



SIMMONS COLLEGE

**Graduate Course Catalog
Colleges of Arts and Sciences
2016-2017**

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College of Arts and Sciences

Leanne Doherty, Interim Dean

Graduate Programs Offered

English (MA)
Gender/Cultural Studies (MA)
History (MA)
Public Policy (MPP)

Dual-Degree Programs

MPP/Gender & Cultural Studies
MAT/English (shared with SSW)
MAT/Gender & Cultural Studies (shared with SSW)
MAT/History (shared with SSW)
Children's Literature/English (shared with SLIS)
History/Archives (shared with SLIS)
Master in Science Management/Gender & Cultural Studies (shared with SOM)

For information, applications, and publications for the programs listed above, contact:

Graduate Studies Admission
Simmons College
300 The Fenway
Boston, MA 02115-5898

Telephone: 617-521-2915
Fax: 617-521-3058
Email: gsa@simmons.edu

Admission

The following conditions for the master's degree apply:

1. A baccalaureate degree from an accredited institution
2. Evidence of satisfactory completion of courses required for entry into a program
3. A satisfactory grade point average, as stipulated by individual graduate-level programs

Once a student is admitted, the school or program advisor must approve all courses selected by the student. Part-time study is possible in all CAS graduate programs. Please consult individual program descriptions in this catalog for additional information about specific admission requirements.

Academic Policies and Procedures

Transfer of Credits

Under special circumstances, the graduate program director may award students credit for graduate work completed at another accredited institution. A maximum of two (2) courses may be accepted. Transfer courses must be graduate-level. The lowest grade accepted for transfer is a B. Transfer courses may not have been credited or used towards another degree. Courses for transfer may not have been taken more than five years prior to date of petition. No credit is granted for more than the value assigned by the host institution. Students who transfer courses valued at three credits may have one credit waived towards the Simmons degree. Quarter hours transfer at two-thirds of a credit per semester hour. Students interested in transferring a course must complete the Petition to Transfer Credit form, found on the Registrar's website.

Auditing Courses

A. Formal Audits

Graduate students who have successfully completed at least eight semester hours in the program may register for a formal audit with the permission of the instructor and the program director. A formal audit signifies that a matriculating student has attended a class regularly and under certain conditions. It exists to indicate for the record that a student is acquainted with the material presented in the audited course. A maximum of two courses may be taken for formal audit during the time that the student is enrolled in a master's program. Upon satisfactory completion of the formal audit agreement, an indication "AU" appears on the transcript. Fees and conditions for the formal audit are on the "Registration for Formal Audit" agreement available in the Office of the Registrar.

B. Informal Audits

Graduate students currently enrolled in a program are not allowed to audit courses informally.

Grading Policy

The grading system is based upon categories and numerical values as follows:

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F, RW = 0

W = Approved Withdrawal

Students enrolled in CAS graduate programs may not take courses on a pass/fail basis.

Dropping Courses

A graduate student may drop a course by completing an add/drop form available in the Office of the Registrar until the end of the fourth week of classes. From week four through week eight, students may drop a course through the same procedure, but a grade of "W" (to designate withdrawal) will appear on the permanent transcript. From week nine through the end of the semester, students may drop a course only through special petition to the Dean of the College of Arts and Sciences. Only petitions that outline unusual circumstances beyond the student's control will be approved. A student who fails to attend a course, but has not formally withdrawn, normally receives a grade of "F" at the close of the semester.

Registration is binding, both financially and academically. Courses dropped are subject to the College's refund policy, which has a different timeline than the add/drop period. The refund policy for graduate students can be found at:

<http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/course-refunds>

International students (non-U.S. citizens) must maintain full-time enrollment to remain in status for immigration purposes. Before dropping any course, international students must consult with the International Student Advisor in the Office of International Programs.

Extension of Time to Complete Coursework

Students must consult with their individual faculty members, in conjunction with the program director, to petition for incomplete course work. Incomplete coursework must be completed early in the semester immediately following the semester in which the incomplete grade was granted; grades must be submitted by February 1 for fall semester, July 1 for spring semester, and September 1 for summer semesters. In exceptional cases, a student can petition to extend this deadline. Failure to submit a petition for extension of time or to submit work by the deadline will result in a grade of F. Students requesting an incomplete grade must complete the Petition for Extension of Time to complete coursework.

Grade Appeal

This policy applies to students in the College of Arts and Sciences. Grade appeals can occur for the following three reasons: computational error; arbitrariness or capriciousness; unlawful discrimination. If a student believes that they have the basis to appeal a final grade, they should follow the grade appeal procedures and deadlines outlined below.

A grade appeal must be initiated within ten instructional days of the semester following the term of the grade under appeal. A student cannot appeal a grade after they have graduated.

A. Explanation of Grounds for Appeal

1. Computational error.

The faculty member is alleged to have made a mistake in the mathematical computation of the course grade. If the faculty member discovers a computational error in calculating a student's grade, they should submit a "Change of Grade" form to the Dean's Office. The faculty member should notify the student of the error and resulting change; the student has the right

to question or appeal this grade following the procedures outlined below. If a student believes that a mistake has been made in the computation of their grade, they should first speak with the faculty member. If the faculty member agrees, the faculty member should complete a "Change of Grade" form, have it signed by the Program Director and by the Dean's Office. If the faculty member does not agree, the student may then follow the procedures and deadlines outlined below

Deadline: "Change of Grade" forms must be received by the Dean's Office no later than one semester following the semester in which the computational error was made.

2. Arbitrariness or capriciousness.

The student alleges that the grade was based on something other than performance in a course (i.e. non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabi or other written document in a substantial, unreasonable, and unannounced way. In this case, the student should follow the procedures and deadlines outlined below.

3. Discrimination.

The student alleges that the grade reflects a violation of the College's non-discrimination policy as stated in the College catalogs and student handbooks. In this case, the student should follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the College catalogs and student handbooks.

B. Grade Appeal Procedures and Deadlines

1. First Step: Informal Resolution with Course Faculty Member.

If the student believes they have received an unfair course grade, they shall attempt to resolve the matter informally with the faculty member who assigned the grade. The faculty member shall meet with the student to consider their reasons for believing the final grade to be unfair. If the faculty member does not believe there is merit for a grade change, they notify the student. The student may then proceed to the second step below. If the faculty member believes there is reason to change the grade, they complete the "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Department Chair/Program Director for approval; the Department Chair/ Program Director submits it to the CAS Dean's Office for approval. After Dean's Office approval is received, the faculty member notifies the student of the change.

Deadline: The student must make their appeal to the faculty member no later than the tenth day of instruction of the semester following the assignment of the grade under appeal. If the grade is not to be changed, the faculty member will notify the student of their decision within five days of instruction of their meeting. If the grade is to be changed, the faculty member submits the "Change of Grade" form to the Department Chair/Program Director within five days of instruction. The Dean's Office will notify the faculty member when the change has been processed so that the faculty member can notify the student.

2. Second Step: Informal Resolution with Department Chair/ Program Director.

If, after the faculty member's notification of their consideration of the initial grade appeal, the student continues to believe that the grade is unfairly assigned, the student shall meet with the Director of the Program in which the course was taken and explain the grounds for the student's grade appeal. The student will provide all supporting course materials. The Program Director shall meet with the faculty member. If the faculty member, after discussion with the Program Director, agrees that the grade should be changed, they complete a "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Program Director for approval; the Program Director submits it to the CAS Dean's Office for approval. If the faculty member does not agree, the student may proceed to the third step below.

Deadlines: The student must submit an appeal with the Department Program Director within ten instructional days after notice of the decision in "first step" above. The Program Director informs the student of their decision within five instructional days of their meeting.

3. Third Step: Dean's Review.

If, after seeking informal resolution with the Program Director, the student continues to believe that the assigned grade is unfair and wishes to pursue the appeal, the student may submit a formal written appeal and "Grade Appeal" form to the CAS Dean's Office. The written statement includes the student's reasons for appealing the grade and any supporting materials. The Dean or their designate shall meet, separately and/or together, with the student and the faculty member and may ask for a written statement from the faculty member. Additionally, the Dean or their designate shall meet with the Program Director. If the Dean's Review determines that there is no merit to the grade appeal, the Dean informs the student that the final grade stands. The grade appeal process ends here.

Deadlines: The student must submit a written statement and "Grade Appeal" form to the CAS Dean within ten instructional days of the notice of the decision in the "second step" above. The Dean informs the student of their decision within ten instructional days of their final meeting.

4. Fourth Step: Faculty Grade Appeal Committee.

If the Dean's Review determines that there is merit to the grade appeal, the Dean will refer the appeal to the Faculty Grade Appeal Committee.

Deadlines: The Faculty Grade Appeal Committee has twenty instructional days to convene and deliberate. The Committee notifies the student, faculty member, and Dean's Office of its decision within five instructional days of its decision.

Please note that although individual assignments become part of a course grade appeal, only the final grade in a course is open to appeal under this process. As a result of the grade appeal process, the final grade may be raised, lowered, or stay the same. The grade appeal process will not attempt to grade or re-grade individual assignments or aspects of course work other than the final grade. Similarly, no new or revised course work can be requested by the student or accepted by the faculty member as part of a grade appeal process. Records of all graded material, including examinations, papers, homework, etc. shall be maintained by individual faculty members until the end of the grade

appeal procedure period. Students are strongly encouraged to maintain copies of all work submitted to the faculty member as well as graded work returned to the student by the faculty member.

Switching from stand alone MA to a dual degree

If a student is currently enrolled in a CAS degree program and would like to apply for a dual degree program, they must follow the application process for the second degree program. Requirements can be waived in extenuating circumstances by the director(s) of the dual degree program. Only a candidate in good academic standing will be considered for entry into a dual degree program.

Withdrawing from one of the programs that comprises a dual degree program

Students who wish to withdraw from one of the programs that comprise the dual degree program for which they were admitted must complete a Withdrawal from One Program in a Dual Degree Program form which is available through the Registrar's office.

Students are required to obtain the permission of both program directors involved in the dual degree. Students are also required to obtain the signature of the Student Financial Services office. Often changing from a dual degree program to a single degree program will result in a change of tuition and of credits required for the single degree. Questions about this process should be directed to the Office of the Registrar. After the withdrawal is approved, students must complete the requirements of the stand alone degree.

Satisfactory Progress Toward the Degree

The overall grade point average required for a graduate degree from the College of Arts and Sciences is B (3.0) or better. Graduate students are expected to maintain an average at or above a B each semester.

If a student receives a D in a class, they will receive a letter of warning from their program director. If a graduate student's cumulative GPA falls below a 3.0 for a semester, they will be placed on academic probation by the College of Arts and Sciences Dean's Office. Probation allows for the student to remain in degree candidacy (but not in good standing) for one semester. If the student achieves a cumulative grade of a 3.0 or above after their semester on probation, they are removed from probation status. If a student receives a 3.0 or above during their probation semester but remains below a 3.0 cumulative GPA, they will remain on probation.

Students who have a cumulative GPA below 3.0 for two semesters in a row will be Removed from Degree Candidacy (RDC) by the College of Arts and Sciences Dean's Office. RDC excludes the student for the semester, after which the sanction was received, however, allows the student to continue to take courses at Simmons College. After completing the semester during which the student was not a degree candidate, the student may apply for readmission to the College. When degree candidacy is restored, courses successfully completed during the RDC semester will be applied toward the graduate degree.

Students who have a cumulative GPA below 3.0 for three semesters in a row will be removed from the program.

Graduate students are also expected to meet formal deadlines when completing work for independent studies, internships, capstones, and theses. Please check your program handbook for policies concerning missed deadlines and status within the program. Program directors have the responsibility to monitor graduate students' academic standing and can issue letters of warnings in various situations based on the program handbook criteria. (e.g students whose academic progress is above 3.0, however has not been attending their internship site).

Expulsion from Program

Student enrollment at the College carries with it the expectation that students will abide by the Honor Code of Responsibility and accept the standards of conduct and scholarship established by the faculty, students, and administration. 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 College publications, including the College of Arts and Sciences Graduate Catalog. The Honor Board, acting in its judicial function, may exclude a student from the College without a faculty vote in consultation with appropriate faculty and staff representatives, which may include directors, deans, provost staff, and the college president.

Length of Time to Complete Degree

Students must complete the degree within the established time allotted, beginning from date of first enrollment and regardless of semester(s) away from the College. The specific amount of time for degree completion varies by program. All programs within the College of Arts and Sciences must be completed within five years of enrollment. Dual degree programs must be completed within six years of the date of first enrollment.

Leave of Absence/Readmission to Active Status

Students may choose not to enroll for a fall, spring, or summer semester during their graduate study. Not enrolling during summer is not considered a leave of absence. It is important for students to discuss the implications of taking a leave of absence with their program director as they make the decision to not enroll in fall or spring. Students must complete a Petition for leave of Absence prior to the semester in which they not enroll. Financial Aid recipients must also notify the office of Student Financial Services. Students who take a leave of absence must complete the degree within the established length of time for completion of degrees, regardless of the length of time away from the program or changes in the program. Students may be held to new program requirements upon return. To register after returning from a leave of absence, students must complete a Request for Readmission to Active Status through the Registrar's office.

Withdrawal from the College

A student who withdraws from all courses and does not plan to return to Simmons should complete a notice of Withdrawal from the College form. At such time, a student will be considered withdrawn.

Any student who has withdrawn from Simmons and wishes to reenroll must complete the Request for Readmission to Active Status form. Such students will be required to meet new program requirements and expectations.

Graduate Student Development Fund

CAS established the Graduate Student Development Fund to support activities that contribute to the overall professional development of its graduate students. These activities include, but are not limited to, presenting papers at professional meetings, workshop participation, research, and other activities related to enhancing professional development. A limited amount is available to support research related to thesis, independent study and/or capstone courses.

The Office of the Dean will review applications, which will be considered from September through May. Applications must be submitted one month before the proposed activity so that the award activity commences after the decision process takes place. No awards are made after the activity has been completed. Criteria applied as part of the review process include relevance of the activity to the graduate student's professional development or research plans and level of contribution and/or involvement in the activity.

The Graduate Student Development Fund will help to support travel costs and registration fees. The awards may be granted as follows:

- Up to \$200 for attendance at professional development activities, such as a conference or workshop.
- Up to \$200 for research related to thesis, independent study, and/or capstone courses when expenses exceed \$200. Proposals should include a budget for the first \$200 assumed by the student as well as the additional expenses for which the student is applying.
- Up to \$300 for presentation at professional development activities, such as conferences, workshops, or professional meetings.
- Additional funds may be available for exceptional cases or for international travel.

Each graduate student may receive only one award during the academic year. Graduate student development funds are available only to students who have been admitted to a graduate degree program in CAS. Awards will be given out until funds are depleted for that academic year. For further information, please contact the Office of the Dean of the College of Arts and Sciences at 617-521-2091 or cas@simmons.edu.

Graduate Program in English

Sheldon George, *Program Director, Associate Professor*

Pamela Bromberg, *Chair and Professor of English*

Kelly Hager, *Associate Professor of English and Women's and Gender Studies*

Renee Bergland, *Professor of English and Hazel Dick Leonard Chair*

Cathryn Mercier, *Professor of English, Director of the Center for the Study of Children's Literature*

Lowry Pei, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

Suzanne Leonard, *Assistant Professor*

Rachel Lacasse, *Administrative Assistant*

The Master of Arts

The Master of Arts in English Program provides a strong foundation in English and American literature and in literary theory and analysis. The curriculum is designed to provide study to supplement and consolidate the student's undergraduate work in literature and writing and to allow some further specialization.

Learning Goals:

Upon completion of the M.A. in English, a graduate will have gained the following knowledge, skills, and abilities:

1. Disciplinary Skills

Students will be able to participate knowledgably and fluently in the professional conversation about ideas, texts and writers.

They will be able to use their sophisticated skills in research and self-critical analytical thinking to produce insightful critical essays.

They will be able to speak intelligently about their insights in discussions or formal presentations.

2. Disciplinary Content

Students will demonstrate depth and breadth of knowledge about American, English and world literature in English, and about literary history. They will be able to identify and apply the theoretical concepts and discourses that contribute to the current scholarship and conversation in the field.

3. Critical-Historical Awareness

Students will be able to recognize the temporal, social, political and historical contexts of literature and will possess understanding of the complex relationships of representation to historical issues of power in relation to categories such as 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 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. Appreciation of 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.

Admission:

Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Students are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, a critical writing sample, and recommendations from two former teachers. An interview is optional. Students are admitted to this program in fall, spring, and summer. Inquiries should be addressed to Graduate Studies Admission, Simmons College, 300 the Fenway, Boston, MA, 02115-5898, or email gsa@simmons.edu.

Degree Requirements:

The master's degree requires the satisfactory completion of 32-credits of coursework. The English graduate program is individually prescribed; with guidance from the program director, students design a course of study that comports with their academic and professional interests. Two courses are mandatory: ENGL 404 Graduate Proseminar and ENGL 405 Contemporary Critical Theory. The remainder of the 8-course program is elected from offerings best adapted to the student's needs and interests. Select students are allowed to pursue advanced research that culminates in the thesis taken as a ninth course. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed towards the master's degree. While the program can be completed in three semesters, a typical course load is two classes per semester. Part-time students are allowed up to five years to complete the degree.

Dual Degree Options:

Students interested in a dual degree may pursue a combined M.A. in English and M.A. in teaching or a combined M.A. in English and M.A. in Children's Literature. If admitted to the dual degree program, candidates are allowed a reduced course-load of 28 credits (instead of 32) for the English component of the dual degree.

M.A. in English and Children's Literature

The dual degree in English and Children's Literature is a 56 credit program consisting of seven courses in Children's Literature and seven courses in English. The Children's Literature component includes five core courses and two electives. The seven English courses include ENGL 404 Graduate Proseminar, ENGL 405 Contemporary Critical Theory and five English electives.

M.A. in English and M.A.T. in Education

The dual degree in English and Teaching is a 60-64 credit program consisting of seven courses in English and seven courses in teaching. The seven English courses include ENGL 404 Graduate Proseminar, ENGL 405 Contemporary Critical Theory and five English electives. The teaching component of the dual degree includes seven courses and a four credit practicum or an eight credit internship. Completion of the dual degree along with passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL) allow the student to receive initial teaching licensure from Massachusetts at the elementary, middle or high school level.

COURSES

ENGL 400 Directed Study: Graduate Level (F,S)

4 sem. hrs.

Offers an opportunity for students to study a topic of their choosing. Requires the consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. Staff.

ENGL 402 Seminar in the Teaching of Writing

4 sem. hrs.

Prepares graduate students to be classroom teachers of writing at the undergraduate or secondary school level. A reflective study of teaching practice such as creative writing assignments, commenting on student work, guiding peer review, evaluation and grading, course design. Pei.

ENGL 404 Proseminar (F)

Focused upon a rotating topic, this course introduces students to graduate work through the study of high level research and scholarship connected to particular texts or genres. It focuses upon essential graduate skills that include conducting literary research, preparing paper proposals, writing graduate level seminar papers, and presenting scholarship to a broader audience.

ENGL 405 Contemporary Critical Theory (F)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to bear on key literary and historical texts (also listed as GCS 405). George.

ENGL/GCS 406 Feminism and Literature

4 sem. hrs.

Surveys feminist approaches to literary analysis and production, examining poetry and fiction that engages with sex, gender, and sexuality, while also studying feminist literary criticism, literary history, feminist theory, and queer theory in literary context. Bergland or Leonard.

ENGL/CHIL 411 Victorian Children's Literature

4 sem. hrs.

Examines the wide variety of Victorian literature written for children, from fairy tales and nonsense verse to didactic fiction and the bildungsroman. Authors studied may include Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, Dinah Mulock Craik, Christina Rossetti, Robert Louis Stevenson, Charlotte Mary Yonge, and Rudyard Kipling. Hager.

ENGL/GCS 412 Special Topics: Theoretical Approaches to Cultural Narratives

4 sem. hrs.

Studies a recent work in critical or cultural theory in depth and applies it to the analysis of multicultural and popular cultural narratives (to novels and stories by writers working within and outside Anglo American tradition, to television and film series). Examples of theoretical approaches include aesthetic theory, post-colonialism, and new historicism. Hager.

ENGL/CHL 423 19th-Century American Children's Literature (F)

4 sem. hrs.

Reading writers including Alcott, Twain, Susan Warner, Thomas Bailey Aldrich, and Margaret Sidney, this class will consider the role of religion, the classed and gendered nature of writing for children, and the way the family is depicted and disciplined. We'll also take up the question of race, women's suffrage, and industrialization in the children's literature of the period. Hager.

ENGL 455 Graduate Thesis (F, S)

4 sem. hrs.

Involves a semester-long research and writing project culminating in a paper of approximately 30 pages of publishable quality under the supervision of a faculty member with expertise in the subject area. Requires permission from the program director and a proposal approved by the program director and by the thesis advisor during the semester before the course is taken. Staff.

ENGL 504 Problems in Romantic Literature: The Romantic Rebel (S)

4 sem. hrs.

Begins with Milton's *Paradise Lost*, the subtext for all romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women romantic poets. Concludes with the female perspective on romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. Bromberg.

ENGL 505 Advanced Creative Writing: Non-Fiction

4 sem. hrs.

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 506 Victorian Literature and Culture

4 sem. hrs.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill. Hager.

ENGL 507 Jane Austen and Her Contemporaries

4 sem. hrs.

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 508 The Postcolonial Novel

4 sem. hrs.

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary post-colonial theory. Bromberg.

ENGL 512 Classical American Writers

4 sem. hrs.

Studies in depth, with critical readings, the major 19th-century writers Hawthorne, Dickinson, and Melville, with attention to their contributions to the development of a distinctively American literature. Bergland.

ENGL 516 Native American Literature

4 sem. hrs.

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmom 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 517 Toni Morrison and American Literature (S)

4 sem. hrs.

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 518 The Dramatic Imagination in America (S)

4 sem. hrs.

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 520 American Women's Poetry

4 sem. hrs.

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 521 Studies in Shakespeare (U)

4 sem. hrs.

Closely analyzes a few major plays and varied critical approaches to them. Wollman.

ENGL 523 Special Topics in Literature (F)

4 sem. hrs.

Offers and intensive study of a particular genre of literature. Staff.

ENGL 526 Studies in Medieval and Renaissance Literature (F)

4 sem. hrs.

Studies topic including Milton, magic and fantasy in the renaissance, and literary depictions of love in the 16th century. Wollman.

ENGL 527 Race and Gender in Psychoanalytic Discourse (S)

4 sem. hrs.

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. Bergland.

ENGL 528 American Ghosts: the Cultural Politics of Haunting

4 sem. hrs.

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, or Tony Kushner. Bergland.

ENGL 531 Literary Boston

4 sem. hrs.

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 532 English Literature of the 17th Century

4 sem. hrs.

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 542 Studies in 18th-Century Literature (F)

4 sem. hrs.

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 554 Studies in Film Genre: Melodrama

4 sem. hrs.

Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

ENGL 590 Seminar in Literary Scholarship (S)

4 sem. hrs.

Offers a framework for advanced independent work in literary studies. Texts include some of the critical and theoretical approaches that help to define the topic. Bergland.

ENGL 598 Feminist Media Studies

4 sem. hrs.

Analyzes how film 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.

Gender/Cultural Studies Program

Jo Trigilio, *Program Director and Senior Lecturer in Philosophy and Women’s and Gender Studies*
Renee Bergland, *Professor of English and Hazel Dick Leonard Chair*
Carole Biewener, *Professor of Economics and Women’s and Gender Studies*
Pamela Bromberg, *Professor of English and Director of the Graduate Program in English*
Laurie Crumpacker, *Professor of History and Women’s and Gender Studies*
Sheldon George, *Associate Professor of English*
Kelly Hager, *Associate Professor of English and Women’s and Gender Studies; Chair of English*
Valerie Leiter, *Associate Professor of Sociology and Director of the Public Health Program*
Sarah Leonard, *Associate Professor of History*
Suzanne Leonard, *Assistant Professor of English*
Cathryn Mercier, *Professor of English, and Director of the Graduate Program in Children’s Literature*
Theresa Perry, *Professor of Africana Studies and Education*
Laura Prieto, *Professor of History and Women’s and Gender Studies*
Jyoti Puri, *Professor of Sociology*
Diane Grossman, *Professor of Philosophy and Women’s and Gender Studies*
Saher Selod, *Assistant Professor of Sociology*
Becky Thompson, *Professor of Sociology*
Dawna Thomas, *Associate Professor of Africana Studies and Women’s and Gender Studies*
Stephen Ortega, *Associate Professor of History, Co-Director of Dual Degree Graduate Program in Archives Management and History*
Sarah Jenness, *Administrative Assistant*

The Master of Arts in Gender/Cultural Studies (GCS)

The graduate program in Gender/Cultural Studies [GCS] is designed to combine the study of gender and culture. Crossing disciplinary boundaries, the GCS program is dedicated to examining the ways in which race, ethnicity, nation, class, gender, sexuality, and sexual orientation are constructed within the United States and in international contexts. The program places an emphasis on cutting-edge theory, including theories in feminism, poststructuralism, cultural studies, and postcolonialism, and promotes multi-perspectival, multi-factored theoretical analyses.

The interdisciplinary nature of the GCS program allows students to pursue more specialized courses of study by providing access to courses from a range of disciplines, including Africana Studies, Communications, Economics, Education, English, History, Modern Languages, Philosophy, Political Science, Sociology, and Women’s and Gender Studies.

Admission: Admission requires a baccalaureate degree from an accredited college or university and an outstanding undergraduate record. 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.

Potential inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, call 617- 521- 2915, or email gsa@simmons.edu.

Degree Requirements: Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years. No more than four semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Candidates for the Gender/Cultural Studies degree must satisfactorily complete 32 semester hours as follows:

Required core courses

Students must take both of the following courses:

GCS 403 Seminar in Gender/Cultural Studies

GCS 430 Cultural Theory

GCS core elective course

Students must take one of the following courses:

GCS 406 Feminism and Literature

GCS 410 Issues in International Studies

GCS 412 Theoretical Approaches to Cultural Narratives

GCS 415 Feminism and Economic Difference

GCS 417 Race Theory

GCS electives

Students must take at least three courses from the GCS electives list [below].

Capstone

All students must complete at least 4 capstone credit hours [or significantly revise and expand a seminar paper] and present their work at the GCS colloquium. The capstone options are list below:

GCS-455 Thesis [two semesters; 4 credit hours each semester]

GCS-460 Project

GCS-470 Internship

GCS-480 Gender/Cultural Fieldwork

Eighth course plus completing a 30 page paper revision

Dual degree programs

The Dual Degree Program with the Master of Arts in Teaching (MAT)

The dual-degree program is a full-time, two-year, graduate program leading to a MAT degree and a MA degree in GCS. It is specifically designed for those preparing for a career in education and intending to assume leadership positions in schools. Students must apply and be admitted to both programs. Students simultaneously enroll in both the GCS program and the MAT program. Each student will have two advisors, one in the MAT program and one in the GCS program

Degree Requirements: Candidates for the dual degree must complete a total of 15-16 full credit courses. Depending on the teaching unit selected, students must complete six courses in the GCS program (two required core courses, one core elective course, and at least three GCS electives), and eight or nine courses in the MAT program. In addition, students complete a capstone project in GCS that may comprise a teaching unit. For the teaching unit, the student has the option of

completing a one-semester teaching practicum or a full-year teaching internship in a public school. The internship option requires enrolling in an additional four credits. Dual-degree students present their capstone work at the spring colloquium with other graduating GCS students.

In the first year of the program, students usually take courses in the MAT program during the two Simmons summer sessions. During the fall and spring semesters, students usually take at least two GCS courses per semester. In the second year, students' time will be devoted to fulfilling the MAT requirements, including a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license.

Teaching Licensure: Successful completion of the MAT degree along with passing scores on the appropriate Massachusetts tests for educator licensure (MTEL) allow the student to receive initial teaching licensure from the state of Massachusetts at the elementary, middle or high school level. The MA degree will provide the necessary content area of study for the student to apply for professional teaching licensure after three years of successful teaching in the state. Depending upon a student's undergraduate background, dual-degree GCS/MAT students will be certified in social studies, English, or history.

Dual Degree Program with Master of Arts in Public Policy

See full description of program on pages 37-39.

Other Programs

Laurie Crumpacker Scholars

This accelerated program for Simmons students offers the opportunity to acquire a Master of Arts in Gender/Cultural Studies within one year after completing the undergraduate degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year by following the admissions procedure outlined above. Students admitted to the program begin graduate-level work in the GCS program in the senior year of their undergraduate degree at Simmons. Students may transfer up to eight credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their undergraduate degrees and have fully entered the GCS program. If such students would like to write a master's thesis, they may submit a proposal during the last semester of their senior year, following the guidelines that apply to all GCS students.

Graduate Consortium in Women's Studies (GCWS)

The Graduate Consortium in Women's Studies is housed at MIT and offers interdisciplinary, team-taught seminars to students who are enrolled in graduate programs at eight member institutions. Courses are designed to foster a dynamic interchange between and among scholars and to provide intellectual stimulation for faculty and students doing work across disciplines. Courses critically address gender, race, class, nation, sexualities, and the practical implications and applications of feminist theory. GCWS courses allow faculty and graduate students to explore traditional and cutting edge theories, and develop new avenues of inquiry. There is no fee for GCWS courses. Students are granted credit for participation by their home institutions and are admitted by application. The Consortium membership includes Boston College, Boston University, Brandeis

University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston.

COURSES

GCS 403 Seminar in Gender/Cultural Studies (F)

4 sem. hrs.

Explores the interdisciplinary nature of gender/cultural studies and introduces the student to graduate-level research and writing. Draws upon feminist, poststructuralist, and cultural studies frameworks to examine issues of power, body, gender, sexuality, and race. Includes oral reports and research papers. Trigilio.

GCS 430 Cultural Theory (S)

4 sem. hrs. Prereq.: GCS 403 or consent of the instructor.

An intensive reading seminar, intended to provide an introduction to the theoretical debates regarding the study of culture that have taken place in the last 20 years. Explores theories of nations, publics, and identities. Considers a number of theorists including Bourdieu, Habermas, Foucault, Hall, and Butler. Leonard.

GCS/ENGL 405 Contemporary Critical theory (F)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to bear on key literary and historical texts. Bromberg, George.

GCS/ENGL 406 Feminism and Literature

4 sem. hrs.

Surveys feminist approaches to literary analysis and production, examining poetry and fiction that engages with sex, gender, and sexuality, while also studying feminist literary criticism, literary history, feminist theory, gender theory, and queer theory in literary context. Bergland, Leonard.

GCS 410 Issues in International Studies (F)

4 sem. hrs.

Topics in alternate years include “Gender, Race, and Imperialism in Historical Perspective,” and Queer Transnationalism. Prieto, Puri.

GCS/ENGL 412 Special Topics: Theoretical Approaches to Cultural Narratives

4 sem. hrs.

Studies a recent work in critical or cultural theory in depth and applies it to the analysis of multicultural and popular cultural narratives (to novels and stories by writers working within and outside Anglo-American tradition, to television and film series). Examples of theoretical approaches include aesthetic theory, post-colonialism, and new historicism. Hager.

GCS 415 Feminism and Economic Difference

4 sem. hrs.

Focuses on critical appraisals of economics as a gendered discourse, as well as recent poststructuralist, materialist feminist, and postmodern Marxist work that diversifies the economic space by theorizing gender, class, sexuality and race along with economic difference. Biewener.

GCS 417 Race Theory

4 sem. hrs.

Examines contemporary theories of race and ethnicity from multiple disciplinary perspectives, including sociology, literature, philosophy and the law. Considers the different theoretical frameworks used by race theorists, such as, post-colonial, feminist, critical legal, and psychoanalytic. Topics covered: racial formation, colonialism, biological racism, civil rights, racial and ethnic injustice, intersectionality, mixed race, social construction of race, and whiteness. Selod.

GCS 450 Independent Study (F, S)

2–4 sem. hrs. Prereq.: Consent of the program director.

Offers an opportunity to complete research, internship, or fieldwork projects related to the GCS program. Requires consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. May not be taken more than twice. Staff.

GCS 455 Thesis (F, S)

8 sem. hrs. (over two semesters) Prereq.: Consent of the program director.

Involves a year-long independent research and writing project culminating in a paper of approximately 60 to 80 pages under the supervision of one reader with expertise in the subject area. Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. Staff.

GCS 460 Master's Project (F, S)

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

Involves a research and writing project culminating in a paper of substantial length (30 to 40 pages) that may include an exhibit, film, media presentation, etc. entails integration of materials relevant to the student's specialization. Requires a proposal approved during the semester before the course is taken. Staff.

GCS 465 and GCS 466 (F, S)

4 sem. hrs. Offered through the graduate Consortium. Staff.

GCS 470 Internship (F, S)

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

Offers students a work experience of five to 10 hours per week under the direction of a workplace supervisor and a Simmons advisor. Serves as a source of information for inquiry and research. Culminates in a final paper of 20 to 30 pages that studies and analyzes an aspect of the work experience or site (e.g., an institutional ethnography). Requires a proposal approved during the semester prior to the internship. Staff.

GCS 480 Fieldwork (F, S)

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

Offers an opportunity to conduct field research for five to 10 hours per week under the direction of a Simmons advisor. Involves gathering empirical information for a study of approximately 20 to 30 pages. Requires a proposal approved during the semester prior to the fieldwork, and may require approval from the institutional review board for research involving human subjects. Staff.

AST 513 The Black Struggle for Schooling in America

4 sem. hrs.

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

AST 529 Race, Culture, Identity and Achievement (F)

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 536 Black Narratives of Oppression, Resistance, and Resiliency

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/SOC/WST 565 Intimate Family Violence: A Multicultural Perspective

4 sem. hrs.

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 588 Black Popular Culture and the Education of Black Youth

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.

CHL 401 Criticism of Literature for Children (F)

4 sem. hrs. prereq: consent of the Children's Lit Program Director

Develops the individual critical voices of students and acquaints them with the literary canon and a variety of literary perspectives through exposure to many influential schools of literary criticism. Applies critical skills in the examination of a range of novels (realism and fantasy), short stories, biographies, nonfiction, and translated works published for children. Mercier, Lambert.

ENGL 506 Victorian Literature and Culture

4 sem. hrs.

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 507 Jane Austen and Her Contemporaries

4 sem. hrs.

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 508 The Postcolonial Novel (S)

4 sem. hrs.

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 516 Native American Literature

4 sem. hrs.

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslie Marmon Silko, Simon Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by native and non-native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria. Bergland.

ENGL 517 Toni Morrison and American Literature

4 sem. hrs.

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 520 American Women's Poetry (F)

4 sem. hrs.

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 527 Race and Gender in Psychoanalytic Discourse (S)

4 sem. hrs.

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 528 American Ghosts: the Cultural Politics of Haunting

4 sem. hrs.

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, or Tony Kushner. Bergland.

ENGL 554 Studies in Film Genre: Melodrama (F)

4 sem. hrs.

Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

ENGL 598 Feminist Media Studies

4 sem. hrs.

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.

HIST 527 Archives, History, and Collective Memory (F)

4 sem. hrs. Prereq.: LIS 438 or consent of the instructor.

Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on a series of case studies. Bastian, Ortega, Prieto.

See program directors for information on whether this course will count as history or as SLIS for your individual program.

HIST 529 Seminar: Film and Historical Representation

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 560 Seminar in the History of Women and Gender

4 sem. hrs.

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. Crumpacker, Prieto.

HIST 561 Cross Cultural Encounters: Contacts, Connection and Conflict

4 sem. hrs.

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 564 Rape of Nanjing

4 sem. hrs.

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 World War II. 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 565 9/11 Narratives

4 sem. hrs.

Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Ortega.

HIST 567 Memory and the Holocaust

4 sem. hrs.

Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma. Leonard.

HIST 571 Seminar in Early American History

4 sem. hrs.

Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles. Berry, Crumpacker.

HIST 573 Seminar in 19th-Century U.S. History

4 sem. hrs.

Topics vary each year. Focuses on topics in the cultural, social, and political history of the U.S. during the course of the "long" 19th century, between the Jacksonian Era and the Jazz Age. Crumpacker, Larson, Prieto.

HIST 574 Modern U.S. History Seminar (F)

4 sem. hrs.

Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Prieto.

HIST 575 Cold War Culture

4 sem. hrs.

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 576 American Revolution (F)

4 sem. hours.

HIST 577 Seminar in Modern European History

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, Weimar Germany, and nineteenth century Europe. Leonard.

HIST 597 Historical Methods and Research (F)

4 sem. hrs.

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.

SOCI 500 Special Topics**SOCI/AST 511 Critical Race Legal Theory**

4 sem. hrs.

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

SOCI 521 Sociology of Food

4 sem. hrs. Prereq: SOCI 101 or SOCI 241.

Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organizing around food politics in the U.S. and elsewhere. Leiter.

SOCI 538 (TC) Cross-Cultural Alliance Building

4 sem. hrs.

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 539 Qualitative Research Workshop (S)

4 sem. hrs.

Immerses students in qualitative research techniques in a workshop format, focusing on the conduct of qualitative interviews and on the analysis of existing documents and interview data. Addresses ethical and political issues in research, emphasizing acquisition of theoretical and hands-on experience needed to conduct independent qualitative research. Leiter.

SOCI 544 Sociology of Poetry and Prose

4 sem. hrs.

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 545 Health Systems and Policy

4 sem. hrs.

Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. Leiter.

SOCI 547 Antiracism and Justice Work (F)

4 sem. hrs.

Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism. Thompson.

WGST 554 Feminist Theories (F)

4 sem. hrs.

Examines selected theoretical themes in the development of feminist theory after 1970. Explores classic and contemporary debates about cultural feminism, the sex wars, essentialist and social constructionist concepts of the subject, issues of embodiment, and third wave feminism. Grossman, Trigilio.

WGST 580 Gender and Queer Theory

4 sem. hrs.

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.

Other electives are often available on a semester-by-semester basis. A list of current electives for each semester is available from the program director.

Graduate Program in History

Stephen Ortega, *Program Director and Associate Professor of History*

Sarah Leonard, *Associate Professor of History*

Laura Prieto, *Professor and Chair of History*

Zhigang Liu, *Associate Professor of History*

Stephen Berry, *Associate Professor of History*

Laurie Crumpacker, *Senior Lecturer in History*

Master of Arts in History

This program emphasizes the study of history as a multi-faceted field that is constantly developing new questions about the past, and exploring innovative approaches to answering those questions. It prepares students for careers in education, research, archives management, librarianship, curatorship, and various other forms of public history, as well as for doctoral study in the discipline. Its emphasis is on historical research, which trains students in identifying and interpreting sources and in the critical evaluation of history. There are also dual-degree programs integrating History and the master's in Teaching as well as in Archives/History.

Degree Requirements: This program requires 36 semester hours. All students should take one course in historical methodology and historiography (HIST 460 or HIST 597); a series of electives for a total of 24 or 28 credits; and a culminating 4-credit or 8-credit research project or internship (fieldwork, thesis, teaching practicum, or public history internship).

Dual-Degree Program in MA History/MA Teaching

This 60-credit or 64-credit program is specifically designed for those preparing for a career in education and intending to teach history, social studies, or humanities. Students in this program enroll in both the Master of Arts in History program and the MAT program. A dual-degree student's specific sequence of courses is designed through consultation with both the History and the MAT advisor. The coursework will include 4 credits of methodology, 5 or 6 electives, and independent study in History (such as a thesis or a project in curriculum design) as well as a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license and certification in history. For further information concerning the MAT portion of the dual-degree program, consult Maryellen Cunnion. Written inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or telephone inquiries to 617-521-2566; and email to maryellen.cunnion@simmons.edu.

Dual-Degree Program in Archives/History

(MA History, MS Library and Information Science with an Archives concentration)

Increasingly, archival employers recognize that archivists require both technical training and historical knowledge, including hands-on experience as scholarly researchers. To meet the needs of students pursuing these positions, the Simmons Graduate School of Library Science and the Department of History offer a dual degree program in history and archives management leading to a Master of Science in Library and Information Science and a Master of Arts in history. The program is designed to provide advanced preparation in both history and archival studies, with an emphasis on historical research.

Admission: Applicants to this 57-semester hour program must be admitted to the master's programs of both the Department of History and the Graduate School of Library and Information Science. Students complete one application for admission. Students who do not complete the history portion of the program will need to seek advice on applying credits in history to another degree at Simmons.

Degree Requirements: In the history portion of the dual-degree Archives/History program, students complete 24 semester hours, beginning with HIST 597 Historical Methods and Research, a required course that provides a foundation in historiography and methodology. Students then choose 16 semester hours of electives in history with the approval of a history department advisor. The program encourages students to select courses from across a breadth of topics, time periods, and geographical contexts in order to develop a wide-ranging and comparative perspective on the discipline of history. Students in the dual-degree program must also complete one of the following:

HIST 535 Sites of History: Research Seminar in Public History (as one of the history electives) or HIST 527/LIS 443 Archives, History, and Collective Memory (as either as a history or a library science elective)

The degree in history culminates with HIST 455, a master's thesis drawn from a seminar paper and based on original, archival research. The archives portion of the program consists of 33 credits in the GSLIS, with a concentration in archives management. For further information on the GSLIS curriculum and the archives management concentration, please visit the website, <http://www.simmons.edu/gslis>.

COURSES

The following are required for the graduate curriculum in history:

HIST 455 Master's Thesis (F,S)

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

Involves independent research based on archival primary sources under the supervision of two historians with expertise in the subject area. Culminates in a scholarly paper of approximately 60 to 80 pages and a presentation. Requires consent from the history graduate program director and a proposal approved during the semester before the course is taken. See program director for guidelines and due dates to submit proposals.

HIST 597 Historical Methods and Research (F)

4 sem. hrs.

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.

GRADUATE SEMINAR ELECTIVES

Students select 16 semester hours from the following:

HIST 450 Graduate Independent Study (F,S)

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

HIST 527 Archives, History, and Collective Memory (F)

4 sem. hrs. Prereq.: LIS 438 or consent of the instructor.

Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on a series of case studies. Bastian, Ortega, Prieto.

See program directors for information on whether this course will count as history or as SLIS for your individual program.

HIST 529 Seminar: Film and Historical Representation

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 560 Seminar in the History of Women and Gender

4 sem. hrs.

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. Crumpacker, Prieto.

HIST 561 Cross Cultural Encounters: Contacts, Connection and Conflict (F)

4 sem. hrs.

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 562 Reforms and Revolutions in Asia

4 sem. hrs.

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 564 Rape of Nanjing

4 sem. hrs.

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 World War II. 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 565 9/11 Narratives

4 sem. hrs.

Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Ortega.

HIST 567 Memory and the Holocaust

4 sem. hrs.

Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma. Leonard.

HIST 568 Sites of History: Research Seminar in Public History (S)

4 sem. hrs.

Examines the theory and practice of public history for those who plan to apply their academic historical studies in public settings. Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians, as seen in public venues. Berry, Curtin.

HIST 570 Internship (F,S)

4 sem. hrs.

Students intern 10 to 15 hours a week in sites connected to the practice of history such as museums, schools, or archives. Students complete a final paper that incorporates research, reflects on their experience and brings together theory and practice. Requires consent. Staff.

HIST 571 Seminar in Early American History

4 sem. hrs.

Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles. Berry, Crumpacker.

HIST 572 Race and Gender in the Atlantic World

4 sem. hrs.

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 573 Seminar in 19th-Century U.S. History

4 sem. hrs.

Topics vary each year. Focuses on topics in the cultural, social, and political history of the U.S. during the course of the “long” 19th century, between the Jacksonian Era and the Jazz Age. Crumpacker, Larson, Prieto.

HIST 574 Modern U.S. History Seminar

4 sem. hrs.

Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Prieto.

HIST 575 Cold War Culture

4 sem. hrs.

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 576 The American Revolution

4 sem. hrs.

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 577 Seminar in Modern European History (S)

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, Weimar Germany, and nineteenth century Europe. Leonard.

HIS 578 Lives of Faith: American Religious Biography and Autobiography (F)

4 sem. hrs.

The course will use autobiography and biography to understand the variety and diversity of religious beliefs in American history. 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 580 Fieldwork (F,S)

4 sem. hrs.

Students conduct research on a community or group by collecting data, such as oral history or survey work, under faculty supervision. The project does not culminate in an analytical paper but rather in some other form, such as a presentation, exhibit, or source compilation. Requires consent. Staff.

Master in Public Policy

Leanne Doherty, *Program Director, Associate Dean, College of Arts and Sciences*

Catherine Paden, *Chair, Associate Professor of Political Science and International Relations*

Benjamin Cole, *Assistant Professor of Political Science and International Relations*

Zinnia Mukherjee, *Assistant Professor of Economics*

Valerie Leiter, *Professor of Sociology*

Simmons' Master in Public Policy program provides an interdisciplinary understanding of societal problems and their potential solutions. Students will have a command of public policy analysis and an applied understanding of the various institutional contexts in which public policy is developed and implemented.

Students receiving an MPP degree will be skilled in policy analysis, as defined by the following:

- An understanding of the factors that influence the direction of government action.
- An understanding of the “tools” available to address policy problems.
- An understanding of the effects of government action.
- An understanding of the various constituencies that influence how policy is made, and the theoretical underpinnings of real life policy choices.

Drawing on core courses from the Departments of Economics, Political Science, and Sociology, as well as elective courses in the School of Management, College of Arts and Sciences, Library Sciences, Social Work, and Nursing and Health Studies, the MPP provides an integrated focus on public policy in the United States.

Upon completing their MPP at Simmons, students will have a command of public policy analysis and will have an applied understanding of the various institutional contexts in which public policy is developed and implemented.

Degree Requirements

The Master in Public Policy at Simmons College provides an interdisciplinary understanding of societal problems and their potential solutions. Ten courses are required to complete the degree – five core courses, including the final Capstone Project, and five electives chosen with a program advisor. Students are also required to complete a three credit internship. Student with prior work experience in public policy arenas will have the option to waive the internship requirement by petitioning the program director. Possible internship sites include, but are not limited to legislative and executive offices, think tanks, and advocacy organizations.

Admission: Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. All students must successfully complete a college level course in Statistics as well as Introduction to Microeconomics. In general, applicants are expected to submit a completed application file that includes a completed Application Form PDF document, a nonrefundable application fee of \$35 (payable to Simmons College), official college transcripts from every college or university attended, two letters of recommendation, GRE Scores, essay or statement of purpose, TOEFL scores if English is not the applicant's first language, and current résumé.

CORE COURSES

MPP 501 Public Policy Analysis (F)

3 sem. hrs.

The goal of this course is to provide policy researchers and practitioners with a set of conceptual frameworks for analyzing the political environment of public policy and policy research, and to practice forming effective strategies for policy analysis, program evaluation, policy design, and advocacy. In other words, this course will enhance our understanding of what happens in the policy process when policies are formulated and implemented and our participation in the policy process now and in the future. Doherty/Cole.

MPP 502 Social Policy Analysis (S)

3 sem. hrs.

This course examines social welfare programs and policies that affect the nonelderly poor in the U.S., emphasizing how they have evolved over the last five decades and how they might be reformed so as to further reduce poverty. The course emphasizes understanding what we know from social science research about the strengths and weaknesses and the intended and unintended effects of these policies and how they are influenced by and how they affect labor market outcomes and family structure. Paden/Cole.

MPP 503 Economic Policy Analysis (S)

3 sem. hrs.

Focusing on a series of specific cases that exemplify the range of current economic policies, the course examines the various policies through a framework that: examines the policy's rationale, actual methods, and actual effects; evaluates the desirability of the effects; and considers alternative approaches. Specific cases reviewed aim to be representative of the range of current economic policies and will also depend on anticipated interests of students. Mukherjee.

MPP 504 Quantitative Analysis (F)

3 sem. hrs.

This course introduces students to multivariate statistical methods for public policy analysis, covering multiple regression, logistic regression, and power analysis. Students are assumed to have completed an introductory statistics course as a prerequisite for this course. Students will use SPSS, a statistical package for the social sciences. Leiter.

MPP 505 Public Policy Capstone (F,S,U)

3 sem. hrs.

This course is a capstone of a student's graduate education and an introduction into the professional practice of public policy analysis. During the semester, you will draw on the tools and expertise garnered from prior coursework to analyze one or more important public policy problems. On the basis of that analysis, the student will then develop recommendations for dealing with those problems to a client official or agency. All projects available for this semester are for real clients, addressing real policy issues. You will be expected to complete the project on time, demonstrating high, professional standards. Doherty.

ELECTIVES

Electives for the Master in Public Policy are chosen with the student's advisor. The following courses have been approved to be used as electives in past semesters. Some have prerequisites, therefore consultation with an advisor is important. If a student wants to use a course as an elective not on the list below, they must petition the MPP program director and have the course approved. For course descriptions, please see the respective school's academic handbook/catalog.

School of Management

GSM 412 Business, Government and the Global Economy
GSM 455 Leading Individuals and Groups
GSM 470 Negotiation and Problem Solving
GSM 504 Business and Human Rights
GSM 529 Marketing for Non-Profit Organizations and Social Change
GSM 560 Financial Management in Non-Profit Organizations
GSM 570 Creativity, Innovation, and Entrepreneurship

MBAH 410 Health Economics
MBAH 466 Health Care Leadership in Times of Change
MBAH 481 Health Care Law and Ethics
MBAH 575 Health Policy

MSMG 405 Leadership, Teams, and Organizations
MSMG 432 Philanthropy, Policy, and Fundraising
MSMG 433 Strategic Communication and Organizational Change

School of Social Work

GEDUC 529 Race, Culture, Identity, and Achievement
GEDUC 588 Black Popular Culture and the Education of Black Youth
SW 409 Dynamics of Racism and Oppression
SW 463 Advocacy and Social Action with Disability and Illness
SW 523 Social Action and Change
SW 554 Health Care Policy and Social Action

College of Arts and Sciences

AST 529 Race, Culture, Identity, and Achievement
AST 536 Narratives of Oppression, Resistance, and Resiliency
SOC 521 Sociology of Food
SOC 545 Health Systems and Policy

Library and Information Science

LIS 475 Organizational and Information Ethics
LIS 493 Intellectual Freedom

Dual Degree – Masters of Arts in Public Policy/Gender and Cultural Studies

See full description of program below.

Dual Degree Program Gender/Cultural Studies and Public Policy

The dual degree program in Gender/Cultural Studies (GCS) and Public Policy (MPP) is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insight of theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity and sexual orientation in public policy. Students must apply and be admitted to both programs. Students will be enrolled in both programs simultaneously and work with an advisor from each program to tailor their studies to meet their needs and interests.

Sequence of Courses

Candidates for the dual degree must complete a total of 13 or 14 courses (depending on whether the MPP internship requirement is waived). Six courses will be completed in the GCS program (two required courses, one core elective course, and at least three GCS electives), six or seven will be completed in the MPP program, and the student will complete a combined capstone project that integrates the two fields of study.

COURSEWORK

Six required GCS courses

GCS 403 Seminar in Gender/Cultural Studies
GCS 430 Cultural Theory

One of the following

GCS 406 Feminism and Literature
GCS 410 Issues in International Studies

GCS 412 Theoretical Approaches to Cultural Narratives
GCS 415 Feminism and Economic Difference

Three GCS Electives

Six/Seven required MPP courses

MPP 501 Policy Analysis
MPP 502 Social Policy
MPP 503 Economic Policy
MPP 504 Quantitative Analysis

TWO MPP electives

3 Credit Internship (if applicable)

One Combined Capstone

All dual degree candidates must complete one of the capstone options listed below. Students will consult with their advisor and/or program director about which option is better suited for their career path.

MPP 505 Policy Capstone:

Students will work with a specific organization on a policy problem. Ideally the policy problem will focus on an issue related to race, gender, ethnicity, and/or sexual orientation, etc.

OR

GCS 460 Thesis Capstone:

Students will write a 60-80 page thesis that focuses on a policy issue. Dual-degree students present their capstone work at the GCS colloquium with other graduating GCS students.

GCS Electives

GCS/ENG 405 Contemporary Critical Theory
AST 513 The Black Struggle for Schooling in America
AST 529 Race, Culture, Identity and Achievement
AST 536 Black Narratives of Oppression, Resistance, and Resiliency
AST/SOC/WST 540 Intimate Family Violence: A Multicultural Perspective
AST 588 Black Popular Culture and the Education of Black Youth
ENGL 517 Toni Morrison and American Literature
ENGL 527 Race and Gender in Psychoanalytic Discourse
ENGL 598 Feminist Media Studies
HIST 560 Seminar in the History of Women and Gender
HIST 561 Topics in World History: Cross Cultural Encounters
HIST 565 9/11 Narratives
HIST 567 Memory and the Holocaust

INRL 590 Seminar in International Relations
SOCI 500 Gender and Islam
SOCI/AST 511 Critical Race Legal Theory
SOCI 539 Qualitative Research Workshop
SOCI 545 Health Systems and Policy
SOCI 547 Antiracism and Justice Work
SOCI 548 Re-envisioning the Third World
WGST 554 Feminist Theories
WGST 580 Gender and Queer Theory