition and health promotion in an accelerated five-year program.

Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of her senior year, respectively.

BS/MS in Exercise Science/Nutrition and Health Promotion

This program allows students interested in exercise science and nutrition to obtain a BS in exercise science and a MS in nutrition and health promotion. Working with an advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of the senior year. Please see the Department of Biology for the required courses to enter this program.

BS Public Health/MS Nutrition Program

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences, and the Nutrition Department, School of Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Working with an advisor, two graduate courses, SNHS

410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year.

Master of Science in Nutrition

The Master of Science in Nutrition and Health Promotion is designed for those who wish to be leaders in nutrition and wellness. The program attracts students with backgrounds in such disciplines as nutrition, biology, health sciences, health education, athletic training, exercise physiology, or physical education, as well as those with bachelor's degrees in other fields wishing to enter the nutrition field. This program builds upon the decades-long expertise of the Simmons undergraduate program in nutrition and the interdisciplinary resources available in the School of Nursing and Health Sciences programs in physical therapy, and primary health care nursing. Students are also able to take relevant elective courses in the Simmons graduate programs in Communications, Management, Education, and Library and Information Science. There are two concentrations: Wellness and Entrepreneurship. For further information, please go to the Simmons College website.

Certificate in Sports Nutrition

This certificate combines nutrition and exercise knowledge to build competence in the area of fitness. For further details, please go to the Simmons College website.

C O U R S E S

NUTR 101 Food Science (M4) (S-1,2)

4 sem. hrs.

Studies the basic principles of food science and their applications to food selection, preparation, preservation, and storage as well as factors affecting food safety and sanitation, palatability, and nutrients. Introduces current issues (biotechnology, genetically modified foods) for discussion. Requires writing of scientific reports of laboratory experiments. Includes lecture and laboratory. Laboratory coat required. *Staff*

NUTR 110 Sociocultural Implications of Nutrition (M5) (F-1,2)

4 sem. hrs.

Studies food habits, particularly as reflected in the food patterns of various groups who have immigrated to the U.S. throughout its history. Examines health status of these diverse populations; the multiple meanings of food in daily life, culture, religion, and among various societies and ethnicities; and culturally appropriate counseling; and develops an appreciation of the many underlying similarities across cultures. *Carlin*

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. *Brown, Gallagher*

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. *Brown*

NUTR 150 International Nutrition Issues (M5) (F-1,2; S-1,2)

4 sem. hrs.

Exploration of the world food situation, hunger, malnutrition, sustainable agriculture, politics, and distribution of wealth and power. Acquaints students with nutrition issues, and the nature and dimensions of present and

future world food needs. Uses examples from both developed and developing countries to provide an overview of national and international politics influencing food and nutrition policies. *Kimokoti*

NUTR 201 Advanced Food Science (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Applies natural and physical sciences to the study of food science. Emphasizes modern food production, preservation, safety, process controls, product development, and current food science topics. Focuses laboratory work on experimental design and evaluation, followed by independent research projects and seminars. Emphasizes scientific report writing. Includes lecture and laboratory. Laboratory coat required. *Prelack*

NUTR 215 Sports Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or NUTR 112.

Provides current nutrition information that is applicable to individuals involved with sports, exercise, and/or personal physical activity. Provides an overview of how nutrition and physical activity reduce the risk of chronic disease, how macro and micronutrients affect energy metabolism and athletic performance, and how food delivers the fuel for optimal performance. *Grimes*

NUTR 231 The Practice of Clinical Dietetics (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Offers an opportunity to work with practicing nutritionists at a major medical center to review medical records, interview and assess clients' nutritional status, and counsel clients. Immunization record and other College health requirements, Criminal Record Check (CORI), credit check, laboratory coat, and ID required. *Prelack*

NUTR 237 The Practice of Community Nutrition (F-1,2; S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112 and consent of the instructor.

Studies community nutrition, the practice of

applied nutrition, and nutrition education in community health care and other settings. Emphasizes the principles of education that are basic to effective learning by the clients. Examines federal programs aimed at nutrition-related health problems. Includes assignments to community fieldwork placements (outside of regular class time). Requires a Criminal Record Check (CORI), a Department of Social Services check, proof of MMR vaccination, and a negative TB test within six months. *Metallinos-Katsaras, Brown*

NUTR 248 Food Production and Service Systems (F-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Studies the systems approach to food production, assembly, distribution, and service to individuals and groups; methods of producing quality food in quantity to achieve organizational and nutritional goals, including menu planning, food service sanitation, HACCP, and exploration of careers in food service.

NUTR 249 Leadership in Food Service Management (S-1,2)

4 sem. hrs. Prereq.: NUTR 111 or 112.

Focuses on the controls of the food service system: accounting, budgeting, pricing, and regulations. Discusses theories and applications of human resources management, marketing, and organizational design. Emphasizes team approaches to solving problems of food service design, staffing, operations, food service software systems, and quality and productivity management.

NUTR 311 Nutrient Metabolism (F-1,2)

4 sem. hrs. Prereq.: BIOL 231, BIOL 232, CHEM 223, NUTR 111/112, and consent of the instructor.

Considers nutritional biochemistry and the metabolic role of nutrients throughout the human life cycle. Studies recommended intakes of nutrients, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Examines advanced concepts in physiology and biochemistry in order to explain nutrient function and interdependence.

Includes three-hour lecture plus two-hour laboratory. *Fung*

NUTR 334 Medical Nutrition Therapy (S-1,2)

6 sem. hrs. Prereq.: NUTR 311.

Examines selected pathophysiologic concepts, including mechanisms of disease causation, immune processes, cellular growth and proliferation, and dysfunctions of the circulatory, respiratory, gastrointestinal, nervous, renal, hepatic, and endocrine systems. Also considers risk factors and physiological adaptation to various disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Includes five hour lecture plus online discussion. *Prelack*

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.

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.

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. *Metallinos-Katsaras*

NUTR 380 Field Experience (F-1,2; S-1,2)

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

Individual field experience in one of the areas of nutrition.

NUTR 381 Advanced Practice in Community Nutrition (S-1,2)

4 sem. hrs. Prereq.: NUTR 237, senior standing, and consent of the instructor.

Offers advanced study in community nutrition theory and practice. Emphasizes evaluating

the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/ teaching of clients, families, other health professionals, and the public at large. Requires each student to examine in depth a particular problem in community nutrition through a six-hour-a-week fieldwork placement. Immunization records and college health requirements may be a condition for some field placements. Some placements may require students to undergo a Criminal Record Check (CORI). *Brown, Gallagher*

NUTR 390 Seminar: Selected Topics in Nutrition (F-1,2)

4 sem. hrs. Prereq.: MATH 118, NUTR 311, senior standing, and consent of the instructor. This is a writing intensive course that examines in depth selected topics in nutrition and introduces students to research methods and materials used in nutrition research. Emphasizes student initiative, oral presentation skills, participation, and leadership and expects integration and application of knowledge acquired throughout a student's undergraduate classes. Lectures and discussions supplemented with workshops. A substantial amount of independent work is required outside of class. *Metallinos-Katsaras*

DEPARTMENT OF PHILOSOPHY

Wanda Torres Gregory, *Professor and Chair of Philosophy*

Diane Grossman, *Professor of Philosophy and Chair of Women's and Gender Studies*

Sue Stafford, *Professor Emerita*

Shirong Luo, *Associate Professor of Philosophy*

Rob Eason, *Lecturer*

Kaplan Hasanoglu, *Lecturer*

Julia Legas, *Lecturer*

Lendsey Melton, *Lecturer*

Jo Trigilio, *Senior Lecturer*

Rachel Lacasse, *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. Students may elect a double major if they wish to relate their 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, English, nursing, and psychology. A philosophy minor is also a popular option.

Learning Objectives

1. Knowledge of the main problems and positions in at least three periods in the history of philosophy;
2. Knowledge of the basic theory and standard methods of analysis and evaluation in (mathematical or informal) logic;
3. Knowledge of a variety of ethical theories; and
4. In-depth understanding of particular philosophical problems, domains, or positions

Major in Philosophy

The philosophy major requires 40 semester hours (ten courses). All majors must take PHIL 122 or PHIL 123, PHIL 130, at least three courses in the history of philosophy (PHIL 241, 242, 243, 244, or 245), at least two other intermediate level courses, and the Capstone PHIL 390, which may be taken more than once. Students are encouraged to take independent learning courses that best match their career plans (PHIL 350, 355, or 370).

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.

Honors in Philosophy

Students eligible for honors in philosophy must have a GPA of 3.67 or higher in philosophy, they must complete a thesis in philosophy by taking PHIL 355 (one or two semesters), they must receive a grade of A or A- in that thesis, and they must present their thesis to the faculty of the Philosophy Department.

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)

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? *Grossman*

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

4 sem. hrs. Not offered in 2016–2018.]

Introduces critical thinking and writing. Topics include the nature of argument—both inductive and deductive, deductive argument patterns, informal logical fallacies, non-argumentative persuasion, and the critical evaluation of claims. *Torres Gregory*

PHIL 123 Symbolic Logic (M3) (F-1,2)

4 sem. hrs.

Explores argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic. *Torres Gregory*

PHIL 130 Ethics (M6) (S-1,2)

4 sem. hrs.

Focuses on the theoretical approaches to ethics in the classical western tradition (Plato, Aristotle, Kant, Mill) and in multicultural and contemporary perspectives. Topics include theories of the good, moral relativism, concepts of moral obligation, definitions of virtue, and utilitarian philosophy. *Torres Gregory*

PHIL 131 Biomedical Ethics (M6) (F-1,2, S-1,2)

4 sem. hrs.

Examines moral questions concerning rights and responsibilities in professional biomedical relationships. Includes issues such as truth-telling, informed consent, privacy, confidentiality, patient self-determination, reproductive technologies, euthanasia, eugenics, and broader questions of justice in health care. *Staff*

[PHIL 132 Philosophy and the Arts (M1)

4 sem. hrs. Not offered in 2016–2018.]

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, li, tao, and yin and yang. *Luo*

PHIL 136 Philosophy of Human Nature (M6) (F-1,2)

4 sem. hrs.

Explores human nature from the perspective of different cultural traditions in philosophy, as well as scientific, religious, and feminist viewpoints. Includes topics such as 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. *Trigilio*

PHIL 152 Philosophy through Literature and Film (M2) (F-1,2; S-1,2)

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 Diversity (M6) (S-1,2)

4 sem. hrs.

Investigates the nature of social roles in relation to self-understanding. How is identity constituted? What role have race, gender, and sexuality played in traditional philosophy? Are "race," "gender," and "sexuality" natural? Does it matter? How do we understand power and privilege? How should identity and public policy, including law, interrelate? *Grossman, 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. *Trigilio*

PHIL/POLS 232 Theories of Justice (M6) (S-2)

4 sem. hrs.

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems. *Grossman*

PHIL 237 Philosophy of Mind (M6) (F-1,2)

4 sem. hrs. Prereq.: One course in philosophy or psychology or consent of the instructor.

Explores the nature of human consciousness and the self. Focuses on the views of contemporary philosophers, psychologists, and Asian religious thinkers; readings include classical authors such as Descartes as well as contemporary philosophers such as Daniel Dennett. *Staff*

PHIL 241 The Beginnings of Philosophy: Plato and Aristotle (M5) (F-1)

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-1)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Considers the modern period in philosophy, which, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. Analyzes some of those changes, focusing on the major philosophical views of the period. Examines issues of personal identity, knowledge, the existence of God, and the nature of the external world. *Grossman*

PHIL 243 Mind, Politics, and Society:

19th-Century Philosophy (M5) (F-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Discusses philosophy in the 19th century as it struggles with its disenchantment with modern optimism and raises new questions about political revolution, utopian visions of society, personal despair and human freedom, economic turmoil, control and wealth, and subjectivity and truth. Examines the views of thinkers including Hegel, Marx, Schopenhauer, Kierkegaard, and Nietzsche. *Torres Gregory*

[PHIL 244 Contemporary Philosophy

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014–2016.]

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-2)

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor.

Examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. Addresses questions like: How does the reality of death affect the meaning of life? Is existence absurd? Is human freedom a benefit or a burden? What does it mean to live authentically? *Grossman*

[PHIL 258 Special Topics in Philosophy

4 sem. hrs. Prereq.: One course in philosophy or consent of the instructor. Not offered in 2014–2016.]

Offers an in-depth examination of an issue or theme of philosophical importance. Topic to be announced. *Staff*

PHIL 350 Independent Study (F, S)

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

PHIL 355 Thesis (F, S)

4 or 8 sem. hrs. Prereq.: Senior standing and consent of the instructor. *Staff*

PHIL 370 Internship (F, S)

4 or 8 sem. hrs. Prereq.: Consent of the supervising faculty member.

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for 4 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. *Staff*

PHIL 390 Seminar (S-2)

4 sem. hrs. Prereq.: At least one course in philosophy or women's and gender studies

or junior or senior standing or consent of the instructor.

This Capstone course 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
WGST 380	Gender and Queer Theory
WGST 354	Feminist Theories

DOCTOR OF PHYSICAL THERAPY PROGRAM

Amy Heath, *Chair and Assistant Professor of Practice*

Justin Jones, *Associate Chair and Associate Professor of Practice*

Justin Beebe, *Assistant Professor*

Jennifer Bottomley, *Associate Professor of Practice*

George Coggeshall, *Associate Professor of Practice*

Amit Dashottar, *Assistant Professor*

James Huddleston, *Associate Professor of Practice*

Elizabeth Murphy, *Director of Clinical Education and Associate Professor of Practice*

Alia Sullivan, *Director of Clinical Education and Associate Professor of Practice*

Lisa Rosmarin, *Administrative Assistant*

Simmons College's Doctor of Physical Therapy program is nationally respected as a leader in physical therapy education for over 50 years. For students entering as first year undergraduates, the major extends over a period of six years. During the first three years, students fulfill requirements in the necessary basic and social sciences, liberal arts, and electives. In addition students will complete the prerequisites for admission into the DPT program and the coursework required for a BS degree in Exercise Science. During the final three years, those students who meet the GPA criteria are enrolled in the DPT program in the School for Nursing and Health Sciences and take courses in the DPT curriculum. At the end of the first year in the DPT program, students receive a BS degree in Exercise Science. After an additional two years in the professional program, at the end of six years at Simmons, a clinical doctoral degree is awarded (DPT). The successful completion of the doctoral degree is required to be eligible to take the National Physical Therapy Examination (NPTE) to gain licensure to practice as a physical therapist.

Situated in the School of Nursing and Health

Sciences, the DPT 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. Case studies are used to integrate basic science and clinical knowledge and skills in conjunction with psychosocial, ethical, and behavioral aspects of patient care. In small group tutorials, students work closely with individual faculty to explore information and develop clinical insights and professional behaviors.

Professional practice is a fundamental component of the curriculum accomplished through integrated clinical experiences and full-time clinical experiences. DPT graduates practice in a variety of health care settings with individuals of all ages. In clinical practice Simmons graduates demonstrate excellent clinical skills, leadership, and confidence as successful practitioners.

Throughout the six years at Simmons, students must meet certain academic requirements. These requirements should be reviewed by the student with their advisor periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite and PLAN required courses by the end of their third year at Simmons.

In order to matriculate into the professional program, students must have a 3.25 GPA in the prerequisite courses (biology, chemistry, physics, anatomy and physiology, exercise physiology, psychology, and statistics) at the end of the junior year and a 3.25 overall GPA. If at any time a student's academic work, conduct, or health is unsatisfactory, she may be required to withdraw from the major. Further descriptions of the academic requirements, student responsibilities, and the curriculum for the Doctor of Physical Therapy program can be viewed online. See Simmons College Website for more information.

You may apply to Simmons as an undergraduate transfer student and be considered for admission to the Doctor of Physical Therapy program. You must complete six of the

eleven required prerequisite science courses at Simmons, and you must earn a minimum of a 3.25 GPA for the prerequisite courses and a minimum overall GPA of 3.25 in order to be considered for matriculation into the DPT program. Additionally, you will need to meet all the requirements for an undergraduate degree from Simmons.

Major in Exercise Science

Majors will complete four prerequisite courses, ten core courses, plus two electives spread out across their four years. All majors are required to have Basic Life Support and First Aid Certifications by the end of the junior year.

The suggested sequence is:

First Year

BIOL 113	General Biology (prereq. for BIOL 246)
CHEM 111	Introduction to Chemistry (prereq. for BIOL 231)
CHEM 112	Organic Chemistry I (prereq. for BIOL 231)

Second Year

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

Third Year*

BIOL 332	Exercise Physiology (prereq. for SNHS 361)
PHYS 110	Introduction to Physics I (prereq. for BIOL 362)
SNHS 361	Exercise Assessment and Prescription
PSYC 232	Health Psychology

CPR with AED Training*
First Aid Certification *

*both offered on campus at cost

*If you are approved by the Department of Physical Therapy and are able to progress into the Doctor of Physical Therapy Program in your 4th year you must also complete: PHYS 111 & 111L Introduction to Physics II and lab

One Elective

Fourth Year

If you remain in the Exercise Science Program to earn a BS in Exercise Science you must complete:

BIOL 370 Internship (8 credits)

BIOL 362 Kinesiology

Two Electives

*If you progress into the DPT program, to earn the BS in Exercise Science, you can apply the courses in the first year of the DPT program to fulfilling the BS in Exercise Science requirements. The DPT program is 99 credits (including the combined undergraduate 4th Year/Year 1 in the graduate program).

Thirty hours of work or volunteer/ observation experience in physical therapy are required. These hours give you a firsthand picture of the profession that you have chosen. The graduate DPT program involves a full-time commitment over a three year period, including summers, beginning in the summer following the third year. Graduation is in May of the fourth (BS degree) and sixth (DPT degree) years. The program affiliates with approximately 300 institutions across the country, offering students a wide variety of clinical settings in which to participate in the practice of physical therapy. [The] Doctor of Physical Therapy program at Simmons College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

PROGRAM IN PHYSICS

Michael Kaplan, *Professor*

Michael Jordan, *Senior Lecturer*

Mirela Mustata, *Lecturer*

Mariam Ismail, *Assistant Professor*

Housed in the Department of Chemistry and Physics, the program in Physics helps one understand the basic, universal laws of the natural world and appreciate how this knowledge is used to design diverse devices that have tremendous implications for our lives, such as pacemakers, artificial limbs, integrated circuits, or rocket engines. Physics also enhances preparation for careers in medicine, health sciences, industry, and education. Courses emphasize the applications of physics and provide important problem-solving skills as well as laboratory and computer-related experience. Students who major in Physics can use up to one AP test score of five to replace a core requirement of the major PHYS 112. Students who major in Physics can use an IB test score of six or seven to replace a core requirement of the major PHYS 112 or PHYS 112 and PHYS 113, respectively.

Honors in Physics

The Department of Chemistry and Physics will grant Chemistry & Physics Departmental Honors to students graduating with majors within the Department who have earned a cumulative GPA of 3.8 or above and also earned an “Honors Thesis” designation. An “Honors Thesis” designation will be awarded to an exceptional senior thesis completed for Independent Study within the Department; earning an A on all three categories—work in the laboratory, written thesis document, and thesis defense.

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 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 4 credits from the following courses:

PHYS 120	Materials: Properties
PHYS 121	Materials: Structure
PHYS 220	Materials Modeling
PHYS 310	Materials Research Methods I
PHYS 311	Materials Research Methods II
PHYS 333	Advanced Topics in Modern Physics

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 224 Organic Chemistry
CHEM 216	Quantitative Analysis

Additional upper-level mathematics and computer science courses are also highly recommended.

Minor in Physics

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 201	Wave Phenomena and Introduction to Modern Physics

Choose 8 credits from the following (at least one 300-level):

PHYS 120	Materials: Properties (2 credits)
PHYS 121	Materials: Structure (2 credits)
PHYS 220	Materials Modeling (2 credits)
PHYS 233	The Physics of Medical Imaging
PHYS 245	Biophysics
PHYS 226	Electrical, Magnetic, and Elastic Properties of Materials
PHYS 300	Mechanics
PHYS 305	Electricity and Magnetism
PHYS 310	Material Research Methods I
PHYS 311	Materials Research Methods II
PHYS 331	Thermodynamics and Kinetics
PHYS 332	Quantum Mechanics and Molecular Structure
PHYS 333	Advanced Topics in Modern Physics

COURSES

PHYS/BIOL 103 Great Discoveries in Science (M4) (F)

4 sem. hrs.

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Three hours of lecture and a three-hour laboratory per week. Designed for non-majors. *Jordan*

PHYS 105 Science and Technology in the Everyday World: The Way Things Work (M4) (S)

4 sem. hrs.

Traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Three hours of lecture and a three-hour laboratory per week. Designed for non-majors. *Jordan*

PHYS 110 Introductory Physics I (M4) (F)

PHYS 111 Introductory Physics II (S)

4 or 8 sem. hrs. Prereq.: Secondary school algebra. (PHYS 110 is prereq. to PHYS 111.)

Teaches the fundamentals of physics for students with preparation in algebra and trigonometry. Topics drawn from mechanics, electricity and magnetism, heat, waves, sound, optics, and modern physics. Three hours of lecture, a three-hour laboratory and one-hour interactive problem-solving session per week. *Mustata*

PHYS 112 Fundamentals of Physics I (M4) (F)

PHYS 113 Fundamentals of Physics II (S)

4 or 8 sem. hrs. (PHYS 112 is prereq. to PHYS 113.)

Concentrates on the subjects of mechanics, electricity, and magnetism and on the concepts of particle and field, motion, mass, force,

energy, and momentum. Additional material drawn from kinetic theory, heat, and thermodynamics. First course in physics for science majors. Three hours of lecture, a one-hour interactive problem-solving session, and a three-hour laboratory per week. Kaplan & Jordan

PHYS 120 Materials: Properties

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. One and a half hours of lecture per week. *Staff*

PHYS 121 Materials: Structure

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. One and a half hours of lecture per week. *Staff*

PHYS 201 Wave Phenomena and Introductory Modern Physics (F)

4 sem. hrs. Prereq.: PHYS 112/113.

Focuses on wave properties common to both optics and acoustics and then extends these topics to introduce key ideas in modern physics. Rounds out a general background in physics and is recommended, along with PHYS 112/113, for preparation for the MCAT exam and as preparation for CHEM/PHYS 332. *Kaplan*

PHYS/CHEM 220 Materials Modeling

2 sem. hrs.

Provides a hands-on introduction to the use of computer methods for discovery and assessment of novel materials. Teaches the use of a variety of molecular and materials modeling software and presents the principles, benefits, and pitfalls associated with this approach to the study of materials. Emphasizes modeling projects and genuine research applications of computer modeling. *Staff*

PHYS 226 Electrical, Magnetic, and Elastic Properties of Materials

2 sem. hrs. Prereq.: PHYS 112/113.

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 233 The Physics of Medical Imaging (S-1)

4 sem. hrs. Prereq.: PHYS 110 or PHYS 112.

This course describes the historical and technical aspects of medical imaging and provides a basic understanding of the physical functional mechanisms of these technologies. Topics will include X-ray, computed tomography (CT), fluoroscopy, nuclear medicine, ultrasound (US), and magnetic resonance imaging (MRI). It is applicable to all science and allied health majors.

PHYS 245 Biophysics (F-1,2)

4 sem. hrs. Prereq.: PHYS 110 or PHYS 112.

This course is designed as an introduction to Biophysics, the application of the laws of physics to biological phenomena. It will take students through successive levels of the complexity of life, from atoms to molecules and ultimately to the behavior of organisms through the lens of physics. The course will include extensive coverage of life defining elements like water and light, of biopolymers,

biomembranes, assemblies of biomolecules, cells/neurons and discuss recent developments, such as protein folding, DNA/RNA conformations, molecular motors and optical tweezers.

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. *Kaplan*

PHYS 305 Electricity and Magnetism (S-1)

4 sem. hrs. Prereq.: PHYS 201 and MATH 220.

Examines the fundamental principles of electromagnetic theory through the introduction of Maxwell's equations and discusses electrical and magnetic fields in matter. Stresses applications to contemporary devices. Includes laboratory work. *Kaplan*

PHYS 310 Materials Research Methods I

2 sem. hrs.

Offers a clear understanding of and experience with particular instruments or techniques (such as high-vacuum systems, thin-film deposition, spincoating, photolithography, self-assembly, and micro patterning) used in the preparation of thin films or selectively activated surfaces. Emphasizes the influence of processing conditions on material properties. Work with faculty on ongoing research projects and present results in a paper or an oral presentation to physics and chemistry faculty. *Staff*

PHYS 311 Materials Research Methods II

2 sem. hrs.

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 process-

ing conditions. Work with faculty on on-going research projects and present results in a paper or an oral presentation to physics and chemistry faculty. *Staff*

PHYS/CHEM 331 Thermodynamics and Kinetics (F)

4 sem. hrs. Prereq.: CHEM 216 and PHYS 113. See description under the Department of Chemistry.

PHYS/CHEM 332 Quantum Mechanics and Molecular Structure (S)

4 sem. hrs. Prereq.: CHEM 216 and PHYS 113 See description under the Department of Chemistry.

PHYS 333 Advanced Topics in Modern Physics (F1,2)

4 sem. hrs. Prereq.: PHYS 112/113. Advanced theoretical or experimental topics not covered in other courses. May be repeated with consent of the Department.

PHYS 349 Directed Study

Advanced study on current Physics research topics. Emphasis will be on depth rather than breadth and can include student-driven topics. Generally class size is restricted to three or fewer students.

PHYS 370 Internship (F, S)

4 or 8 sem. hrs. Provides a supervised professional experience off campus. Placement must be approved by the department. Includes a final oral presentation. *Staff*

PHYS 390 Physics Seminar (F, S)

No credit. Required of all physics majors; other students are invited to attend.

DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL RELATIONS

POLITICAL SCIENCE

Catherine Paden, *Chair and Associate Professor of Political Science and International Relations and Director of General Education*
William M. Bellamy, *Joan M. and James P. Warburg Professor of International Relations*
Abel Amado, *Assistant Professor*
Kirk Beattie, *Professor*
Benjamin Cole, *Assistant Professor*
Leanne Doherty, *Associate Dean and Associate Professor*
Denise Horn, *Assistant Professor*
Kristina Pechulis, *Director, Barbara Lee Family Foundation Intern Fellowship Program*
Lena Zuckerwise, *Assistant Professor*
Mark Valentine, *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. The department also encourages students to engage in political science studies abroad.

Major in Political Science

Requirements: All majors are required to take introductory courses in each of the four subfields of political science:

POLS 101	Introduction to American Politics
POLS 102	Introduction to International Politics
POLS 103	The Nature of Politics
POLS 104	Introduction to Comparative Politics

Students must also take four POLS electives and the senior seminar in political science. The College degree requirement of eight semester hours of independent learning may be met by POLS 350, 355, 370, 380, or 390. The independent study requirement may also be met with one course from another department. With the exception of a seminar, these eight semester hours are in addition to the 36 semester hours required in the political science major.

A student who has received a 4 or 5 on AP exams in American Government and/or Comparative Politics has fulfilled the introductory course requirement for POLS 101 and/or POLS 104. Transferred AP credits on either, or both, exam(s) may be counted toward a Political Science major.

Learning Objectives of the Political Science Major

At the successful completion of the Political Science major, students will understand and be able to critically analyze:

- Domestic and international institutions of government
- The processes of decision making
- The content of political decisions
- The impact of political decisions on society
- The theoretical foundations of government and governmental decision-making

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 their 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 their thesis.

Departmental Awards in Political Science

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department.

The Carroll French Miles Award recognizes a graduating Political Science major who has demonstrated academic excellence in the major. The Roy M. Tollefson Award recognizes a graduating Political Science major who has demonstrated a high level of engagement with the department and its programming. Award recipients are selected each year by the POLS/IR faculty.

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: Catherine Paden

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 241	Business Competition and Antitrust Policy
ECON 247	Environmental Economics
POLS 212	Politics Unplugged: How Things Work in Massachusetts

3 + 1 Accelerated Degree Program: BA to MA in Public Policy

Simmons College is uniquely situated to offer an innovative 3 + 1 Master's Degree in Public Policy with a BA in Economics, Political Science, or Sociology. The study of Public Policy requires an interdisciplinary understanding of societal problems and their potential solutions. Because of the College's existing strengths in Management, Economics, Political Science,

Public Health, Social Work, and Environmental Studies, a 3 + 1 MPP program would be a natural extension of Simmons' vigorous academic programs.

Upon completing their 4-year BA/MPP degrees, students will have a command public policy analysis and will have an applied understanding of the various institutional contexts in which public policy is developed and implemented. This program is targeted to incoming students who are interested in a liberal arts education with a strong career focus.

3 + 1 Accelerated Degree Program: BA in Political Science & MA in Public Policy

In the 3 + 1 program in Political Science and Public Policy, students complete the Political Science major in three years and the interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling.

SURVEY COURSES

POLS 101 Introduction to American Politics (F-1,2; S-1,2)

4 sem. hrs.

The purpose of this class is to introduce students to the fundamentals of American government and to discuss and analyze important and controversial political issues. Through lecture, discussion, and readings, we will examine: 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. Staff

POLS 102 Introduction to International Politics (F-1,2; S-1,2)

4 sem. hrs.

This course introduces students to major topics in international relations: power politics, IR theories of the origins of conflict, war, and cooperation, international trade and mar-

kets, international organizations and law, North-South relations, global environmental problems, the commons, globalization, and terrorism. The course will cover contemporary issues in interstate relations. *Staff*

POLS 103 The Nature of Politics (F-1,2)

4 sem. hrs.

This course is meant to introduce students to the tradition of Western political theory. Together in discussion we will attend to questions such as how common understandings of citizenship have changed over time; what the proper role of government is in society; how power and violence have shaped political life; whether democracies are ideals or realities; and how certain groups of people are excluded from the benefits of citizenship, on the basis of race and gender, while others are included. Readings will include Plato, Machiavelli, Locke, Fanon, and Arendt, among others. *Zuckerwise*

POLS 104 Introduction to Comparative Politics (S-1,2)

4 sem. hrs.

Comparative Politics is the sub-field of Political Science in which the focus is on analyzing the internal politics of foreign countries. What factors give rise to democratic, communist, or other types of political regimes? What causes revolutions or military interventions in politics? What causes people to have different political values and modes of political behavior? How do other political systems solve problems in their societies? How well do they succeed? Questions will be answered as we study the political experiences of advanced industrialized countries and developing countries. *Staff*

TOPIC COURSES

POLS 202 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. *Staff*

POLS 209 The Politics of American Pop Culture (F-2)

4 sem. hrs.

Exposes students to the relationship between popular culture and the United States. Focuses on various aspects of TV, the Internet, music, radio, and sports to show how the rise of the “Political Celebrity” has taken hold of all aspects of American politics in the 21st Century. *Doherty*

[POLS 210 (TC) National Politics Unplugged: The Way Washington Works (S-1)

4 sem. hrs. Prereq.: POLS 101. Not offered 2016–18]

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. *Staff*

POLS 211 The Politics of Cities (S-1)

4 sem. hrs.

This course examines the development, organization, and various forms of politics in American cities, including Boston. It 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,F-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. *Pechulis*

POLS 213 Politics in the Republic: Congress and the Presidency (F-2)

4 sem. hrs.

Examines decision-making at the national level of American politics, focusing on the internal operational dynamics and structural environment of the Congress, patterns of presidential decision-making and leadership, and the complex relationships between the legislative and executive branches of the government. *Paden*

POLS 214 Constitutional Law: The Modern Court (S-2)

4 sem. hrs.

Analyzes the Supreme Court’s decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Considers the court’s impact on debates over privacy, race and sex discrimination, freedom of expression, and religion. *Staff*

POLS 215 The Politics of Exclusion (S-2)

4 sem. hrs.

Examines the changing patterns of incorporation of ethnic and racial minorities. 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, Staff*

POLS 216 The American Judiciary and Legal Issues (F-2)

4 sem. hrs.

Examines the American court system as an institution of the U.S. government, and the relationships among law, politics, and society. Examines the meaning of law in the U.S. context, the institutions of law in the U.S.—both the federal and state court systems, and will include discussion and debate on several contemporary legal issues, including same-sex

marriage, pornography, affirmative action, and the death penalty. *Paden*

POLS 217 American Public Policy (S-1,2)

4 sem. hrs. Prereq.: POLS 101 or consent of instructor.

This course examines public policy in the U.S., emphasizing how patterns of political power shape, and are shaped in turn, by state intervention. How do local, state, and federal governance structures in the United States interact to produce policy in response to emergent policy problems? How do problems make the agenda, and under what circumstances are radical policy solutions more or less likely to occur? Why, for example, did healthcare reform fail so dramatically under the Clinton administration, and why was the time right some fifteen years later? This course uses contemporary and historical case studies from social, economic, and foreign policy arenas to introduce students to the processes of problem identification, agenda-setting, and policymaking in the United States. *Cole, Doherty*

POLS 218 Parties and Elections (F-1)

4 sem. hrs.

As a representative democracy, the U.S. political system was built with the understanding that political elites should respond to the people, but that the public’s influence over their lawmakers should be limited. In this course, we will study the mechanisms that link people to policymakers. Specifically, this course examines political parties, elections, and interest groups. We will consider the history and function of parties, the role of parties in elections, the importance (or not) of campaigns, alternative mechanisms of interest representation, and recent American electoral events. *Paden*

POLS 219 Gender and Politics (F-2)

4 sem. hrs.

The goal of the course is to create an understanding of women as emerging political players in society. This will include the history of women in American politics, their strategies for gaining political power, the evolution of

public policies that affect the lives and opportunities of women, and the present political status of women in the U.S. and globally. To study and discuss the roles of both women and men in politics are difficult tasks, therefore this course will attempt to attack these tasks from different angles - theoretically, institutionally, and through case study analysis. Doherty, *Zuckerwise*

POLS 220 International Organization and Law (S-1,2)

4 sem. hrs. Prereq.: POLS 102 or consent of instructor.

This course looks at the development of international organizations and their role in the post-Cold-War era. The course analyzes both the problems and processes of international organizations through case studies of different interventions. Focuses on the United Nations and its role in resolving international conflict. The course studies the development and increasing scope of international law, including the issues of war crimes and right to protect. *Horn, Staff*

POLS 221 The Arab-Israeli Conflict (F-1,2)

4 sem. hrs.

This course examines numerous dimensions of the Arab-Israeli and Israeli-Iranian conflicts. It examines the emergence of the Zionist movement and the friction produced by Zionist settlement in Palestine under the British mandate and Israeli's creation. It analyzes the interests and objectives of all major parties in the conflict, ranging from its impact on Israelis and Palestinians to the concerns of other regional and global actors. Special attention is given to U.S. policy making on the conflict, and efforts by the U.S. and the international community to resolve the conflict. *Beattie*

POLS 223 Human Rights: The Basic Dilemmas (F-1)

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. *Horn, Staff*

POLS 224 Human Security: Transnational Security Issues in a Global World (S-2)

4 sem. hrs.

Examines global security issues involving sub-actors, such as trans-national criminal gangs, terrorist organizations, and transnational issues. This course will focus on the issues of human security, including human trafficking, refugees and stateless peoples, transnational crime, narco-states, piracy, food security, impact of climate change, and threats to public health. *Staff*

POLS 225 International Politics of East Asia (F-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. *Horn*

POLS 229 Comparative Foreign Policy (S-1)

4 sem. hrs.

Examines foreign policy of various countries in Asia, Europe, Latin America, Africa, the Middle East, and North America (except the United States). Focus on top leaders and their worldviews, bureaucracies, size of a state, national culture, and type of regime, and 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. *Cole*

POLS/PHIL 232 Theories of Justice (S-1)

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. *Zuckerwise, Staff*

POLS 233: Feminism and Capitalism (F-1)

4 sem. hrs.

This course explores the connections between feminism and capitalism. In what ways do feminist politics perpetuate capitalism, and how do they offer possibilities for critical resistance to it? Together we will consider how liberal feminism in particular accommodates capitalism, as well as what a radical, feminist critique of capitalism entails. *Zuckerwise*

POLS 236 Political Novels (F-2)

4 sem. hrs.

Although science fiction and futuristic novels are usually set in distant times and places, they very often engage and comment on the political questions, debates, structures and constructs that characterize our own times. POLS 236 provides students with an introduction to contemporary and historical international relations, and politics more generally, through the lens of science fiction. What does Heinlein's *The Moon Is a Harsh Mistress* tell us about revolution, colonialism, and dependency theory? To what degree do Atwood's *A Handmaid's Tale* and Leguin's *Left Hand of Darkness* learn from and inform contemporary feminism, and/or feminist IR theory? Beyond the allegory of hydraulic despotism and oil dependency, how does Dune present realpolitik, and what is Herbert's message about the role of the übermensch in political affairs? Using a combination of readings, films, group work, and discussions, students will ask and explore open-ended questions about the relationships between the major ideas and themes of politically relevant science fiction novels, comparative and international relations theory, and current events. *Cole*

POLS 240 Islam and the West (S-1)

4 sem. hrs.

Conceived in the immediate aftermath of 9/11, this course is designed to investigate the putative "Clash of Civilizations" between predominantly Muslim nations and "the West." Following an initial examination of the basic tenets of Islam and an overview of its historical development, the course focuses on explaining the political behavior of Islamists, both moderates and extremists, and the nature of their relations with the governments and peoples of the United States and numerous Western European countries. Attention is also given to racism in "the West" and related right-wing political backlashes. *Beattie*

[POLS 241 The Dragon Ascendant: Politics and Policy-making in Contemporary China

4 sem. hrs. Not offered in 2016–2018.]

Politics and Policy-making in China is a new course offering focusing on post-Maoist politics in China. The course will introduce students to the history and development of Chinese political institutions, analyze the policy-making process within China's opaque political institutions, discuss the role of interest groups, and analyze elite politics. Finally it will introduce students to the limits of political reform, analyze changing center-periphery relations, and the changing nature of civil-military relations. *Staff*

POLS 242 Government and Politics of Africa (F-1)

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. *Amado, Bellamy, Staff*

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, such as the recent Arab revolutions and the threat posed by the Islamic State. *Beattie*

POLS 244 Crisis and Transition in Contemporary Africa (F-2)

4 sem. hrs.

Explores how South Africa, Rwanda, and Eritrea, nations traumatized by racial domination, genocide, and protracted war and dictatorship, cope with their painful pasts and what actions or programs promote peace, reconciliation and democracy. *Amado, Bellamy, Staff*

POLS 245 Politics of Newly Industrializing Countries (F-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 underdevelopment. Focuses on case-studies from the Asia-Pacific region. *Staff*

[POLS 245M Politics of Newly Industrializing Countries (TC)]

4 sem. hrs. Not offered in 2016–18.]

Analyzes problems encountered by developing countries, such as decolonization, the formation of a national identity, military interventions in politics, the development of representative government, challenges posed by powerful companies and nation states and the need to combat poverty, illiteracy, and economic underdevelopment with a particular focus on Thailand. *Staff*

POLS 246 Politics of Western Europe (F-1)

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, Staff*

POLS 247 Politics of Religious Fundamentalism (F-1)

4 sem. hrs.

Analyzes the politicization of the world's major religions over the last four decades, including the appearance of religious extremists. Discusses where and why this phenomenon has occurred and the impact of an increasing politicization of religion on domestic and international politics. *Beattie*

[POLS 248 Terrorism (F-1)]

4 sem. hrs. Not offered 2016–18.]

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. *Staff*

POLS/HIST 249 U.S. Foreign Policy: 1945–Present (F-1)

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. *Horn, Staff*

POLS 250 Democratization in Latin America (S-1)

4 sem. hrs.

Why does Costa Rica serve as a model for democracy and development, while next-door neighbor Nicaragua remains one of the poorest countries in the world, mired in a struggle to democratize? Why have democratic regimes in Chile and Uruguay consolidated, while Venezuela and Ecuador have experienced a steady erosion of democratic institutions and norms? While some suggest that institutions, culture, or the timing of elections in democratic transitions play dominant roles in explaining these divergent outcomes, others point to the Cold War, neo-imperialism, and the resource curse as factors holding back would-be democracies. This course uses a comparative case study approach to test the major theories of democratic transition, focusing on the experiences of Central and South American countries. *Cole*

[POLS 264 (TC) Political Economic Evolution of Egypt

4 sem. hrs. Not offered in 2016–2018]

Analyzes Egypt's political-economic development since the colonial era and the challenges of nation building. The class examines military rule, political authoritarianism, and the loosening of political bounds, including the rise of political Islam. The course addresses the ongoing challenges of poverty, illiteracy, and economic underdevelopment. *Beattie*

[POLS 266 (TC) France: Economic, Socio-Cultural and Political Change

4 sem. hrs. Not offered in 2016–2018.]

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. Not offered in 2016–18.]

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.

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;S-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. *Paden*

POLS 380 Field Work (F-1,2; S-1,2)

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

POLS 390 Seminar (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Required of all senior political science majors. *Staff*

INTERNATIONAL RELATIONS

International Relations Steering Committee

Catherine Paden, *Chair and Associate Professor of Political Science and International Relations and Director of General Education*

William M. Bellamy, *Joan M. and James P.*

Warburg Professor of International Relations

Abel Amado, *Assistant Professor of Political Science and International Relations*

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

Benjamin R. Cole, *Assistant Professor of Political Science and International Relations*

Denise Horn, *Assistant Professor of Political Science and International Relations*

Jyoti Puri, *Professor of Sociology*

Eduardo Febles, *Associate Professor of Modern Languages*

Sarah Leonard, *Associate Professor of History*

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

Stephen Ortega, *Associate Professor of History*

Niloufer Sohrabji, *Associate Professor of Economics*

Major in International Relations

The interdisciplinary major in international relations seeks to understand the political, economic, social, and cultural relations among states as well as the transnational roles of 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.

Learning Objectives of the International Relations Major

At the successful completion of the International Relations major, students will be able to demonstrate proficiency in a foreign language, and will understand and be able to critically analyze:

- Domestic and international institutions of government and organizations
- The political, economic, and social relations among states
- The transnational roles of non-state actors
- The impact of political decisions on society
- The theoretical and historical foundations of political decision-making
- The aspects of political development, nation building, and democratization.
- The nuances of international law, human rights, and ethics.
- The tenants of international economic institutions and trade

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 may choose to use their native language to fulfill the language proficiency requirement in International Relations.
3. Students who choose to use either French or Spanish to fulfill the proficiency requirement in International Relations must take at least two foreign language courses beyond the College's foreign language requirement in the same language used to fulfill that requirement. Students who choose to fill the proficiency requirement in Japanese or Chinese must take one language course beyond the College's foreign language requirement in the same language used to fulfill that

requirement. Any language course above the 202 level may be counted as an elective toward a relevant “Area Studies” area of elective concentration.

4. Students whose native language is English, and wish to use a modern language not taught at Simmons to fulfill the proficiency requirement in international relations, may petition the International Relations Steering Committee, which will determine whether the level of proficiency in that language meets the requirement.

Note: Dix Scholars majoring in international relations must fulfill the international relations language requirement.

Requirements for the Major

Core Courses (six total):

ECON/

WGST 214 Women in the World Economy

HIST 101 World History II: Colonialism and Post-Colonialism

HIST 128 Modern European History: 1789–1989

INRL 390 Senior Seminar

POLS 102 Introduction to International Politics

POLS 220° International Organizations and Law

One of the following:

ECON 218° International Trade

ECON 220° International Monetary Systems

Students are strongly encouraged to take the following courses in the first or second year: ECON 100 and 101, HIST 101 and 128, and POLS 102. Faculty members of the International Relations Steering Committee are available for advising and supervising independent studies and honors theses.

Electives: Three courses in one of the following areas: Global and Human Security, Political Economy and Development, Transnational Issues of Culture and Identity, or Geographical Area Studies. Students may substitute courses from other colleges and study-abroad pro-

grams with special permission. This list is not inclusive and new curricular offerings may be added.

Elective Areas:

Global and Human Security

HIST 203 History of East Asian and U.S. Foreign Relations

HIST 205 Global Environmental History

HIST 237 Holocaust

HIST 251 Global Perspectives on 9/11

HIST 248 U.S. Foreign Policy: 1898–1945

HON 303 HIV/AIDS: The Intersection of Science and Society

NUTR 150 International Nutrition Issues

POLS 221 The Arab-Israeli Conflict

POLS 223 Human Rights: The Basic Dilemmas

POLS 224 Human (In)Security

POLS 229 Comparative Foreign Policy

POLS 244 Crisis and Transition in Contemporary Africa

POLS 248 Terrorism

POLS/

HIST 249 U.S. Foreign Policy: 1945–Present

POLS/

COMM 268 Human Rights in South Africa

Political Economy and Development

ECON 124/

HONS 224 BRICS and the Global Economy

ECON 216° Economic Development

ECON 222° Comparative Economies of East Asia

NUTR 150 International Nutrition Issues

POLS 104 Introduction to Comparative Politics

POLS 225 International Politics of East Asia

POLS 242 African Politics

POLS 245 Politics of Newly Industrializing Countries

POLS 245M Politics of Newly Industrializing Countries—Thailand Short-Term Course

SOCI 245 International Health

Transnational Issues of Culture and Identity

FREN 266	The Quest for Identity: The Self and the Other in French Literary Tradition
FREN 316	Outside France: Perspectives from the French-Speaking World
HIST 231	Understanding Islam in Historical Perspective
HIST 251	Global Perspectives on 9/11
HIST 361	Topics in World History; Cross-Cultural Encounters: Contacts, Connections, and Conflict
HIST 364	The Rape of Nanjing
HON 201	Conflict and Identity in Sudan
HON 203	Islam and the West
HON 204	France and the Francophone World
INRL 202*	Special Topics in International Relations
POLS 202*	Special Topics in Political Science
POLS 240	Islam and the West
POLS 247	The Politics of Religious Extremism
SOCI 267	Globalization
SOCI 270	South Asia: People and Power
SOCI 300	Gender and Islam
SOCI 348	Re-envisioning the Third World
SPAN 314	Hispanic Culture as Seen Through Film
SPAN 380	Migrant in the City: Fieldwork Seminar on Puerto Rican Culture

Geographic Area Studies

A student may choose to concentrate their electives in one geographic area, selecting three courses from one of the following lists. If a student wishes to concentrate their electives in an area not represented, or if they wish to count courses taken abroad or at another university in the relevant area, they must obtain

permission from the Chair of the Department of Political Science and International Relations.

AFRICA

FREN 316	Outside France: Perspectives from the French-Speaking World
HON 201	Conflict and Identity in Sudan
POLS 242	Government and Politics in Africa
POLS/	Human Rights in South Africa
COMM 268	

ASIA

CHIN 310	Chinese Civilization: Past and Present
ECON 222°	Comparative Economics of East Asia
HIST 201	The Dynamics of Japanese History
HIST 202	Asia to the 18th Century
HIST 203	History of East Asian and U.S. Foreign Relations
HIST 204	Japanese Culture: Gender, Family and Society
HIST 206	The Rise of Modern China
HIST 207	Gender, Family, and Society in Modern China
HIST 362	Reforms and Revolutions in Asia
HIST 364	The Rape of Nanjing
JAPN 310	Japanese Civilization
POLS 225	International Politics of East Asia
POLS 241	The Dragon Ascendant: Politics and Policy-making in Contemporary China
POLS 245	Politics of Newly Industrializing Countries
POLS 245M	Politics of Newly Industrializing Countries—Thailand Short-Term Course
SOCI 270	South Asia: People and Power

EUROPE

- FREN 266 The Quest for Identity: The Self and the Other in French Literary Tradition
- FREN 310 Inside France: Studies in French Culture
- HIST 230 Women and Gender in Europe
- HIST 237 Holocaust
- HON 301 Explosive Mix: When Ethnicity, Religion, and Nationalism Collide
- POLS 233 Politics and Catastrophe: Political Thought in the 20th Century
- POLS 240 Islam and the West
- POLS 246 Politics of Western Europe
- POLS 266 France: Economic, Socio-Cultural and Political Change
- SPAN 253 Social and Political Issues in Modern Spain
- SPAN 264 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater
- SPAN 310 The Making of Spain: Studies in Spanish Culture
- SPAN 314 Hispanic Culture as Seen Through Film

LATIN AMERICA

- HIST 218 Topics in Latin American History: Central America and the Caribbean
- HON 202 Political Upheaval in 20th Century Latin America
- POLS 250 Democratization in Latin America
- SOCI 277 Introduction to Latin American Studies
- SPAN 266 Imagination, Freedom, and Repression in Latin American Literature
- SPAN 395 Special Topics
- SPAN 312 Society and Politics in Latin America
- SPAN 332 Contemporary Fiction in Latin America

MIDDLE EAST

- HIST 231 Understanding Islam in Historical Perspective
- HONS 203 Islam and the West
- POLS 221 The Arab-Israeli Conflict
- POLS 243 Middle Eastern Politics
- POLS 264 Political Economic Evolution of Egypt

*Prerequisites: For ECON/WGST 214: ECON 100 and 101 or by consent. For ECON 216, 218, 220, and 222: ECON 100 and 101. For POLS 220: POLS 102.

*Depending on the topic, these courses may count in another particular area.

Honors in International Relations

To become a candidate for honors in international relations, a student must have a GPA of 3.67 in international relations courses and must submit a proposal for a thesis to the International Relations Steering Committee in the spring of their 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 their thesis.

Departmental Awards in International Relations

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department.

The James P. Warburg Award recognizes a graduating International Relations major who has demonstrated academic excellence in the major. The Dag Hammarskjöld Award recognizes a graduating International Relations major who has demonstrated a high level

of engagement with the department and its programming.

Minor in International Relations

A minor consists of the following five courses: POLS 102; ECON/WGST 214; ECON 218 or 220; HIST 101 or HIST 128; and one elective, to be chosen from any other core course or area elective.

C O U R S E S

INRL 202 Special Topics in International Relations

4 sem. hrs.

Reflects the interests and experiences of the current Warburg Professor of International Relations.

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

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

INRL 355 Thesis (S-1,2)

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

Includes an oral defense with members of the International Relations Steering Committee.

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

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

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

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

INRL 390 Senior Seminar (F-1,2)

4 sem. hrs.
Addresses topics in International Relations based on the expertise of the Warburg Professor. *Warburg Professor of International Relations*

DEPARTMENT OF PSYCHOLOGY

Gregory Feldman, *Chair, Professor*
Ellen Birchander, *Lecturer*
Amanda Carey, *Assistant Professor*
Kristin Dukes, *Assistant Professor*
Rachel Galli, *Associate Professor and
Coordinator of the Neuroscience and
Behavior Program*

Sarah Martin, *Associate Professor*
John Reeder, *Associate Professor*
Geoffrey Turner, *Associate Professor*
Evelyn Alemán, *Administrative Assistant*

Psychology is the scientific exploration of behavior and mental processes. Our curriculum covers the biological, cognitive, developmental, emotional, personal, and interpersonal aspects of the human experience, as well as the methodologies used to study them. Along the way students gain a better understanding of themselves and others. They also discover the connection between those underlying processes and mental health, and how mental health problems can be diagnosed and treated with a range of therapeutic techniques. The breadth and depth of our course offerings, along with opportunities for research and fieldwork experience, prepare students for graduate study and a wide variety of careers in psychology and related fields including basic research, clinical practice and counseling, neuroscience, child development, education and school psychology, social work, human factors, organizational psychology and human resources, public health, law, and any other field that involves behavior and thought (in other words, any field at all). The Psychology major can be combined with majors and minors in other departments leading to exciting interdisciplinary careers. We also offer a joint major in Neuroscience and Behavior for students whose interests span psychology and biology.

Learning Objectives

Theory and Content: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Research Methods: Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Communication Skills: Students will be able to communicate effectively in a variety of formats.

Leadership: With insight into behavior and mental processes, students will learn strategies for self-management and self-improvement as well as coordinating collaboration and navigating group dynamics.

Professional Development: Students will develop realistic plans for implementing their psychological knowledge, skills, and values in a variety of occupational pursuits.

Major in Psychology

Requirements

Every Psychology major must complete 36 semester hours in psychology and four hours in statistics.

The following five core courses are required:

PSYC 101	Introduction to Psychological Science
MATH 118	Introductory Statistics (or MATH 227 or MATH 229)
PSYC 201	Biological Psychology
PSYC 203	Research Methods in Psychology
PSYC 345	History and Systems of Psychology

In addition, to ensure sufficient breadth across substantive areas as well as depth in at least one area, every Psychology major must complete at least one course in each of the five following areas:

Basic Processes

PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Learning and Conditioning
PSYC 247	Sensation and Perception

Social and Developmental

PSYC 235	Developmental Psychology
PSYC 236	Psychology of Adolescence
PSYC 239	Psychology of Aging
PSYC 248	Social Psychology

Clinical and Personality

PSYC 230	Theories of Personality
PSYC 231	Abnormal Psychology
PSYC 232	Health Psychology

Upper Level Theory and Application

PSYC 331	Seminar in Clinical Psychology
PSYC 335	Social and Emotional Development
PSYC 336	Childhood Psychopathology
PSYC 339	Psychology and the Law

Upper Level Research

PSYC 301	Research in Biopsychology
PSYC 303	Research in Cognitive Processes
PSYC 304	Research in Personality
PSYC 308	Research in Social Psychology

Prerequisites: PSYC 101 Introduction to Psychological Science is a prerequisite for all courses offered by the department except PSYC 220 (for which the prerequisite is PSYC 101 or WGST 100). Upper-level courses have additional prerequisites as detailed in the course descriptions.

Students may use an AP psychology test score of 4 or 5 to replace the PSYC 101 course requirement, but they are still encouraged to take the course for the comprehensive background it provides.

Recommendations: Students considering a major in psychology are advised to take PSYC 101 Introduction to Psychological Science and MATH 118 Introductory Statistics during their first year so that they can take PSYC 203 Research Methods in Psychology and PSYC 201 Biopsychology in their second year, as intended. Advisors and the Department Chair can help students plan individualized course sequences based on their interests and career goals. The following examples illustrate a variety of possibilities.

1. A student with career interests in the clin-

- ical and personality area should consider PSYC 230, 231, 232, 304, 331, 336, and 339.
2. A student planning a career working with children, such as early childhood education, counseling, child guidance, or school psychology, should consider PSYC 235, 236, 305, 335, and 336
 3. A student planning a career in medical or neuroscience research should consider PSYC 232, 243, 244, 245, 247, and 301. Relevant courses in biology, chemistry, and computer science are also recommended.
 4. A student interested in a career in behavioral research, human factors, or computer-based instruction should consider PSYC 243, 245, 247, 248, and 303. Relevant areas of mathematics and/or computer science are also recommended.
 5. A student planning a career in social service or human resources should consider PSYC 230, 231, 232, 248, 308, and 339.

Independent Learning in Psychology

Psychology majors typically fulfill the 8-credit Independent Learning degree requirement by taking PSYC 380 Fieldwork in a Psychological Setting (a two-semester 8-credit course) or two semesters of PSYC 350 Independent Study (for 4 credits each). Alternatively they can seek departmental approval to take one semester of PSYC 350 (for 4 credits) followed by either PSYC 355 Thesis (for 4 credits) or PSYC 381 Writing a Psychological Thesis (for 4 credits). In consultation with their advisors, Psychology majors also have the option of fulfilling their Independent Learning degree requirement in other departments or programs.

Honors in Psychology

The general requirements for attaining departmental honors are indicated in the Undergraduate Catalog under Academic Honors and Recognition Programs. To qualify for Honors in Psychology, a student must satisfactorily complete either PSYC 350 Independent Study or the first half of PSYC 380 Fieldwork in a Psychological Setting during the first semester of the senior year. The student must then

propose a thesis to the Psychology Faculty. If the proposal is approved, and if the student's Psychology GPA is at least 3.5, the student may register for PSYC 355 Thesis or PSYC 381 Writing a Psychological Thesis in the second semester of the senior year. By earning a grade of A or A- in that course and successfully defending the thesis to the Psychology Faculty, the student will graduate with Honors in Psychology. Note that although a thesis can be proposed after the first semester of PSYC 380, students must still complete the second semester of that course (which can be done concurrently with PSYC 355 or PSYC 381) to earn credit for it.

Minor in Psychology

The requirements of the Psychology Minor include PSYC 101 Introduction to Psychological Science, one course chosen from the Basic Processes area (see above), and three electives with the PSYC designation. Nursing students can count NURS 348 as one of the three electives.

Interdisciplinary Major in Neuroscience and Behavior

Students interested in both psychology and biology can pursue the joint major in Neuroscience and Behavior. Drawing from the social, natural, mathematical, and life sciences, this major addresses intriguing and difficult issues related to behavior and experience. It is a fast-growing field that has yielded exciting new discoveries about the biological bases of behavior, conscious experience, and the relationship between physical and mental health. The major offers two tracks enabling students to focus on either neurobiology or cognition and behavior. 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 Neuroscience and Behavior major, contact Professor Rachel Galli (Psychology Department) or Professor Bruce Gray (Biology Department). Students planning to attend medical, dental, or veterinary school

should also contact the Health Professions advisor as early as possible to identify other courses required for admission to those professional programs.

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

9 Core Courses

BIOL113	General Biology
PSYC 101	Introduction to Psychological Science
CHEM 112	Introductory Chemistry: Organic or CHEM 113 Principles of Chemistry
MATH 118	Introductory Statistics or MATH 227 Biostatistical Design and Analysis or MATH 229 Regression Methods
PSYC 201	Biological Psychology
PSYC 203	Research Methods in Psychology
PHIL 237	Philosophy of Mind (PHIL prerequisite waived for Neuroscience and Behavior majors)
NB347	Seminar in Neuroscience and Behavior

One Psychology course chosen from the Basic Processes area:

PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Learning and Conditioning
PSYC 247	Sensation and Perception

5 Courses for the Neurobiology track:

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

5 Courses for the Cognitive Behavioral track:

BIOL 342	Behavioral Biology
PSYC 301	Research in Biopsychology or
PSYC 303	Research in Cognitive Processes

One additional 200-level or higher Biology course

Two additional courses from the Neuroscience List (see below). Courses cannot double-count for both this requirement and the core/track requirements.

Neuroscience List

PSYC 231	Abnormal Psychology
PSYC 232	Health Psychology
PSYC 243	Cognitive Psychology
PSYC 244	Drugs and Behavior
PSYC 245	Learning and Conditioning
PSYC 247	Sensation and Perception
PSYC 301	Research in Biopsychology
PSYC 303	Research in Cognitive Processes
MATH 227	Biostatistical Design and Analysis
MATH 229	Regression Methods
CS 112	Introduction to Computer Science
IT 225	Health Informatics
BIOL 222	Animal Physiology
BIOL 225	Cell Biology
BIOL 231	Anatomy and Physiology I
BIOL 246	Fundamentals of Exercise and Health
BIOL 334	Neurobiology
BIOL 335	Developmental Biology
BIOL 336	Genetics
CHEM 112	Introductory Chemistry: Organic or CHEM 114 Organic Chemistry
CHEM 223	Introduction to Biochemistry
NUTR 111	Fundamentals of Nutrition Science or NUTR 112 Introduction to Nutrition Science
PHIL 136	Philosophy of Human Nature
PHIL 238	Ways of Knowing
SOCI 241	Health, Illness, and Society

Independent Learning in Neuroscience and Behavior

Neuroscience and Behavior majors have three options for completing the 8-credit Independent Learning degree requirement. They should make arrangements for any of these options with their advisor before the end of the Junior year. First, they can do research projects: two semesters of PSYC 350 Independent

Study, two semesters of BIOL 350 Independent Laboratory Research, or one semester of each. Second, they can do internships: two semesters of PSYC 380 Fieldwork in a Psychological Setting, or two semesters of BIOL 370 Internship. Third, they can seek departmental approval to do a research project and a thesis: one semester of PSYC 350 or PSYC 380 followed by either PSYC 355 Thesis or PSYC 381 Writing a Psychological Thesis, or one semester of BIOL 350 or BIOL 370 followed by BIOL 355 Thesis. Note that although a thesis can be proposed after the first semester of PSYC 380, students must still complete the second semester of that course (which can be done concurrently with PSYC 355 or PSYC 381) to earn credit for it.

COURSES

PSYC 101 Introduction to Psychological Science (M6) (F-1,2; S-1,2)

4 sem. hrs.

Surveys contemporary approaches to the scientific study of behavior and mental processes. Covers topics from neurons to neuroses, including perception, memory, social interaction, personality, and mental disorders. Turner, Galli, Carey, Staff

PSYC 201 Biological Psychology (M4) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Considers some of the ways behavior and experience are related to biological processes. Classroom and laboratory topics include brain structure and function, drugs and addiction, brain damage, sleep and consciousness, stress, memory and amnesia, and mental illness. Includes lectures and laboratory sessions. Galli, Carey

PSYC 203 Research Methods in Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and MATH 118 (or MATH 227 or MATH 229)

Uses lectures and laboratories to introduce the methods and statistics used in the study of psychology, including case study, survey, observation, and experimentation. Gives

special attention to critical-thinking skills and the design and evaluation of scientific research. Reeder, Dukes, Staff

PSYC 220 The Psychology of Women (S-1,2)

4 sem. hrs. Prereq.: PSYC 101 or WGST 100.

Explores the origins and implications of similarities and differences between women and men. Examines sex-role stereotyping, sex-role development, female personality, mental health, and sexuality in social and cultural contexts. Dukes, Staff

[PSYC 230 Theories of Personality (F-2)

4 sem. hrs. Prereq.: PSYC 101. Not offered in 2016–2017.]

Surveys various theoretical approaches to the study of personality development and dynamics, including trait, biological, psychoanalytic, behaviorist, and phenomenological theories. Considers selected empirical work and assessment techniques. Feldman

PSYC 231 Abnormal Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores the nature and dynamics of psychological disorders including anxiety disorders, psychotic disorders, mood disorders, and addiction. Emphasizes the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena. Feldman, Martin, Staff

PSYC 232 Health Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101

Explores the biological, psychological, and social factors related to health and illness. Includes discussion of the biological factors involved in prevention and treatment; the role of personal factors such as 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) (M6)

4 sem. hrs. Prereq.: PSYC 101.

Considers the theoretical approaches and

methodological issues involved in understanding normative development from conception to adolescence. Examines the origins and progression of biological, perceptual, cognitive, social, and emotional systems, as well as the complex interactions among them, via lecture, discussion, demonstration, and observation. Childrearing and education implications are discussed. *Turner, Martin, Birchander, 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, Birchander*

PSYC 237N Life Span Development (F-1,2)

4 sem. hrs. Prereq.: PSYC 101, Nursing major, and have not taken PSYC 235.

Explores the development of the individual from birth to death using psychological theory and research. Stresses the interaction of social, cognitive, and biological factors in human development; the interaction between the person and the environment; and the transitions across the lifespan. *Staff*

PSYC 239 Psychology of Aging (S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Focuses on later life and how social forces influence people's experiences with aging. Looks at myths and stereotypes about the aging process, analyzes the mental and physical challenges we face as we age, assessing the continuities and discontinuities in family relationships, and discussing the implications of a growing aging population. *Birchander*

PSYC 243 Cognitive Psychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines central aspects of cognition, such as perceiving, remembering, forgetting, problem solving, decision-making, and communicating from the perspective of psychological theory, experimental findings, and everyday experience. *Reeder, Turner*

PSYC 244 Drugs and Behavior (S-1,2)

4 sem. hrs. Prereq.: PSYC 201.

Explores the psychological, biological, and societal factors that influence drug use. Focuses on the neurochemical bases of drug action and the experimental paradigms used in studying the behavioral effects of drugs. Topics include illegal and legal drugs, including medications for mental illness. *Galli*

PSYC 245 Learning and Conditioning (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Explores basic mechanisms of learning (especially classical and operant conditioning) and how they produce changes in behavior. Emphasizes scientific research on human and animal behavior, but also considers clinical, social, and philosophical implications. Provides a theoretical foundation for understanding the interaction between behavior and the environment. *Reeder*

PSYC 247 Sensation and Perception (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Studies the relationship between the external world and our internal representation of it, the world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality. *Carey, Staff*

PSYC 248 Social Psychology (F-1,2)

4 sem. hrs. Prereq.: PSYC 101.

Examines behavior as it is influenced by other people and social situations. Studies social influence, person perception, interaction, attitude change, and group dynamics. *Dukes*

PSYC 301 Research in Biopsychology (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, Turner*

PSYC 304 Research in Personality (F-1,2)

4 sem. hrs. Prereq.: PSYC 203, PSYC 230, and consent of the instructor.

Surveys the methods psychologists use to investigate personality. Topics include how theories of personality guide hypothesis development, research ethics and design, data collection and analysis, and the presentation of research findings. Students will gain direct experience in conducting a research project in personality psychology. Includes a laboratory component. *Feldman*

PSYC 308 Research in Social Psychology (S-1,2)

4 sem. hrs. Prereq.: PSYC 203, 248, and consent of the instructor.

Discusses research methods in social psychology and the application of social psychological findings to various human environments. Students will participate in conducting all phases of a research project from design to data collection and analysis. *Dukes*

[PSYC 328 Special Topics in Psychology (S-2)]

4 sem. hrs. Prereq.: PSYC 101, junior standing, and consent of the instructor. Not offered in 2016–2017.]

In-depth investigation of an advanced topic within the field of psychology, offerings will vary.

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. *Martin*

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]

4 sem. hrs. Prereq.: PSYC 231, 235, or 248 and consent of the instructor. Not offered in 2016–2018.]

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. *Staff*

PSYC 345 History and Systems of Psychology (F-1,2; S-1,2)

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Normally open only to seniors. A Capstone seminar that addresses the intellectual background of topics from across the psychology curriculum. Students read and discuss historically significant primary sources and explore the basis for the modern theories and findings addressed in other courses. *Reeder*

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

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Directed study does not count toward the independent learning requirement. *Staff*

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

4 sem. hrs. Prereq.: PSYC 101 and consent of the instructor. *Staff*

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

4 sem. hrs. Prereq.: PSYC 350 and consent of the department. *Staff*

PSYC 380 Fieldwork in a Psychological Setting (F-1,2; S-1,2)

4-8 sem. hrs. Prereq.: PSYC 101, senior standing, and consent of the instructor. Provides staff-supervised experience to seniors in a variety of service and research settings. Involves exposure to activities such as counseling, psychological testing, special education, human resources, interviewing, psychotherapy, and laboratory research. A two-semester, 8-credit sequence. *Martin*

[PSYC 381 Writing a Psychological Thesis (S-2)]

4 sem. hrs. Prereq.: PSYC 350 or PSYC 380 and consent of the instructor. Not offered in 2016–2017.] Students participate in seminar meetings focused on the integration of psychological theory, research, and practice, with particular

emphasis on scientific writing in the field. Each student writes and presents an original thesis paper. *Martin*

NEUROSCIENCE AND BEHAVIOR**NB 347 Seminar in Neuroscience and Behavior (S-1,2)**

4 sem. hrs. Prereq.: Consent of the instructor. Normally open only to senior Neuroscience and Behavior majors. Addresses current topics through readings, presentations, field trips, and other activities. *Galli, Gray, Carey*

DEPARTMENT OF PUBLIC HEALTH

Elizabeth Scott, (*Chair and Associate Professor*)
Shelley White, *Assistant Professor, Director of the online MPH Program, and Professor of Sociology*

John Quattrochi, *Assistant Professor*
Raja Staggers-Hakim, *Assistant Professor*

AFFILIATED FACULTY

Valerie Leiter, *Professor of Sociology*

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 provides pre-med students and other health professions students with 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 as well as health inequities. Public health professionals have excellent employment prospects, as researchers, community health workers, and health program managers.

Public Health Major

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

First Year

BIOL 113	General Biology
BIOL 104	Introduction to Environmental Science
SOCI 241	Health, Illness and Society
CHEM 109	General, Organic, and Biochemistry for Public Health

Sophomore Year

MATH 118	Introduction to Statistics or
MATH 227	Biostatistical Design and Analysis
NUTR 150	International Nutrition Issues or
SOCI 245	Global 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 (BS Public Health)

BIOL 246	Foundations of Exercise and Health
BIOL 347	Human Development and Genetics

Students must choose two additional courses from the biology list:

Biology Electives

BIOL 245	Ecology
BIOL 338	Microbial Pathogenesis
BIOL 341	Microbiology of Food, Water and Waste
CHEM 327	Energy and Global Warming
HON 303	HIV/AIDS Intersections of Science
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics

MGMT 234	Organizational Communication and Behavior
MATH 227	Biostatistical Design and Analysis
MATH 229	Regression Models
NUTR 110	Sociocultural Implications of Nutrition
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology

(B) Social Analysis Track (BA Public Health)

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

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

Social Analysis Electives

AST/SOCI/	
WGST 232	Race, Gender and Health
HON 303	HIV/AIDS Intersections of Science
IDS 228	Service Learning in Nicaragua (TC)
IT 225	Health Informatics
MATH 227	Biostatistical Analysis and Design
MATH 229	Regression Models
MGMT 234	Organizational Communication and Behavior
PHIL 131	Biomedical Ethics
POLS 217	American Public Policy
PSYC 232	Health Psychology
SJ 220	Working for Social Justice
SJ 222	Organizing for Social Change
SOCI 210	Body Politics
SOCI 275	Birth and Death
SOCI 321	Sociology of Food
AST/SOCI/	
WGST 340	Intimate Family Violence

Independent Learning

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

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

Public Health Resources in Boston

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

Minor in Public Health

The minor consists of the following five courses:

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

BS Public Health/MS Nutrition Program

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Public Health Department, College of Arts and Sciences and the Nutrition Department,

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

Requirements for the undergraduate Public Health major and graduate degree in Nutrition:

Year One

BIOL 113	General Biology
BIOL 104	Introduction to Environmental Science
SOCI 241	Health, Illness and Society
CHEM 111	Introductory Chemistry: Inorganic
CHEM 112	Introductory Chemistry: Organic

Year Two

BIOL 221	Microbiology
MATH 118	Introductory Statistics
NUTR 112	Introduction to Nutrition Science
BIOL 246	Foundations of Exercise
BIOL 231	Anatomy and Physiology I
BIOL 232	Anatomy and Physiology II

Year Three

SOCI 345	Health Care Systems and Policy
BIOL 346	Epidemiology and Infectious Disease
BIOL 347	Human Development and

Genetics

CHEM 223 Biochemistry

NUTR 237 The Practice of Community
Nutrition**Year Four**BIOL 350/370 Independent Study/Internship
(8 credits)PH 347 Seminar in Public Health
Biology Elective

SNHS 410 Research Methods

SNHS 450 Health Care Systems***

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

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

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

PROGRAM IN SOCIAL WORK (BSW)

Paul R. Gould, *Associate Professor of Practice and Director, BSW Program*

Shelly-Ann Dewsbury, *Associate Professor of Practice and Director of Field Education, BSW Program*

Katherine Novick Nolan, *Associate Professor of Practice*

**Baccalaureate Social Work Program
Mission and Goals**

The Simmons College BSW Program's Mission is to prepare baccalaureate-level students for professional generalist social work practice and lifelong professional and personal learning. Consistent with the mission and vision of Simmons College, the School of Social Work, and professional social work tradition, the Program seeks to develop competent, ethical practitioners who are attuned to the values of the social work profession, embrace a professional social work identity, value diversity, and seek social justice through effective advocacy and social change efforts.

**Competency-Based Curriculum Model:
Combining Classroom Learning and
Field Education**

In alignment with the Council on Social Work Education's Educational Policy and Accreditation Standards, the Simmons BSW Program utilizes a competency-based educational model that combines classroom learning with field education. Within this model, students are provided opportunities to gradually master the knowledge, values, and skills necessary for effective, competent, ethical social work practice. BSW students integrate the College's liberal arts foundation with 14 required social work courses which focus on the fundamentals of professional generalist social work, including human behavior in the social environment, social welfare history, policy analysis, advocacy, practice methods, social science research, diversity and cultural competence, and critical thinking and writing. Of equal importance to

the course-work component of the curriculum, BSW students receive formal field training which connects and reinforces classroom learning with the social work practice setting. Supporting and advancing student's learning and growth, the BSW Program curriculum includes service-learning requirements and formal, supervised field placements in the junior (100 hours) and senior years (425 hours). Field placements occur in a variety of social service settings, serving various populations of people in need who are facing complex problems and circumstances. The synergistic integration of classroom and field work allows Simmons College BSW graduates to develop competency in the key areas of generalist social work practice, readying them for the workforce, graduate level study, and LSW licensure.

Phi Alpha National Social Work Honor Society

In 2013, the Simmons College BSW Program established a chapter of the Phi Alpha national social work honor society. The purpose of Phi Alpha is to create a sense of community among social work students, reward those who have attained excellence in scholarship and achievement, and create a space where students can share social justice goals and ideals as well as participate in community service outreach. In order to be considered for Phi Alpha membership, students must be an officially declared social work major, be at least a junior, have earned at least 16 credits in social work courses, have achieved an overall GPA of at least 3.0, and have achieved a GPA of at least 3.5 in required social work courses. Students inducted into Phi Alpha complete community-based service as part of their membership.

Honors in Social Work

To become a candidate for honors in social work, a student must have a GPA of 3.67 in social work and complete a social work Capstone project that is, based on the assessment of the social work faculty, considered exemplary and worthy of honors distinction.

Required BSW Program Courses

SW 101	Introduction to Social Work & Social Welfare
SW 200	Social Welfare Policy
SW 251	Human Behavior in the Social Environment I
SW 252	Human Behavior in the Social Environment II
SOCI 249	Social Inequality
SW 351	Social Work Practice I: Introduction to Generalist Practice
SW 352	Social Work Practice II: Work with Individuals and Families
SW 353	Social Work Practice III: Groups
SW 354	Social Work Practice IV: Macro Social Work
SOCI 239	Introduction to Social Research
SW ***	Social Work Junior Field Seminar
SW 370	Social Work Field Placement & Seminar I
SW 371	Social Work Field Placement & Seminar II
SW 390	Social Work Senior Seminar

In addition to those courses, BSW students are also required to complete the following courses as part of their liberal arts plan of study:

SOCI 101	Principles of Sociology
MATH 118	Introductory Statistics
BIOL 102	Biology of Human Development
or BIOL 113	General Biology
ECON 101	Principles of Macroeconomics

Minor in Social Work

The minor in social work consists of the following 5 courses:

SW 101	Introduction to Social Work & Social Welfare
SW 200	Social Welfare Policy
SW 251	Human Behavior in the Social Environment I
SW 252	Human Behavior in the Social Environment II
SOCI 249	Social Inequality

Students interested in minoring in social work should consult with a BSW faculty

member to guide them in their course and field work.

COURSES

SW 101 Introduction to Social Work and Social Welfare (F)

4 sem. hrs.

This course introduces students to the historical development of professional social work and social welfare and orients them to the purposes, goals, values and worldview of the profession. Students learn about the evolution of contemporary social work, the contributions of key historical figures and pioneers, the role of influential social policies, and the various ways in which social workers have shaped the social service delivery system. Finally, this course provides an overview of contemporary social work practice principles with an emphasis on social and economic justice. This course includes a 40-hour service-learning component.

SW 200 Social Welfare Policy (S)

4 sem. hrs.

This course examines the issues and problems that social workers confront and provides a framework for understanding and critically analyzing the impact of social welfare policies on individuals, groups, and society. Through an examination of historical and contemporary social welfare policies, students build the knowledge, values, and skills required for effective practice through policy development and reform, including the ability to engage in policy practice to advance social and economic well being.

SW 251 & 252 Human Behavior in the Social Environment I & II (F, S)

4 sem. hrs. each

These two courses allow students to participate in the in-depth study of the physical, psychological, social, and cultural forces impacting the growth and development of individuals within the context of their families, commu-

nities, and society. Using a life span approach, a social work strengths perspective, and a person-in-environment framework, the first semester covers the prenatal period through the school-aged child while the second semester covers adolescence through the aging years and death.

SW/MGMT 223 Learning by Giving (S)

4 sem. hrs.

Made possible through a \$10,000 grant by the Learning by Giving Foundation, this interdisciplinary course provides the opportunity for students to engage with a local nonprofit organization as service-learner and grant writer, while learning the conceptual material that supports this endeavor. Faculty from the School of Social Work and the School of Management in partnership with the Scott/Ross Center for Community Service facilitate integration of theory and practice through writing a grant proposal. Teams of students join with, learn from, and ultimately serve as grant writers for local nonprofit community partners. The process culminates in a competitive decision making process for awarding multiple grants totaling \$10,000. Relevant conceptual material regarding philanthropy, community engagement, leadership, team development, and the importance of supporting non-profit organizations will serve as a guide for student learning, analysis and decision making. The course provides ample opportunity for reflection and discussion on all of the inter-related topics.

SW 351 Social Work Practice I: Introduction to Generalist Practice (F)

4 sem. hrs.

The first in the Program's series of four practice courses, this course is aimed at orienting students to social work practice by providing a firm framework of foundational social work knowledge, values, and professional helping skills. Students become grounded in the multi-level social work generalist perspective and the constructs that make the profession unique.

SW 352 Social Work Practice II: Work with Individuals and Families (S)

4 sem. hrs.

The second in the Program's series of four practice courses, this course continues the integration of theory and practice and advances the development of the generalist knowledge, values, and skills required to intervene with individuals and families from engagement through termination. Students continue to solidify the helping techniques and processes introduced in the Social Work Practice I course through the integration of classroom work with the 100-hour, semester-long junior social work field placement, which is taken concurrently.

SW 353 Social Work Practice III: Groups (F)

4 sem. hrs.

The third in the Program's series of four practice courses, this course continues the development of generalist social work knowledge, values, and skills, by integrating theory and practice and specifically concentrating on work with client groups. Students explore group work as a mechanism for helping clients to find kinship, voice, empowerment, and the skills that enable them to meet their goals, build more meaningful connections with those in their lives, and mobilize for social change. This course is taken concurrently with the first semester of the senior year field placement, allowing students to bring what is learned in the classroom into the field and vice versa.

SW 354 Social Work Practice IV: Macro Social Work (S)

4 sem. hrs.

The fourth in the Program's series of four practice courses, this course continues the development of social work generalist knowledge, values, and skills, specifically focusing on macro level social work practice. Students explore social work practice with organizations and communities through community mobilization, social action, environmental modification, cause advocacy, and influencing the legislative process. This course is taken concurrently with the second semester of the senior

year field placement and allows for integration between the field and classroom.

SW 370 & 371 Social Work Field Placement & Seminar I & II (F, S)

8 sem. hrs. each

Social Work Field Placement and Seminar I (fall) and II (spring) are designed for the senior social work student in order to integrate classroom learning with practical social work experience in a social service agency setting. Throughout the fall and spring semesters, students participate in 16 hours of field placement per week toward completion of the 425-hour, year-long BSW senior field placement requirement. In addition, students meet once per week for an in-class field seminar led by the BSW Program Director of Field Education. Through reflective discussion, weekly assignments, and major projects and papers, the Field Seminar focuses on the integration of theory and practice, building the student's professional social work identity, enhancing self-awareness skills, advancing practice competencies, and synthesizing field learning. All aspects of agency field work, including learning to work within the agency context, effectively using supervision, using research to inform practice, utilizing social work values and ethics in practice, and applying social work knowledge and skills with clients is explored.

SW 390 Social Work Senior Seminar (S)

4 sem. hrs.

Designed as the Capstone experience for the BSW Program, this course is taken in the final semester (spring) of the senior year and follows a weekly seminar format. It focuses on the integration of theory and practice and provides the student with the opportunity to select and explore special topics and participate in social work community events that supplement and synthesize the content presented throughout the social work curriculum sequence. It combines the in-class review of social work course material with critical analysis of social work practice methods, social justice concerns, and policy issues. In addition, the seminar is intentionally designed to help the student

to reflect upon their social work educational journey, articulate professional strengths and needs, and identify a lifelong plan for learning and growth.

DEPARTMENT OF SOCIOLOGY

Jyoti Puri, *Chair and Professor*
 Valerie Leiter, *Professor*
 Stephen London, *Professor*
 Becky Thompson, *Professor*
 Saher Selod, *Assistant Professor*
 Shelley White, *Assistant Professor*
 Donna Cole, *Visiting Assistant Instructor*
 Elise Brenner, *Instructor*
 Max Greenberg, *Instructor*
 Shauna Rigaud, *Instructor*
 Sarah Jenness, *Administrative Assistant*

The sociology department offers students a framework to understand social issues from a grounded and critical perspective and attracts students who are committed to social justice as an intellectual and activist pursuit. Students learn ways to apply research and theoretical skills toward social equity and leadership through our curriculum. The department emphasizes critical reading, thinking, and writing. We support interdisciplinary approaches to teaching and thinking and work in collaboration with women's and gender studies, Africana studies, international relations, and related fields toward a well rounded and rigorous liberal arts education. Sociology majors are encouraged to treat community service/activism as integral to their studies. Many of our students continue studies in sociology and related fields at the graduate level, either immediately or in the future. Sociology provides particularly good preparation for community organizing, law, public policy, social work and human services, doctoral work in sociology and related fields, and teaching at the early childhood, elementary, or college levels.

Major in Sociology

Requirements:

The major in sociology encourages each student, based on her interests, to develop a creative combination of courses from the thematic areas offered by the department. Each student majoring in sociology completes five required courses, three electives, and eight semester hours of independent learning. Students work closely with advisors in course selection and planning.

Required Courses

SOCI 101	Principles of Sociology
SOCI 239	Introduction to Social Research
SOCI 249	Inequalities
SOCI 325	Applications of Sociological Theory
SOCI 330	Transnational Studies

Generally, SOCI 101 should be completed no later than the sophomore year, SOCI 239 and 268 by the sophomore or junior year, and SOCI 325 and SOCI 330 in the junior or senior year.

Elective Thematic Areas

Choose three electives from the list below:

Social Justice courses examine social inequalities and ways that groups and communities confront injustices.

SOCI 210	Body Politics
SOCI 220	Working for Social Justice
SOC 222	Organizing for Social Change
SOCI 231	Sociology of Childhood and Youth
SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society
SOCI 249	Inequalities
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 347	Antiracism and Social Justice

Transnational Studies courses challenge inequities that result from colonial legacies, capitalism, and multiple forms of nationalism and neocolonialism.

SOCI 267	Globalization
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SOCI 270	South Asia: People and Power
SOCI 330	Transnational Studies
SOCI 338	Cross-Cultural Alliance Building

Health and Well-Being courses examine the social distribution of health, illness, and health care as a consequence of unequal distribution of social resources.

SOCI 232	Race, Gender and Health
SOCI 241	Health, Illness and Society
SOCI 245	Global Health
SOCI 345	Health Systems and Policy
SOCI 365	Intimate Family Violence: A Multicultural Perspective

Cultural Practices courses emphasize the importance of culture toward a fuller understanding of all of our lives.

SOCI 210	Body Politics
SOCI 261	Urban Sociology
SOCI 266	Sociology of Sports
SOC 275	Birth and Death
SOCI 321	Sociology of Food
SOCI 344	Sociology of Poetry and Prose
SOCI 365	Intimate Family Violence: A Multicultural Perspective

Social Policy courses examine social issues and how Sociological theory and research contributes to the development of meaningful social policies to address those issues.

SOCI 231	Sociology of Childhood and Youth
SOCI 262	Criminology
SOCI 263	Sociology of Education
SOCI 321	Sociology of Food
SOCI 345	Health Systems and Policy

Independent Learning

Students may take one of the two following options:

Internship and Portfolio

In order to fulfill the Capstone requirement, students may choose to complete an internship. Internships are completed in the spring semester of the student's senior year. In the fall semester before the internship, each student

will work with the internship supervisor to design an 8-credit internship plan for the following semester. As part of this requirement, students graduating in May will also take the Internship seminar.

Students completing double majors who wish to do an internship will complete their internship through one of their departments.

Portfolio: All students completing their independent learning through internships will also submit a portfolio to fulfill their requirements towards the major.

A portfolio includes:

- A paper from their first or second year of undergraduate study
- The outstanding paper, preferably from a sociology course taken in their third or fourth year
- 5-page summative statement in which students reflect on majoring in sociology

Students will also present their portfolios publicly during the internship class. Students graduating in January or August are exempt from the requirement to publicly present their portfolios.

OR Thesis

Students may choose to do an independent research and writing project which culminates in a 40–50 page thesis written under the supervision of a faculty member in the department. Students submit a proposal by the second semester of their junior year and take SOCI 350 (Independent Study) in the first semester of their senior year and SOCI 355 (Thesis) in the second semester of their senior year. The thesis option fulfills the college's independent learning requirement. An honors designation is granted to meritorious theses. All theses are presented at an event organized by the department.

Minor in Sociology

The minor in sociology consists of five courses.

One required course:

SOCI 101 Principles of Sociology

One of the following:

SOCI 239	Introduction to Social Research
SOCI 249	Inequalities
SOCI 325	Applications of Sociological Theory
SOCI 330	Transnational Studies

Three elective courses selected from thematic areas after consulting a faculty advisor in the department.

3 + 1 Accelerated Degree Program: BA in Sociology & MA in Public Policy

In the 3 + 1 program in Sociology and Public Policy, students complete the Sociology major in three years and interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling. See page 215.

Honors in Sociology

To become a candidate for honors in sociology, a student must earn a GPA of 3.6 in sociology and either write a thesis (that earns an A- or A) or do at least two years of outstanding community service and/or social justice work. If doing a thesis, students will work with their thesis advisor from the department, in consultation with other members of the department to determine candidacy. A thesis candidate will complete SOCI 350 (Independent Study) followed by SOCI 355 (Thesis) and earn an A or A- on the thesis. Honors distinction based on community service/activism would include at least two years of outstanding service/activism and earning an A in SOCI 370. Graduation with honors in sociology is based on the assessment of the department faculty.

Alpha Kappa Delta

Instituted in 2007, the Simmons College Chapter of Alpha Kappa Delta, the U.S. national sociology honor society, gives recognition to students who maintain outstanding academic records. Students who qualify for election to Alpha Kappa Delta are invited by the faculty to join the chapter each spring. To be elected, students must be an officially declared sociology major, be at least a junior, have accumulated the equivalent of an overall GPA of 3.3, have a GPA of 3.0 in Sociology courses taken at Simmons College, and completed at least four Sociology courses prior to initiation (not including courses graded pass/fail). Students with questions about Alpha Kappa Delta should contact Professor Saher Selod, the chapter representative.

*****Please note: The Department of Biology continues to support students who wish to participate in the Public Health program. Information on the Department of Public Health can be found on page 251.***

COURSES

SOCI 101 Principles of Sociology (M5) (F-1, S-1,2)

4 sem. hrs.

Covers emergence and development of sociological thought and research. Introduces basic concepts, theoretical approaches, and methodological strategies for the study of social structures, processes, and relations. Focuses on the seven thematic areas of the department to cover a range of social issues useful to a critical understanding of society, social inequalities, and the interconnectedness across national and social borders. *Puri, London, Selod*

SOCI 210 Body Politics (F-1)

4 sem. hrs.

Examines issues related to body, sex, sexual orientation, and gender. Topics may range from the social and cultural meanings of the commodification of the body, reproductive health and technology, men's lives, parenting,

gay and lesbian sexualities, transgender identities, and heterosexuality. *Puri*

SOCI 231 Sociology of Childhood and Youth (S-2)

4 sem. hrs. Prereq.: SOCI 101. [Not offered in 2015-2016.]

Examines sociological knowledge about children, including the social construction of childhood, social structures that affect children's lives, and the implications of these social factors for individual children. Comparisons will be made with other societies to help students understand children's lives in U.S. society. *Leiter*

SOCI/AST/WGST 232 Race, Gender and Health (F-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*

SOCI 239 Introduction to Social Research (F-1,2; S-1, 2)

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241.

Introduces methods and strategies used in research in the social sciences. Teaches responsible consumption of social science research and presents the logic and skills of social research methods. Emphasizes the nature of inquiry and the relationship between theory and research. Includes social research ethics and an introduction to data analysis using computers in research. Previous courses in statistics or computers not required. *Leiter, Selod*

SOCI 241 Health, Illness and Society (M5) (F-1, 2; S-1, 2)

4 sem. hrs.

Emphasizes social determinants of physical and mental health and cross-cultural experiences of illness and seeking care. Pays special

attention to the unequal distribution of health and illness in the U.S., the role of culture in our understandings of health and illness, and the social organization of health care. *Leiter, Staff*

SOCI 245 Global Health (F-1, 2)

4 sem. hrs.

Examines health and illness from a global perspective. Current public health dilemmas are analyzed, highlighting the role of colonialism, culture, development, and public health policies. Case studies will focus on how health issues are handled in different parts of the world, highlighting the roles of culture and political economy. *Staff*

SOCI 249 Inequalities (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. *Selod, Thompson*

SOCI 262 Criminology (F-1, 2)

4 sem. hrs. Not offered 2016-2018

Critically examines types and patterns of behaviors socially defined as criminal. Focuses on major theories and research studies in criminology and issues relating to the three major elements of the criminal justice system: police, courts, and prisons. *London*

SOCI 263 Sociology of Education (S-1)

4 sem. hrs. Prereq.: SOCI 101. Education majors are exempt from the prerequisite.

Focuses on the contributions of sociological theories and research applied to an under-

standing of the structure and functions of educational systems in contemporary society. Topics include such areas as education and social stratification, student subcultures, and race and education. Service learning includes working collaboratively as a class with a sixth-grade class in a Boston public school. *London*

SOCI 266 Sociology of Sports (S-2)

4 sem. hrs. Prereq.: SOCI 101 or consent of the instructor. Not offered 2016-2018.

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. [Not offered in 2016-2018.]

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. *Puri*

SOCI 270 South Asia: People and Power (S-2)

4 sem. hrs. [Not offered in 2016-2018.]

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 or SOCI 241.

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 321 Sociology of Food (S-1)

4 sem. hrs. Prereq.: BIOL 104, SOCI 101, SOCI 241, BIOL 104 or NUTR 237.

Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organized around food politics in the U.S. and elsewhere. *Leiter*

SOCI 325 Applications of Sociological Theory (F-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. *Puri, Thompson*

SOCI 330 Transnational Studies (S-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 338 (TC) Cross-Cultural Alliance Building

4 sem. hrs. Prereq.: SOCI 101 and/or SOCI 225, SOCI 348, SOCI 222, SOCI 277, SPAN 312; or

consent. Not offered in 2015–2016.]
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 344 Sociology of Poetry and Prose (F-1)

4 sem. hrs. Prereq.: SOCI 101.
Focuses on what C.W. Mills refers to as the “sociological imagination” in the poetry and memoirs/autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. Examines how social location shapes writers’ approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. *Thompson*

SOCI 345 Health Systems and Policy (S-1, 2)

4 sem. hrs. Prereq.: SOCI 101, SOCI 241, NURS 237, or consent of the instructor.
Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. *Staff*

[SOCI 346 Gender and Islam

4 sem. hrs. Prereq.: SOCI 101.]
Examines the importance of gender in the Muslim experience. Students will learn about the history of gender in Islamic societies such as the Middle East, Europe, and the United

States. Gendered Muslim experiences will be understood within the political, economic, and social contexts in which they are situated. *Selod*

SOCI 347 Antiracism and Social Justice (F-2)

4 sem. hrs. [Not offered in 2015–2016.]
Offers a multicultural social history of anti-racism 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 350 Independent Study (F-1, 2; S-1, 2)

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

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

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

SOCI/AST/WGST 365 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 370 Internship (S-1, 2)

4 or 8 sem. hrs. Prereq.: Consent of the department. Includes weekly seminar.

DEPARTMENT OF WOMEN'S AND GENDER STUDIES

Diane Grossman, *Chair and Professor of Women's and Gender Studies and Philosophy*
 Carole Biewener, *Professor of Economics and Women's and Gender Studies*

Laura Prieto, *Professor of History and Women's and Gender Studies*

Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Dawna Thomas, *Associate Professor of Women's and Gender Studies and Africana Studies*

Jo Trigilio, *Senior Lecturer in Philosophy, Women's and Gender Studies, and Director of the Graduate Program in Gender/Cultural Studies*

Sarah Jenness, *Administrative Assistant*

The goals of the Department of Women's and Gender Studies are to educate students in theoretical, empirical, and methodological perspectives for considering the status and experiences of women; to consider gender in diverse national and international contexts by studying the multiple and contested meanings and roles of gender; and to develop an understanding of how gender is related to other social categories including race, class, age, sexuality, religion, and nationality. Women's and Gender Studies courses, whether taken as part of the major or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges and opportunities in their future personal, work, and social lives. Majoring in Women's and Gender Studies has led to careers in management, law, academia, counseling, education, library, museum or archival work, health care, social services, public administration, writing, publishing, and the media.

Learning Goals

Upon graduation students with a BA in Women's and Gender Studies will have gained the following skills, knowledge, and abilities:

- **Critical-Historical Awareness** – Students will be adept at considering gender in diverse national and international contexts as a result of studying the multiple and contested meanings and roles of gender from an historical, a multidisciplinary, and a transnational perspective and will have developed an understanding of how gender is related to other social categories such as race, ethnicity, social class, sexuality, religion, and nationality.
- **Interdisciplinary Content** – Students will have acquired theoretical, methodological, and empirical perspectives for studying and critically analyzing the history, status, and experiences of women from diverse backgrounds.
- **Disciplinary Skills** – Students will be skilled at integrating theory and practice and will be able to communicate effectively in both writing and speaking.
- **Practical Skills** – Through independent learning or internships, students will be prepared to enter the work place, graduate programs, and community-based volunteer work with an understanding of social justice issues informed by interdisciplinary scholarship and feminist perspectives.
- **Leadership Skills** – Students will continue in leadership roles that they have either begun or further developed while at Simmons.

Major in Women's and Gender Studies

Requirements

40 semester hours (10 courses):

1. Four semester hours (1 course) in one of the three 100-level courses:

WGST 100	Introduction to Multicultural Women's and Gender Studies
WGST 111	Introduction to Gay, Lesbian, Bisexual, and Transgender Studies

WGST/
ECON125 Women and Work

2. Eight semester hours (2 courses): both
WGST 204 Roots of Feminism, and
WGST 354 Feminist Theories
(Capstone)
3. Four semester hours (1 course) in a Race,
Ethnicity and Diversity course selected
from one of the following:
WGST 232 Race, Gender & Health
HIST 213 Race and Ethnicity in U.S.
History
PHIL 223 Philosophy of Diversity
SOCI 249 Inequalities
4. Four semester hours (1 course) in a Glo-
balization course selected from one of the
following:
WGST 200 Women, Nation, State
WGST 210 Sisters of the African Diaspora
WGST/
ECON 214 Women in the World
Economy
5. Four semester hours (1 course) in a Meth-
odology course selected from one of the
following:
HIST 260 Interpreting the Past:
The Craft of History
SOCI 239 Introduction to Social
Research
6. Twelve semester hours (3 courses) chosen
from the list of Women's and Gender Stud-
ies courses and electives. A course taken to
fulfill the race/ethnicity requirement may
not also count as an elective.
7. Four semester hours (1 course) in advanced
coursework chosen from WGST 365, 350,
353, 355, 370, 380, 398, HIST 360, SOCI 346,
or PHIL 390.

Departmental Honors

A WGST major may qualify for departmental honors with a 3.5 average in WGST courses and completion of WGST 355, Thesis, or WGST 370 Internship with the addition of a substantial written project or paper.

Minor in Women's and Gender Studies

A minor in Women's and Gender studies includes 20 semester hours (5 courses).

1. Four semester hours (1 course) in one of the three 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
2. WGST 204 Roots of Feminism
3. Three elective courses selected from the list
of WGST offerings.

Laurie Crumpacker Scholars

This accelerated program for Simmons students offers the opportunity to acquire a Master's of Arts in Gender/Cultural Studies within one year after completing the undergraduate BA degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential inquiries should be addressed to graduate studies.

Students admitted to the program begin graduate level work in the GCS program in the senior year of their undergraduate program at Simmons. Students may transfer up to 8 credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their BA degrees and have fully entered the GCS program.

COURSES

WGST 100 Introduction to Multicultural Women's and Gender Studies (M6) (F-1,2)

4 sem. hrs.

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers. *Thomas, Staff*

WGST 111 Introduction to Gay, Lesbian, Bisexual, and Transgender Studies (M6) (F-1,2)

4 sem. hrs.

Introduces students to the interdisciplinary field of lesbian, gay, bisexual and transgender studies. Examines LGBT identity, sexuality, gender, politics, and culture from a variety of disciplinary and theoretical perspectives, including history, sociology, philosophy, and science. *Grossman, Trigilio*

WGST/ECON 125 Women and Work (M5) (S-2)

4 sem. hrs.

Cross-listed with Economics. An introduction to the history of women's paid work in the United States and the ongoing challenges women face in relation to the gender wage gap, gender discrimination, gendered occupational segregation, the glass ceiling, and the "sticky floor." Emphasizes how these workplace issues are related to the considerable unpaid family responsibilities of many women and men. Students write a research paper to relate the course material to their own lives or to the lives of other women. *Biewener*

WGST/ENGL 193 Women in Literature (M2) (F-1,2; S-1,2)

4 sem. hrs.

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected

topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics. *Hager, Leonard, Staff*

WGST 200 Women, Nation, Culture

4 sem. hrs.

This course focuses on issues pertinent to women's experiences in various cultural, national, and transnational contexts. We will examine how the experiences of women in these multiple contexts are located within histories of colonialism, nationalism, and societies stratified by gender, class, race, ethnicity, and sexuality. The course will emphasize the histories of women's resistance to these structures of power, thereby raising questions about the meaning and relevance of feminist perspectives. We will examine how women's experiences in these contexts inform the project of socially situated and inclusive feminisms. Readings on issues of body, gender, militarism, and violence against girls and women in South Asia, Middle East, Central America, Africa, as well as, the United States, will provide focus to the course. *Thomas*

WGST 204 Roots of Feminism (F-1; S-2)

4 sem. hrs. Prereq.: WGST 100, WGST 111, WGST 125, or WGST 193 and sophomore standing.

Explores the historic roots of the demand for political, social, and economic justice for women. Studies the development of feminist theory and activism through comparative analysis. Emphasizes the diversity of feminist thought and how successive generations have revised the meaning of feminist theory and practice. *Hager, Prieto*

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

4 sem. hrs.

An interdisciplinary lens is used to examine Black women's experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how

their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood. *Thomas*

WGST 211 Gender and Sexuality (S-1)

4 sem. hrs.

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of different discourses in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. *Grossman, Trigilio*

WGST/ECON 214 Women in the World Economy (F-2; S-1)

4 sem. hrs. Sophomore standing plus WGST 100, 111 or 125

A reading seminar examining the growing feminization of the global economy, along with the many strategies and activists projects women have undertaken to contend with the challenges and opportunities globalization presents to women in communities across the world. *Biewener*

WGST/HIST 215 Women and Gender in U.S. History Before 1890 (M5) (F-1)

4 sem. hrs.

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representations in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities. *Prieto*

WGST/HIST 216 Women and Gender in U.S. History Since 1890 (M5) (S-1)

4 sem. hrs.

Examines women's diverse experiences—for example as workers, activists, consumers, artists, intellectual, and leaders—in the United States from the Progressive Era through the World Wars, the “feminine mystique” of the 1950s, and the civil rights era. Emphasizes

changing definitions of gender and how it has intersected with women's racial, class, ethnic, sexual, regional, and other identities. *Prieto*

WGST/AST/SOCI 232 Race, Gender and Health (M5) (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 (M6)

4 sem. hrs. Not offered in 2015–2017.]

Examines an issue, theme, or subject of importance in the field of women's and gender studies. *Staff*

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

4 sem. hrs. Prereq.: Consent of the faculty supervisor. *Staff*

[WGST 353 Special Topics Seminar

Prereq.: WGST 200 or 204; junior standing; or consent of the instructor. Not offered in 2015–2017.]

Intensively examines a significant issue in Women's and Gender Studies. *Staff*

WGST 354 Feminist Theories (F, 1, S-2)

4 sem. hrs. Prereq.: WGST 204 and junior standing, or consent of the instructor.

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and intersectional theory. *Grossman, 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/AST/SOCI 365 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 370 Internship (F-1, 2; S-1, 2)

4–8 sem. hrs. Prereq.: Consent of faculty supervisor. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 8-10 hours a week (for 4 credits) or 16–20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. *Staff*

WGST/PHIL 380 Gender and Queer Theory (F-2)

4 sem. hrs. Prereq.: Junior standing and one course in philosophy, or women's and gender studies, or consent. Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical

assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay marriage, transgender theory, and intersexuality studies. *Grossman, Trigilio*

Elective Courses

AST 300	Seminar in Selected Topics in Africana Studies (as appropriate)
ART 248	Women and Art
BIOL 109	Biology of Women
ECON 125	Women and Work
ECON 214	Women in the World Economy
ENGL 254	English Novel from Victorians to Moderns
ENGL 320	American Women's Poetry
ENGL 354	Studies in Film Genre: Melodrama
ENGL 398	Feminist Film Studies
HIST 213	Race and Ethnicity in U.S. History
HIST 219	History of Sexuality and the Family
HIST 230	Women and Gender in Europe
HIST 360	Seminar in the History of Women and Gender
HON 302	Sexuality, Nature and Power
PHIL 223	Philosophy of Diversity
PHIL 390	Seminar (as appropriate)
POLS 233	Feminism and Capitalism
POLS 219	Gender and Politics
PSYC 220	The Psychology of Women
SPAN 336	Latin American Women Writers (offered in Spanish)
SOCI 210	Body Politics: A Sociological Perspective
SOCI 220	Working for Social Justice
SOCI 222	Organizing for Social Change
SOCI 330	Transnational Studies
SOCI 249	Inequalities
SOCI 346	Gender and Islam
SOCI 347	Antiracism and Justice Work
SOCI 348	Re-envisioning the Third World

DIRECTORY OF FACULTY & ADMINISTRATORS

Appointment date refers to the date of original hire to the College.

FACULTY, COLLEGE OF ARTS AND SCIENCES

Maria Abate, Assistant Professor of Biology
BA, University of California, Davis; PhD, Northeastern University. Appointed 2011.

Anna Aguilera, Assistant Professor of Biology
AB, Brown University; MS, University of Massachusetts, Amherst; PhD, Tufts University. Appointed 2012.

Abel Amado, Assistant Professor of Political Science and International Relations
PhD, Boston University. Appointed 2016.

Masato Aoki, Associate Professor of Economics
BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. Appointed 1993.

Judith Aronson, Associate Professor of Communications
BA, University of Michigan; MFA, MCP, Yale University. Appointed 1998.

Kirk James Beattie, Professor of Political Science and International Relations
BA, Kalamazoo College; MA, PhD, University of Michigan. Appointed 1985.

Donna Beers, Professor of Mathematics and Statistics
BA, MS, PhD, University of Connecticut. Appointed 1986.

Michael Berger, Associate Professor of Chemistry
BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. Appointed 2005.

Renee Bergland, Professor of English and Hazel Dick Leonard Chair
BA, St. John's College; PhD, Columbia University. Appointed 1999.

Stephen Berry, Associate Professor of History
BA, MEd, Vanderbilt University; MLIS, University of Southern Mississippi; PhD, Duke University. Appointed 2007.

Carole Biewener, Professor of Economics and Women's and Gender Studies
BA, Douglass College; PhD, University of Massachusetts. Appointed 1987.

Ellen Birchander, Lecturer in Psychology
BA, Simmons College; MSW, Boston College; MS, Tufts University; ABD, University of Massachusetts, Boston. Appointed 2011.

Dánisa Bonacic, Associate Professor and Chair of Modern Languages and Literatures
BA, MA, Pontificia Universidad Católica de Chile; PhD, Brown University. Appointed 2007.

Edith Bresler, Associate Professor of Practice in Art and Music
BFA, School of Visual Arts. Appointed 2003.

Pamela Bromberg, Professor of English
BA, Wellesley College; PhD, Yale University. Appointed 1972.

Michael L. Brown, Professor of Mathematics
BA, Columbia University; MA, PhD, Harvard University. Appointed 1986.

Changqing Chen, Senior Lecturer in Chemistry and Physics
BE, Xi'an Jiatong University; MS, Peking University; PhD, University of Connecticut, Storrs. Appointed 2005.

Benjamin Cole, Assistant Professor of Political Science and International Relations

BA, MA, University of New Hampshire; PhD, George Mason University. Appointed 2012.

James Corcoran, Associate Professor of Communications

BA, University of North Dakota; MPA, Harvard University. Appointed 1986.

Leanne Doherty, Associate Dean, Honors Program Director, and Associate Professor of Political Science and International Relations

BA, Clark University; MA, PhD, Northeastern University. Appointed 2000.

Kristin Dukes, Assistant Professor of Psychology

BA, Rice University; MS, PhD, Tufts University. Appointed 2011.

Eduardo Febles, Associate Professor of Modern Languages and Literatures

BA, Tulane University; MA, PhD, Brown University. Appointed 2003.

Gregory Feldman, Associate Professor and Chair of Psychology

BA, University of Connecticut at Storrs; MS, PhD, University of Miami. Appointed 2006.

Rachel L. Galli, Associate Professor of Psychology

BA, Hofstra University; MA, PhD, Boston University. Appointed 1998.

Sheldon George, Associate Professor of English and Director of Graduate Program in English

BA, The City College of New York; PhD, Boston College. Appointed 2005.

Robert N. Goldman, Professor of Mathematics

BS, London School of Economics; AM, PhD, Harvard University. Appointed 1972.

Ellen Grabiner, Associate Professor and Chair of Communications

BA, SUNY Albany, MEd, Goddard College; PhD, Union Institution & University. Appointed 2000.

Viktor Grigoryan, Assistant Professor of Mathematics

BS, Yerevan State University; MS, PhD, University of Massachusetts, Amherst. Appointed 2014.

D. Bruce Gray, Associate Professor of Biology

BS, Tufts University; MS, Columbia University; PhD, University of Connecticut. Appointed 1993.

Diane Grossman, Chair and Professor of Philosophy and Women's and Gender Studies

BA, Vassar College; MA, PhD, New York University. Appointed 1985.

Richard W. Gurney, Professor of Chemistry and Physics

BS, Benedictine University; PhD, Purdue University. Appointed 2003.

Kelly Hager, Associate Professor of English and Women's and Gender Studies

BA, Rice University; PhD, University of California, Irvine. Appointed 2001.

Margaret Hanni, Associate Professor and Chair of Art and Music

BA, Simmons College; MA, PhD, Boston University. Appointed 1996.

Heather Hole Assistant Professor of Art and Music

BA, Smith College; MA, PhD, Princeton University. Appointed 2012.

Alister Inglis, Associate Professor of Modern Languages and Literatures and Director of the Program in East Asian Studies

BA, University of Canberra; PhD, University of Melbourne. Appointed 2003.

Mariam Ismail, Assistant Professor of Chemistry

BS, University of Massachusetts Dartmouth; PhD, Northeastern University. Appointed 2016.

Michael Jordan, Associate Professor of Practice in Chemistry and Physics

BA, D. Phil., Oxford University. Appointed 2007.

Michael Kaplan, Professor of Chemistry and Physics

MS, Kishinev State University; PhD, Leningrad State University; DrSci, Moscow State University, Moscow. Appointed 1993.

Colleen Kiely, Associate 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 and Physics

BA, University of Pennsylvania; PhD, Brown University. Appointed 1994.

Valerie Leiter, Associate Professor of Sociology

BA, State University of New York at Albany; AM, Harvard University; PhD, Brandeis University. Appointed 2003.

Sarah Leonard, Associate Professor and Chair of History

BA, University of California, Santa Cruz; MA, PhD, Brown University. Appointed 2004.

Suzanne Leonard, Associate Professor and Chair of English

AB, Dartmouth College; MA, PhD, University of Wisconsin–Milwaukee. Appointed 2006.

Randi Lite, Associate Professor of Practice in Biology and Program Director of Exercise Science

AB, Brown University; MA, Columbia University. Appointed 1989.

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

University Diploma, Beijing Normal University; MA, PhD, Boston University. Appointed 1991.

Jane Lopilato, Associate Professor and Chair of Biology

BA, Emmanuel College; PhD, Harvard University. Appointed 1989.

Shirong Luo, Associate Professor of Philosophy

MS, Peking Union Medical College; MA, Texas A&M University; PhD, University of Miami. Appointed 2006.

Bridget Lynch, Associate Professor of Practice in Art and Music and Director of the Trustman Art Gallery

BA, University of Kansas. Appointed 2006.

Leonard Mailloux, Associate Professor of Practice, Communications

BA, Mount Wachusett Community College; MEd, Cambridge College. Appointed 2008.

Sarah Martin, Associate Professor of Psychology

BS, Duke University; MS, PhD, Pennsylvania State University. Appointed 2008.

Briana Martino, Lecturer in Communications

BA, Tufts University. BA Certificate, Simmons College, MA, PhD Stonybrook University. Appointed 2005.

Margaret Menzin, Professor and Chair of Mathematics

BA, Swarthmore College; MA, PhD, Brandeis University. Appointed 1969.

Marda Messay, Assistant Professor of Modern Languages

BA, University of Dayton; MA, Bowling Green State University; PhD, Florida State University. Appointed 2016.

Zinnia Mukherjee, Assistant Professor of Economics

BS, MS, University of Calcutta; PhD, University of Connecticut. Appointed 2013.

Stephen Ortega, Associate Professor of History and Director of the Graduate Program in History
BA, New York University; MA, Harvard University; PhD, University of Manchester. Appointed 2006.

Mary H. Owen, Professor of Biology
BA, Regis College; MA, PhD, Clark University. Appointed 1992.

Catherine Paden, Associate Professor and Chair of Political Science and International Relations, Director of General Education
BA, Vassar College; PhD, Northwestern University. Appointed 2006.

Lowry Pei, Professor of English
AB, Harvard College; MA, PhD, Stanford University. Appointed 1985.

Maria Dolores Peláez-Benítez, Professor of Modern Languages & Literatures
Licenciatura, PhD, Universidad Complutense de Madrid. Appointed 1992.

Theresa Perry, Professor of Africana Studies and Education
BA, Loyola University; MA, Marquette University; PhD, Yale University; EdD, Harvard University Graduate School of Education. Appointed 2005.

Laura Prieto, Professor of History
BA, Wellesley College; MA, PhD, Brown University. Appointed 1997.

Jyoti Puri, Professor and Chair of Sociology
BA, Bombay University; PhD, Northeastern University. Appointed 1996.

John Quattrochi, Assistant Professor in Sociology
PhD, Harvard University. Appointed 2016.

John Reeder, Associate Professor of Psychology
BA, McMaster University; PhD, Princeton University. Appointed 2004.

Jennifer Roecklein-Canfield, Professor and Chair of Chemistry
BS, University of Maryland; PhD, State University of New York at Stony Brook. Appointed 1999.

Charlotte Russell, Senior Lecturer in Biology
B. Med. Sci., University of Birmingham; PhD, University of Manchester. Appointed 2007.

Pía Cúneo-Ruiz, Lecturer in Modern Languages and Literatures
ESL/ELT, Peru's Asociacion Cultural Peruano-Britanico; JD, Universidad San Martin de Porres. Appointed 2011.

Saher Selod, Assistant Professor of Sociology
BA, University of Texas at Austin; MA, DePaul University; PhD, Loyola University. Appointed 2012.

Elizabeth Scott, Associate Professor of Biology and Chair of Public Health
MI, Manchester Metropolitan University; MPhil, PhD, University of London. Appointed 2001.

Gregory Slowik, Professor of Art and Music and Musical Director
BM, Mansfield University; MM, DMA, Boston University. Appointed 1994.

Niloufer Sohrabji, Associate Professor and Chair of Economics
PhD, Boston College. Appointed 1999.

Raja Staggers-Hakim, Assistant Professor of Sociology
BS, Howard University; MPH, New York University; PhD, Howard University.

Dawna Thomas, Associate 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.

Wanda Torres Gregory, Professor and Chair of Philosophy

BA (Pol. Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston University. Appointed 1997.

Jo Trigilio, Senior Lecturer in Philosophy and Women's and Gender Studies and Director of the Program in Gender/Cultural 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.

Janie Ward, Professor and Chair of Education and Africana Studies

BFA, New York University; EdM, EdD, Harvard University. Appointed 1986.

Afaa Michael Weaver, Professor of English

BA, University of the State of New York; MA, Brown University. Appointed 1997.

Bob White, Professor of Communications

AB, College of the Holy Cross; MS, Boston University. Appointed 1971.

Shelley White, Assistant Professor of Sociology

BS, Boston University; MPH, Boston University; PhD, Boston College. Appointed 2015.

Richard Wollman, Professor of English

BA, Brandeis University; MA, MPhil, PhD, Columbia University. Appointed 1993.

FACULTY, SCHOOL OF LIBRARY AND INFORMATION SCIENCE**Eileen Abels, Dean of the School of Library and Information Science**

BA, Clark University; MLS, University of Maryland; PhD, University of California Los Angeles. Appointed 2013.

Naresh Agarwal, Associate Professor, School of Library and Information Science

BAS, Nanyang Technological University; PhD, National University of Singapore. Appointed 2009.

Jeannette Bastian, Professor and Director of the Archives Program, School of Library and Information Science

BA, New York University; MLS, Shippensburg University; MPhil, University of West Indies; PhD, University of Pittsburgh. Appointed 1999.

Gerald Benoit, Associate Professor, School of Library and Information Science

BA, University of California, Davis; MS, Columbia University; PhD, University of California, Los Angeles. Appointed 2003.

Joel Blanco-Rivera, Assistant Professor, School of Library and Information Science

BS, University of Puerto Rico, Mayagüez; MS, University of Michigan; PhD, University of Pittsburgh. Appointed 2012.

Peter Botticelli, Assistant Professor, School of Library and Information Science

BA, Loyola University; AM, University of Illinois; PhD, University of Illinois; MSI, University of Michigan. Appointed 2013.

Michèle Cloonan, Dean and Professor Emerita, School of Library and Information Science

AB, Bennington College; AM, University of Chicago; MS, University of Illinois; PhD, University of Illinois. Appointed 2002.

Mónica Colón-Aguirre, Assistant Professor, School of Library and Information Science
BBA, University of Puerto Rico, Río Piedras; MBA, Inter American University of Puerto Rico, Metropolitan Campus; MS, PhD, University of Tennessee, Knoxville. Appointed 2012.

Lisa Hussey, Associate Professor, School of Library and Information Science
BA, University of Miami; MA, University of Arizona; PhD, University of Missouri. Appointed 2008.

Daniel Joudrey, Associate Professor, School of Library and Information Science
BA, George Washington University; MLIS, University of Pittsburgh; PhD, University of Pittsburgh. Appointed 2005.

Melanie Kimball, Associate Professor and Director of the School of Library Teacher Program, School of Library and Information Science
BMus, Alma College; MMus, University of Michigan; MS, University of Illinois; PhD, University of Illinois. Appointed 2009.

Megan Lambert, Senior Lecturer, Children's Literature
BA, Smith College; MA, Simmons College. Appointed 2009.

Martha Mahard, Associate Professor of Practice, School of Library and Information Science
BA, Barnard College; MA, Tufts University; MS, Simmons College; DA, Simmons College. Appointed 1994.

Jim Matarazzo, Professor and Dean Emeritus, School of Library and Information Science
BS, Boston College; MA, Boston College; MS, Simmons College; PhD, University of Pittsburgh. Appointed 1968.

Margaret Menzin, Professor of Mathematics and Computer Science
BA, Swarthmore College; MA, PhD, Brandeis University. Appointed 1969.

Cathryn Mercier, Professor and Director of the Children's Literature Program, School of Library and Information Science
BA, Mount Holyoke; MA, Boston University; PhD, Boston University. Appointed 1985.

Chaoqun Ni, Assistant Professor, School of Library and Information Science
BS, Wuhan University; MS, Wuhan University; PhD, Indiana University, Bloomington. Appointed 2014.

Kyong Eun Oh, Assistant Professor, School of Library and Information Science
BA, Yonsei University; MA, Yonsei University; PhD, Rutgers University. Appointed 2013.

Amy Patee, Associate Professor, School of Library and Information Science
BA, University of North Carolina, Greensboro; MLS, Rutgers University; PhD, University of North Carolina, Chapel Hill. Appointed 2004.

Laura Saunders, Assistant Professor, School of Library and Information Science
BA, Boston University; MSLIS, Simmons College; PhD, Simmons College. Appointed 2011.

Candy Schwartz, Professor, School of Library and Information Science
BA, McGill University; MLS, McGill University; PhD, Syracuse University. Appointed 1980.

Amber Stubbs, Assistant Professor, School of Library and Information Science
BS, Simmons College; MA, Brandeis University; PhD, Brandeis University. Appointed 2014.

Bruce Tis, Associate Professor, School of Library and Information Science
BSEE, MSEE, Northeastern University; PhD, Boston University. Appointed 1998.

Rong Tang, Associate Professor, School of Library and Information Science
BA, Renmin University of China; MA, Renmin University of China; MA, Ohio State University; PhD, University of North Carolina. Appointed 2006.

Nanette Veilleux, Professor and Director of Computer Science and Informatics Program, School of Library and Information Science
ScB, Brown University; MSEE, PhD, Boston University. Appointed 1999.

Donna Webber Associate Professor of Practice, School of Library and Information Science
BA, Concordia University; MA, University of Wisconsin, Madison. Appointed 2001.

Mary Wilkins-Jordan, Assistant Professor, School of Library and Information Science
BA/BS, Quincy University; JD, Case Western Reserve University; MLIS, University of Wisconsin; PhD, University of North Carolina, Chapel Hill. Appointed 2009.

Kathy Wisser, Assistant Professor, School of Library and Information Science
BA, Bates College; MA, University of New Hampshire; MLIS, University of North Carolina; PhD, University of North Carolina. Appointed 2009.

FACULTY, SCHOOL OF NURSING AND HEALTH SCIENCES

Josephine Atinaja-Faller, Associate Professor of Practice, Nursing
BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. Appointed 2004.

Anne-Marie Barron, Associate Dean, Undergraduate Curriculum and Student Affairs, School of Nursing and Health Sciences, and Associate Professor of Nursing
BSN, Boston College; MSN, University of Massachusetts, Amherst; PhD, Boston College. Appointed 1999.

Judy A. Beal, Dean, School of Nursing and Health Sciences, Professor of Nursing
BSN, Skidmore College; MSN, Yale University; DNSc, Boston University. Appointed 1989.

Charlene Berube, Associate Professor of Practice, Nursing
BSN, Saint Anselm College; MSN, Boston University. Appointed 1994.

Lisa Sciacca Brown, Assistant Professor of Nutrition
BS, Clark University; MS, Simmons College; PhD, Boston University. Appointed 2008.

Teressa Brown, Associate Professor of Practice, Physical Therapy and Assistant Director, Clinical Education
BS, Simmons College; DPT, Simmons College. Appointed 2008.

LaDonna Christian, Associate Professor of Practice, Nursing and Director, Dotson Bridge and Mentoring Program
BSN, University of Michigan, Ann Arbor; MSN, University of Massachusetts, Dartmouth. Appointed 2009.

Jean Christoffersen, Associate Professor of Practice, Nursing
BSN, State University of New York, Brooklyn; MSN, Boston College. Appointed 2004.

George Coggeshall, Associate Professor of Practice, Physical Therapy
BS, University of Rhode Island, Kingston; MSPT, Boston University. Appointed 2008.

Margaret Costello, Associate Professor of Practice, Nursing
BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy; PhD, Simmons College. Appointed 2004.

Terry Davies, Associate Professor of Practice, Nursing
MSN, Simmons College. Appointed 2004.

Sarah Desmond, Associate Professor of Practice, Nursing

BSN, Northeastern University; MSN, Simmons College; SM, Harvard School of Public Health. Appointed 2007.

Colette Dieujuste, Associate Professor of Practice, Nursing

BSN, Columbia Union College; MSN, Boston College. Appointed 2000.

Susan Duty, Associate Professor of Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College; ScD, Harvard University. Appointed 2003.

Sari Edelstein, Associate Professor of Nutrition

BS, Florida State University; MS, Florida International University; PhD, University of Florida. Appointed 2002.

Teresa Fung, Professor of Nutrition

BS, MS, Cornell University; ScD, Harvard University. Appointed 2000.

Priscilla Gazarian, Assistant Professor of Nursing

BSN, University of Massachusetts, Dartmouth; MSN, University of Massachusetts, Boston; PhD, University of Massachusetts, Amherst. Appointed 2002.

Donna Glynn, Associate Professor of Practice, Nursing

BS, Stonehill College; MSN, PhD, Simmons College. Appointed 2007.

James Huddleston, Associate Professor of Practice, Physical Therapy

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BS, University of Massachusetts, Amherst; MSPT, Simmons College; DPT, Simmons College. Appointed 2007.

Makeda Kamara, Associate Professor of Practice, Nursing

BA, Brandeis University; BSN, University of Massachusetts, Boston; MEd, Harvard University Graduate School of Education; MPH, University of Michigan School of Public Health. Appointed 2010.

Ruth Kimokoti, Associate Professor of Practice, Nutrition

MBChB, University Nairobi; MA, Boston University; MPH, Boston University. Appointed 2010.

Rebecca Koeniger-Donohue, Professor of Practice, Nursing

BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island. Appointed 1988.

Jocelyn Loftus, Professor of Practice, Nursing

BSN, University of Massachusetts, Boston; MSN, Simmons College. Appointed 1998.
Arlene Lowenstein, Professor of Practice, Nursing and Program Administrator, Health Professions Education
BSN, Fairleigh Dickinson University; MA, New York University; PhD, University of Pittsburgh. Appointed 2005.

Marla Lynch, Associate Professor of Practice, Nursing

BS, Boston University; MSN, Boston College. Appointed 2007.

Eileen McGee, Associate Professor of Practice, Nursing

BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. Appointed 2003.

Elizabeth Metallinos-Katsaras, Professor of Nutrition

BS, MS, PhD, University of California, Davis. Appointed 1999.

Linda Moniz, Associate Professor of Practice, Nursing

BS, Boston State College; BSN, MSN, Salem State College. Appointed 2004.

Susan Neary, Professor of Practice, Nursing and Director, Doctor of Nursing Practice Program

BA, Emmanuel College; BSN, St. Louis University; MSN, Simmons College; PhD, Boston College. Appointed 1989.

Janet Rico, Professor of Practice, Nursing and Director, Family Nurse Practitioner Program

BSN, St. Anselm College; MSN, University of North Carolina; MBA, Boston University. Appointed 2000.

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

BSN, Catholic University; MSN, DNSc, Boston University. Appointed 1992.

Joanne Rivard, Associate Professor of Practice, Physical Therapy

BS, Boston University; MSPT; MGH Institute of Health Professions; DPT, MGH Institute of Health Professions. Appointed 2010.

Shelley Strowman, Associate Professor of Practice, Nursing, Statistics

BA, Bates College; MA, University of New Hampshire; PhD, University of New Hampshire. Appointed 2009.

Karen Teeley, Associate Professor of Practice, Nursing

BSN, Fairfield University; MSN, Boston University. Appointed 2002.

Victor Tsveybel, Associate Professor of Practice, Nursing

BSN, Northeastern University; MSN, MGH Institute of Health Professions. Appointed 2004.

Sarah Volkman, Professor of Nursing

BA, University of California, San Diego; ScD, Harvard University. Appointed 2001.

Julie Vosit-Steller, Associate Professor of Practice, Nursing

BSN, College of Our Lady of the Elms; MS, MSN, University of Massachusetts, Boston; DNP, Simmons College. Appointed 2004.

Patricia A. White, Professor of Practice, and Director of Dnp Program, Nursing

BSN, MSN, Boston College; PhD, University of Rhode Island. Appointed 1987.

FACULTY, SCHOOL OF MANAGEMENT

Stacy Blake-Beard, Professor, CGO Faculty Affiliate

BS, University of Maryland; MA, PhD, University of Michigan. Appointed 2002.

Angela Chang, Assistant Professor

BA, MBA, National Taiwan University; PhD, Indiana University. Appointed 2014.

Robert Coulam, Professor of Practice

BA, Harvard University; JD, Harvard Law School; PhD, Kennedy School of Government, Harvard University. Appointed 2004.

Patricia Deyton, Professor of Practice and Associate Dean of Graduate Programs

BS, Empire State College, SUNY; M Div., Yale; MSW, Columbia University. Appointed 2004.

Mary Finlay, Professor of Practice

BA, Allegheny College; MBA, Simmons College. Appointed 2005.

Gary Gaumer, Associate Professor

BS, Bradley University; PhD, Northern Illinois University. Appointed 2002.

Indra Guertler, Professor of Practice

BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. Appointed 2000.

Paula Gutlove, Professor of Practice

BS, Cornell University; DMD, Boston University. Appointed in 2011.

Susan Hass, Professor

BS, Boston University; MBA, Harvard University; CPA MA and MD. Appointed 1981.

Cynthia Ingols, Professor of Practice, CGO Faculty Affiliate and Director, BSBA Internship Program

BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. Appointed 1996.

Yulong Li, Assistant Professor of Operations Management

PhD. The University of Toledo. Appointed 2013.

John Lowe, Associate Professor and Associate Dean, Undergraduate Programs

BS, Duke University; MS, Ohio State University; PhD, University of Illinois, Chicago. Appointed 1993.

Jane Mooney, Associate Professor

AB, Vassar College; MBA, Wharton School, University of Pennsylvania; PhD, Baruch College, CUNY. Appointed 2005.

Lynda Moore, Professor, CGO Faculty Affiliate and Senior Scholar for Global Gender and Inclusive Leadership

BA, Hollins College; MEd, Antioch Graduate School; EdD, University of Massachusetts, Amherst. Appointed 1981.

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BA, University of Massachusetts at Boston; MBA, Western Michigan University; PhD, University of Illinois at Urbana-Champaign. Appointed 2006.

Mindy Nitkin, Associate Professor

BA, University of Missouri; MS, Hebrew University; MBA, Simmons College; PhD, Boston University. Appointed 2000.

R. Ryan Raffety, Assistant Professor

BA, Baylor University; MBA, Oklahoma State University; PhD, Western University. Appointed 2014.

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B A, Rutgers University; MBA, Wharton School, University of Pennsylvania. Appointed 2014.

Susan D. Sampson, Associate Professor and Director, Prince Program

BS, Salem State College; MA, PhD, Kent State University. Appointed 1995.

Mary Shapiro, Professor of Practice, CGO Faculty Affiliate

BFA, MS, MBA, Wright State University. Appointed 1992.

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BA, University of Ljubljana, Slovenia; MBA, University of Kansas; DBA, Harvard University. Appointed 2008.

Edward J. Vieira, Jr., Associate Professor

BA, Rhode Island College; MBA, Bryant University; PhD, University of Connecticut. Appointed 2004.

Susan Vinnicombe, Deloitte Ellen Gabriel Professor for Women and Leadership

MA, University of Lancaster; PhD, Manchester Business School. Appointed 2013.

FACULTY, SCHOOL OF SOCIAL WORK

Paul Abraham, Professor and Director of MATESL Program

BA, Boston College; MEd, Boston University; EdD, Harvard University. Appointed 1993.

Judah Axe, Associate Professor of Education

BS, University of Wisconsin; MA, PhD candidate, The Ohio State University. Appointed 2008.

Janet Chumley Associate Professor of Practice in Education

BA, Antioch College; MEd, Boston University. Appointed 1996.

Ellen May Davidson, Associate Professor of Practice in Education

BA, Antioch College; MA Statue University of New York at New Paltz. Appointed 1998.

Christine J. Evans, Associate Professor of Practice in Education and Program Director for New England Center for Children

BA, Hartwick College; MEd, Lesley University. Appointed 1993.

Daren Graves, Associate Professor of Education

BA, Yale University; Med, EdD, Harvard University. Appointed 2006.

Jane Hardin, Associate Professor of Practice in Education and Program Coordinator for Accept and South Coast

BA, University of Massachusetts; MEd, Framingham State College. Appointed 1995.

Russell Maguire, Assistant Professor and Chair of Behavior Analysis

BA, New York State University at Buffalo; MA, PhD, Northeastern University. Appointed 2007.

Bonita Betters-Reed, PhD

Professor of Management

Katherine Bevacqua, Med

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Susan Bloom, MA

Associate Professor of English

Carol Bonner, MA

Associate Professor of Social Work

Peter G. Bowers, PhD

Professor of Chemistry

Deanna Brooks, MSW

Associate Professor of Social Work

David Browder, PhD

Professor of Mathematics

Richard Bruce Carpenter, PhD

Professor of Art History

Maria N. Bueche, PhD

Professor of Nursing

Margaret Bush, MLS

Professor of Library and Information Science

Teresa Carterette, PhD

Professor of Psychology

Peter Castle, PhD

Associate Professor of Psychology

Dana C. Chandler, Jr., BS

Professor of Art

Ching-Chih Chen, PhD

Professor of Library and Information Science

Burton Abercrombie Cleaves, MMus

Professor of Music

Anne Coghlan, PhD

Dean of Sciences and Professor of Biology

Louise Cohen, PhD

Associate Professor of Political Science and International Relations

EMERITI FACULTY

A. J. Anderson, EdD

Professor of Library and Information Science

Woodrow Wilson Baldwin, EdD

Professor of Management

Louise Silbert Bandler, MSW

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Donald Basch, PhD

Professor of Economics

James Baughman, PhD

Professor of Library and Information Science

Mae L. Beck, PhD

Associate Professor of Chemistry

Lynda Beltz, PhD

Professor of Communications

Diane T. Coulopoulos, PhD
Professor of Psychology

Laurie Crumpacker, PhD
Professor of History

Kathleen Dunn, EdD
Professor of Education and Human Services

Josephine R. Fang, PhD
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Alicia Faxon, PhD
Professor of Art

Marlene Fine, PhD
Professor of Communications

Ann Fleck-Henderson, PhD
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Henry James Halko, PhD
Professor of History

Raquel Halty, PhD
Professor of Modern Languages and Literatures

Mary Louise Hatten, PhD
Professor of Management

Iclal Hartman, PhD
Professor of Chemistry

Nancie Herbold, PhD
Professor of Nutrition

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Professor of Nursing

John Cleary Hunter, PhD
Professor of History

Sheila Intner, DLS
Professor of Library and Information Science

Reginald L. Jackson, PhD
Professor of Communications

Anne Jardim, DBA
Founding Dean and Professor

Estelle Jussim, DLS
Professor of Library and Information Science

Susan M. Keane, PhD
Associate Professor of French

Ann Kittler, MSN
Professor of Nursing

Deborah Kolb, PhD
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Lawrence L. Langer, PhD
Professor of English

Ruth Shaw Leonard, MS
Associate Professor of Library Science

Ann E. Lord, MS
Professor of Nursing

Carol Love, PhD
Professor of Nursing

Richard Lyman, PhD
Professor of History

Charles R. Mackey, PhD
Dean of Humanities and Professor of French

Helen Mamikonian, MA
Associate Professor of Foreign Languages

Marion Mason, PhD
Ruby Winslow Linn Professor of Nutrition

James Matarazzo, PhD
Dean and Professor of Library and Information Science

James Mendrick McCracken, Jr., MSW
Professor of Social Work

Carroll French Miles, PhD
Professor of Government

Margaret Bonney Milliken, MA
Associate Professor of English

Phyllis Moore, DNSc
Professor of Nursing

Charlotte M. Morocco, Med
Dean of the College

Paul Raymond Nichols, PhD
Professor of Economics

David Novak, PhD
Associate Professor of Mathematics

Carol Ochs, PhD
Professor of Philosophy

Doris Olmstead, Med
Associate Professor of Athletics

Robert Oppenheim, MFA
Professor of Art, Director of the Trustman Art Gallery

M. Lynn Palmer, PhD
Professor of Physical Therapy

Ynhui Park, PhD
Professor of Philosophy

James Piper, PhD
Professor of Chemistry

Alden W. Poole, BS
Professor of Journalism

Edward Prenowitz, MA
Professor of Physics

Elizabeth Rawlins, EdD
Professor of Education and Associate Dean

Helen Reinherz, ScD
Professor of Social Work

Patricia Rieker, PhD
Professor of Sociology

Priscilla Riley, MSW
Associate Professor of Social Work

John S. Robinson, EdD
Dean of Graduate Studies and Social Sciences and Professor of Education

Linda Roemer, PhD
Associate Professor of Health Care Administration

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Alice Sapienza, DBA
Professor, School of Management

Barbara Sawtelle, PhD
Professor of Economics

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Dean and Professor of Social Work

Kenneth Raymond Shaffer, DLS
Professor of Library Science

Vaughn Sills, MFA
Associate Professor of Art

Lydia Smith, EdD
Professor of Education

Mark Solomon, PhD
Professor of History

Leonard Soltzberg, PhD
Professor of Chemistry

Sue P. Stafford, PhD
Professor of Philosophy

Richard Sterne, PhD
Professor of English

Jessie Stuart, MA
Professor of Retailing

Robert Stueart, PhD
Dean of the Graduate School of Library and Information Science

Carol Swenson, DSW
Professor of Social Work

Karen Talentino, PhD
Professor of Biology

Jill Taylor, PhD
Professor of Education and Women's and Gender Studies

Donald Thomas, PhD
Professor of Psychology

Mary Jane Treacy
Professor of Modern Languages and Literatures and Director of the Honors Program

Everett Leroy Tuttle, PhD
Associate Professor of Biology

Robert C. Vernon, PhD
Professor of Physics

Diana P. Waldfogel, MSW
Dean and Professor of Social Work

Martha Gorovitz Waldstein, MSS
Associate Professor of Social Economy

Bruce Warren, MBA
Professor of Management

Elizabeth Weiant, DEd
Associate Professor of Biology

Dorothy F. Williams, MS
Professor of Communications

AWARDS

STUDENT AWARDS AND PRIZES

All-College Awards

Activism Award

This award recognizes a student who works towards social justice, both within the Simmons community and in their everyday life, through political action and reflection.

Alumnae Honor Award

The Alumnae Honor Award is given to a senior at the Senior Faculty Banquet who best exemplifies the ideal Simmons student by combining scholarship, participation in student activities, contribution to college life, and general all-around excellence.

Carol Waller Pope Leadership Award

The award recipient is a student of color who consistently exhibits cooperation, team spirit, and professionalism, shares a generous and unselfish attitude, displays resourcefulness to meet the needs of others, and enables individuals and groups to flourish.

Charlotte Mae Morocco Award

This special achievement award, given by the Office of Student Life, is for a senior who has shown strong commitment through positive contributions to the Simmons community. The award recipient is successful in her academic and co-curricular efforts, is sensitive to the value of diversity within the Simmons community, is self-confident, skillful, creative, and compassionate.

The Elizabeth McCandless Leadership for Health Education Award

This award is given to a senior who has contributed in an important way by demonstrating leadership and compassion in her work with the Health Education program and Simmons College community during her academic career.

The Jennifer McKee Distinguished Student Award Community Award

Awarded to a student whose work with the Scott/Ross Center has made a unique and lasting contribution to the college's commitment to service. Jennifer McKee helped build the center with her undeniable leadership, vision, determination, and a sense of purpose. Students receiving this award exhibit these same traits.

The Joan Melber Warburg, '45 Leadership Award

This special achievement award, given by the President's Office, is awarded to the Senior who exemplifies the highest ideals of leadership during her Simmons career.

The Judith Botelho Commitment Award

Awarded to a student who exemplifies the commitment to community service that Judith Botelho demonstrated as a student and AmeriCorps*VISTA during her six years at Simmons.

Palmer Award

This award is given to a graduating senior who has been a superior student in the humanities and social sciences and who has made a significant contribution through extra-curricular activities in the area of inter-group relations.

Quiet Leader Award in P.A.S.S.I.O.N

This award recognizes a student on campus that impacts the community in or out of an active organization. This person may or may not be involved in any activated organization in the Simmons Community as an executive board member; however, they have a leadership presence on campus. They are recognized

by their peers as having leadership skills and is working to make a difference at Simmons. The award recipient demonstrates one, if not more of the characteristics in the P.A.S.S.I.O.N. acronym, which are pro-active, aware, sustainable, student-centered, inclusive, optimistic, NOW!

Robert Rankin Award

This award recognizes a graduating senior. Dr. Robert Carter Rankin was a professor of History at Simmons College from 1929-1950. This award was established in his memory to honor a senior who displays the qualities of friendliness, compassion for her fellow colleagues, and devotion to the Simmons community.

Ruth H. Danielson Memorial Award

This award is presented annually to a rising senior resident student who exemplifies the qualities demonstrated by Ruth Danielson. These qualities include a deep interest in and devotion to Simmons students, a graciousness of personality and a great interest in the intellect and philosophy of human kind, as well as an ongoing concern for the growth and future of Simmons College.

The Scott/Ross Center for Community Service Leadership in Service Award

Awarded each year to a student whose leadership and high level of involvement with service learning has strengthened and expanded the undergraduate service learning program at Simmons College.

DEPARTMENTAL/PROGRAM AWARDS

Department of Africana Studies

Maya Angelou Award for Academic Excellence
Winnie Mandela Award for Academic Excellence and Community Service

Department of Art and Music

Alicia Craig Faxon Award in Art History
Robert Gronquist Memorial Award in Music
The Heather Hekman Award
Joshua D. Oppenheim Award

Roberta Goldberg Segal '59 and
Paul L. Segal Endowed Award
Julia Myerson Trustman Fellowship
The Heather Hekman Award
Thomas J. Wallace Memorial Award in
Studio Art

Department of Biology

Biology Faculty Award
Catherine Jones Witton Memorial Award

Department of Chemistry

Allen Douglas Bliss Memorial Award
American Institute of Chemists Award
in Chemistry
American Institute of Chemists Award
in Biochemistry
Leonard J. Soltzberg Department of
Chemistry and Physics Departmental
Service Award
The Outstanding Teaching Assistant Award
in Chemistry and Physics

Department of Communications

Communications Award
Mariana Evans Creel Award in Journalism
Department Faculty Award
Graphic Design Award
Homer Jenks Award
Miriam Gosian Madfis Award
Media Arts Award
Public Relations/Marketing
U.S.S. Safety System SpA of Brugine, Italy
Copywriting & Layout Award

Program in Computer Science & Informatics

Computer Science Award
Information Technology Award

Program in East Asian Studies

East Asian Studies Book Award

Department of Economics

Class of 1990 Economics Liaison Book Award
The Sheila J. Henderson Resilient Scholar
Award in Economics
George J. Kachavos Award
Donald Basch Award in Public Policy
Patricia Anne McGrory Award
Barbara Sawtelle Outstanding Student Award
in Economics

Department of Education

Barbara Mason Kemp Award
Elizabeth B. Rawlins Award
Lydia B. Smith Award
Francis W. Gallishaw Award
(undergraduate or graduate)
Mary Carlyle Holmes Award
(undergraduate or graduate)
John S. Robinson Award
(undergraduate or graduate)
Douglas Eli Schuch Award
(undergraduate or graduate)

Department of English

George W. Nitchie Award
Wylie Sypher Award

Department of History

Clio Award
Henry Halko Award

Program in Management

School of Management Bruce Warren
Book Award
School of Management Peer Award
Wall Street Journal Award

Department of Mathematics

Mathematics Award
Financial Mathematics Award
Marion Walter Future Teacher of
Mathematics Award

Department of Modern Languages and Literatures

Edward Addelson Memorial Award for
Foreign Study
Modern Language Award
Jean Bratton Award

Program in Nursing

Penelope M. Glynn Award
Margaret Jernigan Award
Marjorie Keazirian Award
Ann Kittler Award
Carol F. Love Award
Phyllis S. Moore Award
Lois Estelle Schoppee Award
Marjorie Stimson Honors Award
Pauline Wheble Tripp Award

Sigma Theta Tau International
Nursing Honor Society

Program in Nutrition

Nutrition Faculty Award
Ann DeForest Baker Spaulding Award
Ruby Winslow Linn Award

Open Program

James L.V. Newman Award

Department of Philosophy

Agora Award
Hypatia Award

Department of Physical Therapy

Recognition Award for Excellence
Mary Legace Shaghnessy Award

Program in Physics

The Physics of Materials Award
The Robert Vernon Award in Physics

**Department of Political Science and
International Relations**

Dag Hammarskjöld Award
Carroll French Miles Award
Roy M. Tollefson Award
James P. 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.*

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